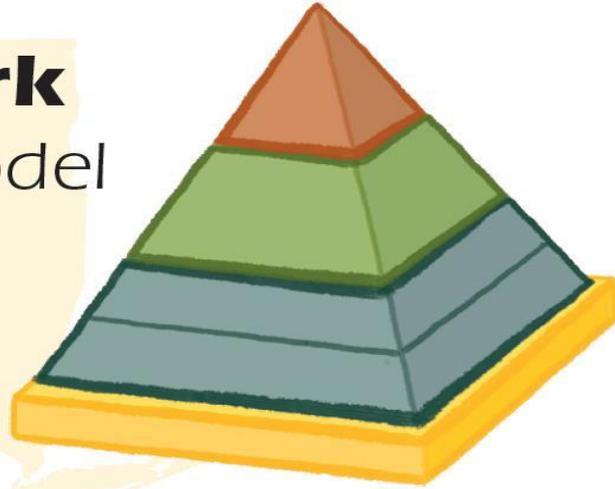


New York
Pyramid Model
State



Promoting Social & Emotional Competence in New York's Young Children

New York State Leadership Team Manual

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Table of Contents

Introduction	2
Purpose of the Manual	
New York State Leadership Team Vision and Mission	
Overview of the New York State Pyramid Model	
Goals	
Pyramid Model State Leadership Team	3
Member Responsibilities	
Meeting Logistics	
Meeting Procedures	
Action Plans of State Team and Work Groups	6
State Benchmarks of Quality	
Work Group Action Plans	
Sustainability	
New Member Orientation and Succession	7
New Member Orientation	
Succession within Agencies and Organizations	
Celebrate big and small accomplishments!	8
Regular Communication and Social Media Outreach	9
Appendices	9
A: New York State Pyramid Model Overview	
B. New York State Early Childhood Organizations	
C. State Benchmarks of Quality	
D: Work Group Action Plans	
E: Sample Meeting Evaluation	

Introduction

Purpose of the Manual

The purpose of this New York State Leadership Team (SLT) Manual is to document how the SLT functions and makes decisions to implement and sustain the *Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children*, so that all members can be informed about how the SLT operates, including the established shared ground rules about meetings and interactions. It is also intended as an orientation to the SLT for new or prospective members.

New York State Leadership Team Vision and Mission

Vision and Mission

All New York State infants, toddlers, young children and their families will be supported in their social-emotional development to promote their success in school and life.

The SLT's vision and mission statement was established in 2015 to:

- ▲ Articulate the direction of the collaborative work;
- ▲ Ensure all members share a common understanding about that work;
- ▲ Create and ensure shared understanding of terms and concepts.

SLT will annually review its mission and vision statement and, if needed, come to a consensus to amend it.

Overview of the New York State Pyramid Model

Social and emotional well-being sets the foundation for the development and learning of infants, toddlers and young children. The New York State Early Childhood Advisory Council - comprised of experts in child care, education, health, family support and mental health - identified the critical need to better support and teach young children and families social and emotional skills and supports. In response, the New York State Council on Children and Families (CCF) took the lead in bringing together a team of public and private agencies to form a new partnership to provide more early childhood professional development opportunities focused on social and emotional development skill building.



The **New York State Pyramid Model State Leadership Team (SLT)** is promoting the statewide use of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model), an evidence-based framework proven to be an effective approach for all early care and education programs to use to build social and emotional competence for young children.

Goals

- ▲ Increase the number of early childhood trainers and coaches providing professional development on the Pyramid Model strategies to the early childhood workforce to meet the social and emotional development needs of young children;
- ▲ Support partnerships between practitioners and parents;
- ▲ Support the implementation and sustainability of the Pyramid Model in early childhood settings; and,
- ▲ Evaluate the effectiveness of implementing the Pyramid Model in New York State.

In addition, the SLT is working to reduce, and ultimately eliminate, the use of suspension and expulsion as a response to children's challenging behaviors and instead equip administrators, teachers and others with the skills necessary to address the social-emotional development of all children. In short, the goal is to change policies (at the state and provider - child care center and school- levels) related to discipline and social and emotional support, with respect for everyone.

Pyramid Model State Leadership Team

Member Responsibilities

New York is a very large and complex state. Consequently, the Statewide Leadership Team (SLT) must include a diverse membership who can collectively advance and sustain the implementation of the Pyramid Model. In New York the SLT is comprised of representatives from Child Care Licensing and Regulation (Office of Children and Family Services' Division of Child Care Services), Child Care Resource and Referral agencies (the State's Early Care & Learning Council and local child care resource and referral agencies represented by the Capital District Child Care Coordinating Council); the State Education Department (Office of Early Learning, Office of Special Education and the Positive Behavior Specialists and Technical Assistance Provider), teacher's union (NYS United Teachers); Department of Health (Family Health, Early Intervention, and Home Visiting), Office of Mental Health, professional development (PDP-UAlbany and PDI CUNY), parenting education (NYSPEP and PCANY), the Early Childhood Advisory Council and child care providers (Achievements PLLC and Rochester Childfirst Network). Several New York City initiatives are included: NYC Department of Health and Mental Hygiene and Department of Education; and the New York Center for Child Development. The complete list of SLT members is included in [Appendix A](#).

- ▲ **Members:** All SLT members are expected to participate fully with the will and expertise to help the SLT accomplish the work of implementing the Pyramid Model in the state. All SLT members are decision makers who play an active role in their agency and are invested in supporting the success of the Pyramid Model work. In certain situations when that decision maker cannot be a member, his or her designee has been named with ready access to the decision maker and able to commit resources and report decisions within one or two weeks of an SLT meeting. In short, SLT members are committed to SLT decision making and being a positive and productive team member. It is expected that each SLT member will serve on a work group of their choice. Finally, each member is expected to have a process for communicating with those he or she represents.
- ▲ **Host:** The New York State Pyramid Model is housed at the Council on Children and Families (CCF). CCF staff facilitate the logistics of SLT meetings and co-chair the SLT. Other members may be asked to assist with

hosting meetings. For instance, members can provide space for a SLT meeting or help pay for the technical assistance the SLT receives from the national Pyramid Model Consortium each year.

Meeting Logistics

The meeting logistics ensure that every SLT meeting is purposeful, especially as it relates to the *Statewide Action Plan*. The SLT is committed to using meetings as a process of assessing progress; identifying and committing to future work and providing tangible evidence that New York State is taking steps to achieve its goals for infants, toddlers, and preschoolers, their families, and the early care and education providers who support them.

- ▲ **Meeting Attendance:** The SLT meets at least once a year, generally in April. All members are expected to attend. However, if a member must be absent, he or she should send an agency representative who can make decisions in his or her place. A save the date will be sent to members' calendars as soon as the date for the meeting is set.
- ▲ **Meeting Agenda:** There is an agenda for each SLT meeting. In advance of the meeting, members will receive an e-mail with the proposed agenda including meeting objectives and support materials (information about meeting location, and time; directions, lunch and parking).
- ▲ **Action Plans:** The SLT's work is guided by the Benchmarks of Quality and written Action Plans developed by the SLT work groups. These plans are based on the shared vision and mission, contain measurable goals and objectives with timelines, identify resources needed to achieve the objective and the responsible parties. The Benchmarks of Quality and work group Action Plans are used to frame the meeting agenda to ensure that all meetings are action oriented and focused on the shared vision and mission. Based on available data, the SLT adopts and tracks the progress being made on the Benchmarks of Quality. See **Appendix B** for the State's current Benchmarks of Quality; **Appendix C** for the latest Work Group Action Plans.
- ▲ **Meeting Logistics:** Most SLT meetings are scheduled once a year for a full day. Generally, meetings start at 10 am and end at 3:30 pm. Whenever possible, meetings are held where parking is free.
- ▲ **Facilitator:** SLT meetings are led by a facilitator who is skilled in promoting shared decision making and ensuring that all opinions are heard, as well as capable of facilitating difficult discussions and decisions. The facilitator leads team meetings in a fair way that helps the SLT stay focused and support the building of relationships needed for effective work. The following persons can facilitate a meeting:
 - SLT Co-Chair(s);
 - SLT member who is viewed as objective and fair;
 - Outside facilitator; or
 - Pyramid Model Consortium members.
- ▲ **Recorder:** The Co-Chairs designate a person to record meeting decisions. The Co-Chairs coordinate the dissemination of information to SLT members and are responsible for maintaining a "master" file for the meeting notes and decisions. In addition, each SLT member should be responsible for his or her own notes, and for sharing the updates within their own agency.
- ▲ **Timekeeper:** The timekeeper, who is designated by the Co-Chairs, is expected to keep track of time allotments on the agenda and remind SLT members of time remaining for each agenda item, so that all

items can be addressed during the meeting. If necessary, the timekeeper will consult with the Co-Chairs to adjust the agenda.

Meeting Procedures

- ▲ **Ad Hoc Members/ Stakeholder Input:** The SLT can use ad hoc members, work groups and focus groups to ensure broad representation and needed expertise and input to accomplish specific tasks. These individuals are not necessarily recognized by the SLT as regular members, but their input and perspective are valued.
- ▲ **Decision Making:** The STL uses consensus as often as possible. If consensus is difficult to achieve, the SLT will use “*modified consensus*” (i.e., what can be changed so that we can live with this decision and publicly support it?).
- ▲ **Support Decisions:** As often as possible, the SLT strives to have decisions supported by all attending members. However, the SLT will use “modified consensus” if necessary to achieve everyone’s support. If a SLT member must miss a meeting, the representative should be empowered to support decisions during the meeting.
- ▲ **Decision Making Strategies:** When necessary, the SLT uses strategies and activities to promote shared decision making as well as ensure that everyone feels that his or her input is valued. This approach to decision making is important to enable all voices to be heard and the best decisions to be made.
- ▲ **Interactions:** All SLT members are expected to respect all opinions (all ideas have value), engage in respectful dialogue, share decision making, honor confidentiality and generally act with civility and respect at all times. Members can be asked to leave the meeting if this expectation is not met.
- ▲ **Universal Signal:** The SLT uses index cards to vote and reach a consensus on decision making topics.
- ▲ **Start and end on time/Stay outcome-focused:** The SLT works to respect both the start and end time for the meeting. If items arise during the meeting that can’t be addressed in the allotted amount of time, the SLT creates a “Parking Lot” to address these issues, either later in the meeting or alternatively on a conference call or at the next SLT meeting.
- ▲ **Meeting and Team Evaluation:** At the end of each meeting, members complete an evaluation that asks if the objectives of the meeting were attained, was the meeting worth their time, and did the team member participate and feel valued. Also, the evaluation asks what each member would recommend for next steps and improvements. A sample evaluation is included as Appendix D.
- ▲ **Meeting Summaries:** SLT members receive written summaries of the meetings and any follow up materials. At a minimum, the meeting summaries include the decisions and actions taken at the meeting.

Statewide Leadership Team Benchmarks of Quality and Work Group Action Plans

Statewide Leadership Team Benchmarks of Quality

The SLT action plan in New York is based on the critical elements identified in the Benchmarks of Quality (Benchmarks) designed to track the SLT's progress in implementing the Pyramid Model state-wide to fidelity. The Benchmarks are also used to guide the work of the SLT, including activities designated to the work groups. Strategies related to achieving the action plan goals include how the Pyramid Model can be institutionalized and embedded in the state's infrastructure (sustainability). The SLT reviews the Benchmarks, updates the progress at each meeting, and conducts an annual review including an update of the state level Benchmarks.

The Benchmarks document includes 50 elements organized into four critical areas: State Leadership, Family Involvement, Pyramid Model Sites and Professional Development. The chart below demonstrates how the Benchmarks have been used to document the progress of the SLT over the last two years by reducing the number of elements "Not in Place" and increasing the number of elements that are in process ("Needs Improvement") or completed ("In Place"). The results of this annual assessment are used to identify the areas needing attention in the coming year.

The SLT Team has been guiding the progress and success of the New York State initiative since 2015, beginning with the "Exploration or Planning Stage" embarked on in late 2014-early 2015. The "Installation Stage" started with the first State Leadership Team meeting in April 2015 and the selection and training of the Master Cadre from the fall of 2015 through June of 2016. The "Implementation Stage" i.e., offering training in every county and the initial Program-Wide Implementation Cohort of 19 early care and education programs began in late 2016 and continues with the second cohort of 24 programs preparing to adopt Program-Wide Implementation in 2018.

Work Groups

The SLT action plan is guided by the work plans produced by five work groups (listed below). The objectives and activities of the work groups focus on sustainability and increasing the number of Pyramid Model settings, with the goal of achieving statewide, high fidelity implementation over time. SLT members and others make up these work groups. The five work groups are as follows:

- ▲ **Communication:** The purpose of this work group is to generate acceptance of and exposure to the Pyramid Model to support New York State's goal of developing and achieving the social-emotional competencies that are the foundation for a healthy life for New York's children and families.
- ▲ **Data and Evaluation:** This work group focuses on conducting a mixed methods study that combines both qualitative and quantitative methodologies to examine the efficacy of the implementation of Pyramid Model training in New York State.
- ▲ **Implementation:** The focus of this work group is to incorporate the Pyramid Model approach into practice by creating a program-wide implementation plan, a community-wide implementation plan and plans for the Demonstration sites.
- ▲ **Policy/Advocacy/Fiscal:** This work group strives to reduce and eventually eliminate suspensions and expulsions of children in early childhood settings (child care, Head Start programs, pre-K) and establish coordinated standards for responding to challenging behaviors. The group is also working on developing financial strategies to support the implementation and sustainability of the Pyramid Model.

- ▲ **Professional Development:** The work of this group is to enable the Master Cadre of trainers to receive training and coaching sufficient to adopt and train on all the modules of the Pyramid Model.

Sustainability

The SLT is using action planning and strategies for continuing all the components (Master Cadre trainers and coaches, Program-Wide Implementation and adding Demonstration Sites) as well as scaling up the number of programs and communities using the Pyramid Model with high fidelity. Additionally, the SLT plan addresses turnover of members and leadership on the SLT, and ways to institutionalize and embed the Pyramid Model within state initiatives such as QUALITYstarsNY; align with NYS OCFS child care regulations, NYSED Pre-K regulations, and various credential initiatives, etc.

The SLT has developed and continues to develop information and public awareness messages disseminated through the web site <http://www.nysecac.org/ecac-initiatives/pyramid-model/>, Facebook, LinkedIn, and other social media outlets to raise interest and commitment from programs, policy makers, funders and other stakeholders.

The Evaluation Work Group annually prepares a report that describes: (a) the extent to which program-wide high-fidelity adoption is being implemented, sustained and scaled up; (b) impact of program-wide adoption on child, provider and program outcomes; and (c) impact of training and coaching. This evaluation report is used by the SLT to monitor progress and plan next steps as well as provide a public report on outcomes. The SLT recognizes the work of the high-fidelity programs, the Master Cadre, funders and supporters through a celebration of outcomes and accomplishments at the annual meeting.

New Member Orientation and Succession

New Member Orientation

New SLT members receive a letter from the SLT Co-Chairs along with the State Leadership Team Manual. In addition, the new SLT member is sent a letter to congratulate and thank them and briefly provide information about the Pyramid Model, the purpose of the SLT, and member expectations. The new member is paired with an existing member (Buddy System) to help them get acclimated to the SLT and prepare them for their first meeting. This information is included in the letter as well.

Soon after the information has been sent to the new SLT member, one of the SLT Co-Chairs follows up to answer any questions and share any significant information to support the new member in understanding the Pyramid Model. The new member is invited to join a work group. The goal is to have this call before the new member attends their first meeting.

Succession within Agencies and Organizations

To enable a smooth succession when an SLT member must leave the team, SLT members who know they will be leaving the SLT should contact the Co-Chairs as soon as possible to provide them with: (1) the anticipated date of their departure; and (2) information regarding their successor, who should have the same willingness and expertise to help the SLT accomplish its work. A letter thanking them for their service is sent.

Celebrate Big and Small Accomplishments!

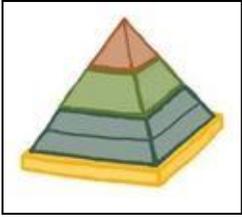
As a team, we celebrate accomplishments and milestones in our collective commitment to implementing the Pyramid Model and supporting the social and emotional development of New York's children. We are a community of leaders with state and regional focus. We look forward to acknowledging each step toward achieving the SLT vision and mission!

Regular Communication and Media Outreach

The SLT stays in contact between meetings by sharing important announcements through the Pyramid listserv and by adding materials to the state website. SLT members are invited to join the Pyramid listserv [requests should be sent to the Co-Chairs] and to regularly check the website: <http://www.nysecac.org/ecac-initiatives/pyramid-model/>. Members are invited to join the Pyramid NY group on LinkedIn <https://www.linkedin.com/groups/8545497> and encouraged to find us on social media: #PyramidNY.

Appendices

Appendix A



New York State Pyramid Model

Supporting Social Emotional Competence in New York State's Young Children

Vision

All New York State infants, toddlers, young children and their families will be supported in their social-emotional development to promote their success in school and life.

Overview

Social and emotional well-being sets the foundation for the development and learning of infants, toddlers and young children. The Early Childhood Advisory Council - comprised of experts in child care, education, health care, family support and mental health - has identified the critical need to better support and teach young children and families social and emotional skills. In response, the New York State Council on Children and Families took the lead in bringing together a team of public and private agencies to form a new partnership to provide more early childhood professional development opportunities. The New York Pyramid Model State Leadership Team promotes the statewide use of the Pyramid Model, an evidence-based framework proven to be an effective approach to building social and emotional competence in early care and education programs.

Initial funding (2014) for the implementation of the Pyramid Model was provided by the New York State Council on Children and Families, the Head Start Collaboration Project and New York State Project LAUNCH (Linking Actions for Unmet Needs in Children's Health). Staff support is being provided by all members of the State Leadership Team.

Goals

The New York Pyramid Model State Leadership Team will work collaboratively to:

- ▲ Increase the number of early childhood trainers and coaches providing professional development to the early childhood workforce to meet the social and emotional development needs of young children;
- ▲ Support partnerships between practitioners and parents;
- ▲ Support the implementation and sustainability of the Pyramid Model in early childhood settings; and;
- ▲ Evaluate the effectiveness of implementing the Pyramid Model in New York State.

With its emphasis on strong relationships, support for social competence and preventing and addressing challenging behaviors in infants, toddlers and young children, the Pyramid Model is congruent with other New York State early childhood efforts to set the foundation for development and lifelong learning. These existing efforts include:

- The strategic plan of the New York State Early Childhood Advisory Council. <http://www.nysecac.org/>.
- Promoting positive school climates through the implementation of Positive Behavioral Interventions and Supports (PBIS). New York State Education Department. <http://nyspbis.org/>.
- Establishing guidance on evidence-based practices for addressing the social-emotional development of very young children (Early Childhood Advisory Council/Early Intervention Coordinating Council Joint Task Force

on Social-Emotional Development). http://www.nysecac.org/files/6714/1080/7660/EICC-ECAC_Update_rev.pdf.

- Creating a formal mental health endorsement/credential for professionals working with infants. <http://www.miamh.org/league-of-states-2015>.
- Supporting the provision of evidence-based services for children experiencing social-emotional development and mental health issues through the redesign of New York’s Medicaid Program.
- Reducing and eliminating suspension and expulsion of children in early childhood settings http://www.nysecac.org/files/2015/3658/8961/NYS_Pyramid_Model_Leadership_Team_Brief_-_Suspension_Expulsion.v2.pdf

New York Pyramid Model State Leadership Team Representation	
Capital District Child Care Coordinating Council (CCCCC)	NYS Department of Health (DOH): Division of Family Health
Docs for Tots	NYS Education Department (SED): Office of Early Learning
Early Care & Learning Council (ECLC)	NYS Education Department (SED): Office of Special Education
Early Childhood Advisory Council (ECAC)	NYS Head Start Collaboration Project
Head Start Region II Technical Assistance Center	NYS Office of Mental Health (OMH)
NY Center for Child Development	NYS Parenting Education Partnership (NYSPEP)
NYC Administration for Children Services (ACS): Division of Early Care and Education	NYS Pyramid Model Master Cadre
NYC Department of Education (DOE): Division of Early Childhood Education	NYS United Teachers (NYSUT)
NYC Department of Health and Mental Hygiene (DHMH)	Prevent Child Abuse – NY (PCANY)
NYS Association for the Education of Young Children (NYSAEYC)	Professional Development Institute, City University of New York (PDI CUNY)
NYS Council on Children and Families (CCF)	Professional Development Program, University at Albany (PDP)

For Additional Information: <http://www.nysecac.org/ecac-initiatives/pyramid-model/>

- ▲ New York Pyramid Model State Leadership Team: please contact Patty Persell, New York State Council on Children and Families, at patricia.persell@ccf.ny.gov
- ▲ Pyramid Model training materials, videos and print resources: <http://www.pyramidmodel.org/>



Appendix B

With its emphasis on strong relationships, support for social competence and preventing and addressing challenging behaviors in infants, toddlers and young children, the Pyramid Model is congruent with other New York State early childhood efforts that help to set the foundation for healthy development and lifelong learning. These existing efforts include:

ORGANIZATION	DESCRIPTION AND WEBSITE
New York State Early Childhood Advisory Council (NYS ECAC)	Implementation of the ECAC strategic plan: www.nysecac.org
NYS ECAC -NYS Department of Health’s Early Intervention Coordinating Council (EICC)	ECAC/EICC Joint Task Force on Social-Emotional Development wrote “Meeting the Social-Emotional Development Needs of Infants and Toddlers,” to provide guidance on evidence-based practices for addressing the social-emotional development of children from birth to age three, and how to obtain further support when needed. https://www.health.ny.gov/publications/4226.pdf
New York State Education Department	Promotes positive school climates by implementing Positive Behavioral Interventions and Supports (PBIS).
New York State Office of Children and Family Services (OCFS)	Child Care and Development Fund (CCDF) Plan recognizes the Pyramid Model as the approach to address children’s social-emotional development and includes funding to support the Pyramid Model rollout: http://ocfs.ny.gov/main/childcare/stateplan/
Early Care & Learning Council (ECLC)	<u>For Our Babies</u> is a national campaign that raises awareness and mobilizes action for the healthy development of children in the United States, from conception to age 3 years. New York is the first state to join the national movement. The New York campaign is steered by the statewide Infant and Toddler Resource Network, a group of 27 infant and toddler training specialists coordinated by ECLC. http://www.earlycareandlearning.org/for-our-babies-new-york.html
New York Works for Children	The home of the state’s integrated professional development system for the early childhood workforce including the Aspire Registry, the early childhood workforce registry and statewide training calendar, and state resources for the field. Early childhood professionals, teachers, providers, directors, and other individuals who work in the early childhood field can use the Aspire Registry to manage important information about their career, including coursework, training, coaching and work experience. http://nyworksforchildren.org/Home.aspx

<p>New York City Department of Education</p>	<p>Statement on Positive Behavior Guidance in Pre-K for All and EarlyLearn NYC Programs issued jointly with the NYC Administration for Children’s Services. http://schools.nyc.gov/NR/rdonlyres/0C9C8A8A-3FE4-4F7D-A880-DD3D86B3C94D/0/StatementonPositiveBehaviorGuidance.pdf</p>
<p>New York City Department of Health and Mental Hygiene</p>	<p>Thrive NYC Early Years Collaborative promotes the health and well-being of young children in New York City with City administrators and partnering CBOs. Since 2015, CBO staff have been assessing how their methods of working with 0 to 3-year-olds promote: healthy pregnancy, school readiness, and secure parent-child attachment. Through data collection, the collaborative strives to strategically improve this work, and ultimately improve the lives of young children, parents, and caregivers.</p>
<p>The Office of Head Start</p>	<p>Head Start Performance Standards reflect the latest research on early education, and help ensure that all Head Start programs produce the best possible outcomes for the children and families they serve. For a complete list of the standards go to: https://eclkc.ohs.acf.hhs.gov/policy/presenting</p>

The New York State Benchmarks of Quality

Statewide Benchmarks of Quality

Critical Elements (and sub-elements)	Benchmarks of Quality	Who (SLT, Staff, etc.)	Elements in Place		
			Not in Place 0	Needs Improve-ment 1	In Place (Evidence) 2
State Leadership Team (SLT)					
SLT Membership and Logistics	1. State Leadership Team has written criteria for membership which ensures broad representation from a range of stakeholder’s programs and agencies (e.g. early childhood special education, early intervention, higher education, Head Start, families, child care, mental health). [Planning Stage]				
	2. State Leadership Team establishes a clear, written mission/vision. [Planning Stage]				
	3. State Leadership Team members are able to clearly communicate the vision and mission of the State Leadership Team. [Planning Stage]				
	4. State Leadership Team adopts written ground rules and logistics including: criteria for membership, no substitutes at meetings, agreeing to decisions made in ones’ absence, all agencies will share resources, all members attend Pyramid Model training, uses effective meeting strategies to ensure meetings are engaging and all members voices are heard (see the TACSEI website for Meeting Tool Kit and examples of effective meeting ground rules and logistics). [Planning Stage]				
	5. State Leadership Team records decisions from each SLT meeting. [Every Stage]				

Critical Elements (and sub-elements)	Benchmarks of Quality	Who (SLT, Staff, etc.)	Elements in Place		
			Not in Place 0	Needs Improvement 1	In Place (Evidence) 2
SLT Membership and Logistics (continued)	6. State Leadership Team evaluates each meeting and uses the data to improve meetings (see Meeting Tool Kit on the TACSEI website for samples of meeting materials such as meeting evaluations). [Every Stage]				
	7. State Leadership Team achieves consistent attendance and quality of meetings (75% average attendance over the year; and at least an average of 4 on the 5 point meeting evaluations). [Every Stage]				
	8. Team meets at least monthly during Planning and Implementation Stages and as needed during the Scale-up Stage. [Every Stage]				
	9. State Leadership Team has process in place for membership succession within their own agencies (replacing themselves) that ensures continued commitment and understanding and progress of State Team work. [Sustainability planning]				
	10. State Leadership Team has process in place for orienting new members. [Beginning with Planning Stage]				
Action Planning	11. State Leadership Team develops an action plan that includes objectives related to all critical elements of these Benchmarks. The action plan guides the work of the Team including designation of work groups if necessary. The action plan has both short and long term objectives. [Every Stage]				
	12. State Leadership Team reviews the action plan and updates their progress at each meeting. The action plan has an evaluation component for each action item and the evaluation is reviewed each meeting. [Every Stage]				

Critical Elements (and sub-elements)	Benchmarks of Quality	Who (SLT, Staff, etc.)	Elements in Place		
			Not in Place	Needs Improve- ment	In Place (Evidence)
			0	1	2
Action Planning <i>(continued)</i>	13. State Leadership Team includes in every action plan objectives and activities that attend to sustainability and scale-up efforts by developing strategies for increasing the number of settings and services using the Pyramid Model with the goal of achieving state-wide, high fidelity implementation over time. [Every Stage]				
	14. The SLT action plan includes strategies for institutionalizing and embedding the Pyramid Model into state infrastructures such as Quality Rating Systems and Early Learning Guidelines, etc. [Sustainability planning and Scale-up Stage]				
	15. State Leadership Team annually reviews mission/vision statement, action plan outcomes and other evaluation data, Team membership, ground rules and logistics and makes revisions as necessary. The annual review includes a celebration of accomplishments. [Every Stage]				
SLT Coordination and Staffing	16. A State Leadership Team member serves as Team Coordinator or Chair (i.e., lead contact) to represent the Team and work with staff to facilitate the work of the SLT and to coordinate internal and external communication. [Planning Stage]				
	17. The Pyramid Initiative and State Leadership Team are supported by funded staff to implement the work. [Beginning with Initial Implementation Stage]				
	18. The SLT sustainability and scale-up planning includes plans for adequate and appropriate professional and administrative staffing. [Every Stage]				

Critical Elements (and sub-elements)	Benchmarks of Quality	Who (SLT, Staff, etc.)	Elements in Place		
			Not in Place	Needs Improve- ment	In Place (Evidence)
			0	1	2
SLT Funding	19. Funding sources to cover activities for at least three years are identified. [Sustainability planning & Scale-up Stage]				
	20. State Leadership Team members share resources for the work of the action plan (staffing, materials, training, etc.). [Every Stage]				
SLT Communication & Visibility	21. An annual written report is developed to report on the progress and outcome data to programs, funders and policy makers. [Beginning with Initial Implementation]				
	22. Dissemination strategies are identified & implemented to ensure that stakeholders are kept aware of activities & accomplishments (e.g., website, newsletter, conferences). [Every Stage]				
	23. A written awareness and marketing plan is developed including a presentation to policy makers, current and potential funders and is used to recruit programs and individuals (e.g. presentation based on annual data and report). [Initial Implementation Stage]				
Authority, Priority, and Communication Linkages	24. The Pyramid Model work aligns with the goals and objectives of each agency represented on the SLT. [Every Stage]				
	25. Each SLT representative is authorized to make decisions for their agency related to the Pyramid Initiative and/or are able to return a decision to the SLT within two-weeks. [Every Stage]				
	26. State Leadership Team members engage in activities within their agency that result in support for the Pyramid Initiative (e.g. succession planning, presenting annual reports, orientation presentations). [Every Stage]				

Critical Elements (and sub-elements)	Benchmarks of Quality	Who (SLT, Staff, etc.)	Elements in Place		
			Not in Place	Needs Improve- ment	In Place (Evidence)
			0	1	2
Authority, Priority, and Communication Linkages (continued)	27. The State Leadership Team has written communication protocols for regularly hearing from staff who are charged with implementing the Pyramid Model as well as the Master Cadre, demonstration sites, implementation sites and communities. The protocols focus on surfacing challenges that need to be attended to by the SLT and cannot be resolved by individual programs or staff. [Initial Implementation Stage]				
		Total			
Family Involvement					
Family Participation and Communication	28. The SLT has representation from family organizations. [Planning Stage]				
	29. Training opportunities are available for families. [Every Stage]				
	30. Multiple mechanisms for communicating with families about the initiative are developed and employed. [Every Stage]				
	31. Mechanisms are developed for family members to provide feedback at least annually on the quality of the Pyramid Model experienced by their children. (Every State)				
		Total			

Critical Elements (and sub-elements)	Benchmarks of Quality	Who (SLT, Staff, etc.)	Elements in Place		
			Not in Place	Needs Improve- ment	In Place (Evidence)
			0	1	2
Pyramid Model Sites					
Demonstration Programs	32. Demonstration programs are selected and partnered with to provide data that demonstrates the effectiveness of the Pyramid Model and to provide tours and information for interested parties. Demonstration Programs have a Leadership Team and at least one approved internal coach [Initial Implementation Stage]				
	33. Readiness criteria, recruitment and acceptance procedures, and MOUs are developed for programs participating in the initiative as Demonstration programs. [Initial Implementation Stage]				
Implementation Communities and Expansion Sites	34. Readiness criteria, recruitment and acceptance procedures, and MOUs are developed for new community and program entities to participate in the Pyramid Model initiative. All participating programs and communities agree to having a Leadership Team, approved coaches and trainers [Scale-up Stage]				
	35. A state-wide capacity (funding, staffing) is developed for training and supporting new Pyramid Model program- and community-wide Leadership Teams, coaches, trainers in the high-fidelity adoption/implementation process as well as supporting the high fidelity of the original Demonstration programs. [Implementation & Scale-up Stage]				
		Total			

Critical Elements (and sub-elements)	Benchmarks of Quality	Who (SLT, Staff, etc.)	Elements in Place		
			Not in Place	Needs Improve- ment	In Place (Evidence)
			0	1	2
Professional Development					
Master Cadre	36. A state-wide network or master cadre of Pyramid Model approved external trainers and coaches is established to build and sustain high fidelity implementation. [Implementation Stage]				
	37. A state-wide capacity is created for training and supporting Pyramid Model approved behavior specialists who can guide the tertiary (intensive, individualized) behavior support process. [Implementation Stage]				
	38. A process, recruitment, acceptance criteria and MOUs are developed for Pyramid Model trainers, coaches and behavior specialists. [Initial Implementation Stage]				
	39. A state-wide Pyramid Model training capacity is developed which includes providing ongoing training and support for approved trainers and internal and external coaches. [Implementation Stage]				
	40. A quality assurance mechanism (e.g. certification, approval) is in place for ensuring that trainers are able to train the Pyramid Model accurately and effectively; coaches are able to coach coaches to implementation fidelity, and behavior specialists are able to provide effective support to programs resulting in success for children and providers [Implementation Stage]				

Critical Elements (and sub-elements)	Benchmarks of Quality	Who (SLT, Staff, etc.)	Elements in Place		
			Not in Place	Needs Improvement	In Place (Evidence)
			0	1	2
Master Cadre <i>(continued)</i>	41. A plan exists that ensures that programs and communities state-wide have access to approved trainers, coaches and behavior specialists including necessary resources and on-site coaching that results in the high-fidelity adoption, implementation, and sustainability of the Pyramid Model. [Planning Stage]				
Ongoing Support and Technical Assistance	42. A technical assistance plan is employed for ongoing support and resources for Pyramid Model trainers, external and internal coaches, behavior specialists, demonstration sites, and implementation and expansion sites to ensure high fidelity implementation and sustainability. Such support includes planning for turn-over and succession of key individuals. [Sustainability planning and Scale-up Stage]				
	43. An external coach is available to meet at least monthly with each emerging Program Leadership Team (emerging teams are teams that have not met the high-fidelity implementation criteria), and at least quarterly with established teams. [Sustainability planning & Scale-up Stage]				
	44. An external coach or TA provider is available to meet at least quarterly with Program Leadership Teams who have been implementing the Pyramid Model for at least one year with high fidelity. [Sustainability planning]				

Critical Elements (and sub-elements)	Benchmarks of Quality	Who (SLT, Staff, etc.)	Elements in Place		
			Not in Place	Needs Improve- ment	In Place (Evidence)
Data Based	45. All programs, communities, coaches, trainers, and behavior specialists submit the data agreed upon in their respective MOU. [Implementation Stage & Sustainability planning]				
Decision Making	46. Training, materials and support is available to trainers, coaches, programs and communities on what data to collect, why, and how to use the data for making decisions for improving outcomes for children, providers, programs, and communities as well as how to submit the data. [Every Stage]				
	47. A process is in place for programs and communities to enter and summarize the data elements above as well training on how to use the data for program improvement. [Every Stage]				
Decision Making (continued)	48. A process is in place for the State Leadership Team to access the data or summaries of the data described above. The Team uses these data as part of their action plan regular evaluation as well as the annual evaluation report. [Every Stage]				
	49. The SLT annually prepares an evaluation report that describes: a) the extent to which program- and community-wide high-fidelity adoption is being implemented, sustained and scaled-up, b) impact of program-wide adoption and/or community-wide adoption on child, provider and program outcomes, and c) impact of training and coaching. The evaluation report is used by the SLT for their progress monitoring and planning as well as providing a public report on outcomes [Every Stage]				
	50. State Leadership Team provides a public celebration of outcomes & accomplishments annually [Every Stage]				
		Total			

Appendix D

Action Plan for Working Group: _____

Date: _____

What do we want to achieve?					
Action Steps	Who's Responsible? Resources Needed	Method of Communication	Indicator of Success	Start Date	Status/Date Completed
1					
2					
3					

Partners Needed to Achieve Goal		Partner Contact Info (Phone/Email)	
1		1	
2		2	
3		3	
Working Group Facilitator:			
Working Group Members:			

NOTES:



Pyramid Model State Leadership Team Meeting

Meeting Evaluation

Meeting Objectives:

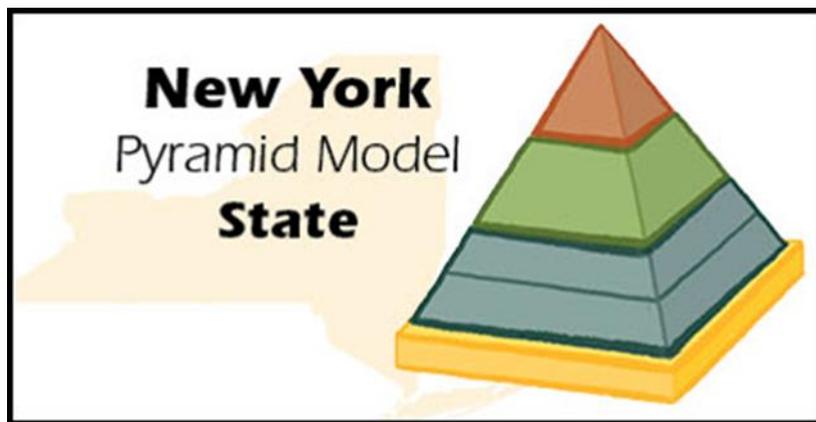
- Team members review vision and mission statement and agree to amend if needed.
- Team members understand their role as a NY State Leadership Team member and are actively involved.
- Team members participate in updating and revising the Benchmarks of Quality.
- Team members contribute to the development of a work group Action Plan.

Please rate the following items (1 being the lowest rating and 5 being the highest):

1. Degree to which the meetings objectives listed above were achieved	1	2	3	4	5
2. Facilitation of the meeting	1	2	3	4	5
3. My own contribution to the meeting	1	2	3	4	5
4. Degree to which the meeting contributed towards achieving our purpose	1	2	3	4	5

Additional comments, suggestions for improving the Statewide Leadership Team meetings:

Thank you



Promoting Social & Emotional Competence in New York's Young Children

Access the online version of the New York State Leadership Team Manual at:
<http://www.nysecac.org/ecac-initiatives/pyramid-model/>

For more information on the New York State Pyramid Model Leadership Team and state activities please visit us at: <http://www.nysecac.org/ecac-initiatives/pyramid-model/>

3.18