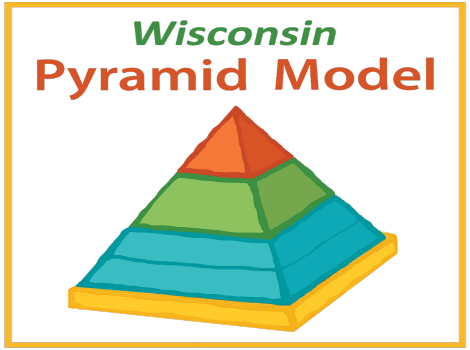
Wisconsin Pyramid Model Core State Leadership Team

January 24, 2023



WISCONSIN ALLIANCE FOR INFANT MENTAL HEALTH
Early Relationships Matter

Wisconsin Pyramid Model Leadership Teams Purpose and Responsibilities

Core Team: Smaller group more closely connected to procedural decision making	State Leadership Advisory: Larger group of people/organizations invested in the vision of the Pyramid Model Initiative
• Attend and actively participate in quarterly meetings of the group • Inform procedures for bringing on approved trainers/coaches/sites/ communities • Develop an action plan by prioritizing activities based on the annual Benchmarks of Quality rating and monitor progress of the plan • Develop processes and systems for data based decision making about fidelity of implementation • Advocate for and determine appropriate funding to cover activities and staffing • Advise and support state coordinators in making key decisions • Inform Pyramid Model advisory group of accomplishments and outcomes	• Attend an annual State Leadership Advisory meeting, review updates from the quarterly Core Team minutes and inquire and participate in Pyramid Model updates at state wide meetings • Develop and sustain infrastructure to support program wide implementation; • Disseminate information about the Pyramid Model priorities, actions, and accomplishments, including messaging to families; • Provide capacity for professional development to cross systems professionals in evidence based practices; • Share resources that support the work of the Pyramid Model action plan; • Understand and integrate practices promoted by the Pyramid Model into state infrastructure
• Meets quarterly for 2 ½ hours, typically in morning in Jan, April, July, October • Joins the Advisory meeting in the afternoon in April and October	• Meets annually in April and October in a joint Core and Advisory Team meeting

WISCONSIN PYRAMID MODEL VISION:

Each and every Wisconsin infant and young child will experience nurturing and authentic relationships within engaging, culturally responsive environments that honor diversity in all its forms in order to ensure healthy social and emotional development.

WISCONSIN PYRAMID MODEL MISSION

We advocate, train and coach to elevate awareness, honor relationships and support adults to apply skills and strategies that ensure equitable outcomes for infants, young children and their families through intentional implementation of the Wisconsin Pyramid Model in programs and communities.

September 2021- updated July 2021 Mission and Vision

Our agenda- Changes OK?

Review of roles and responsibilities of the Core Leadership Team

Check in: *What song or movie title captures your hopes or feelings as we begin 2023?*

Summary and discussion of key Pyramid Model activities for 2022 and **determine priorities to include in Annual Report**

Refreshment break

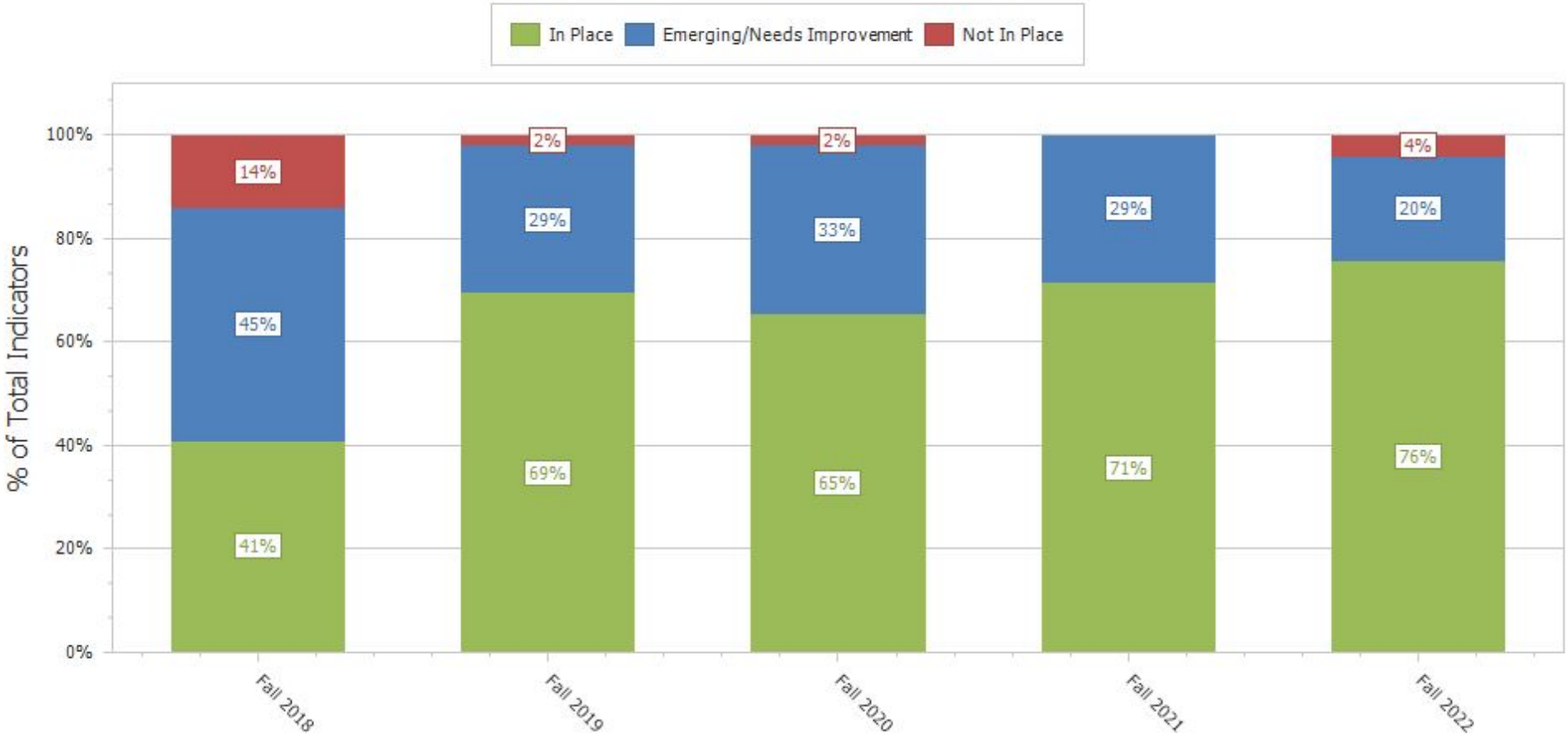
Review recommendations for collaborative community wide implementation

Team members updates ***and connections*** **for collaborative community wide implementation**

Meeting close

What song or movie title captures your hopes or feelings as we begin 2023?

State Leadership Team Benchmarks of Quality by Time Period



BoQ items that are not in place/ partially in place

6. The **SLT evaluates each meeting** and uses the data to improve meetings

19. **Funding sources** to cover activities **for at least three year**s are identified including additional Program Coaches and sites

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).

27. The SLT develops **written communication protocols for regular feedback** from staff who are charged with implementing the PMP as well as the Program **Coaches**, **demonstration sites**, **implementation sites, and communities**

28. The State Leadership Team has r**epresentation from family organizations**.

29. The SLT makes training opportunities related to the PMPs available for families. **(PIWI)**

33. The SLT has **recruitment and selection process and MOUs for Demonstration Programs**/Sites and partners with them to provide data that show the effectiveness of the EBPs.

34. The SLT (where appropriate) develops readiness criteria, recruitment and acceptance procedures, and **MOUs are developed for *community entities*** to participate in the initiative

35. The SLT develops statewide capacity (funding, staffing) for **training and supporting new** Program- and **Community-wide Leadership Teams** and Program Coaches

40. The SLT implements a plan ensuring that programs and **communities statewide have access to Program Coache**s,

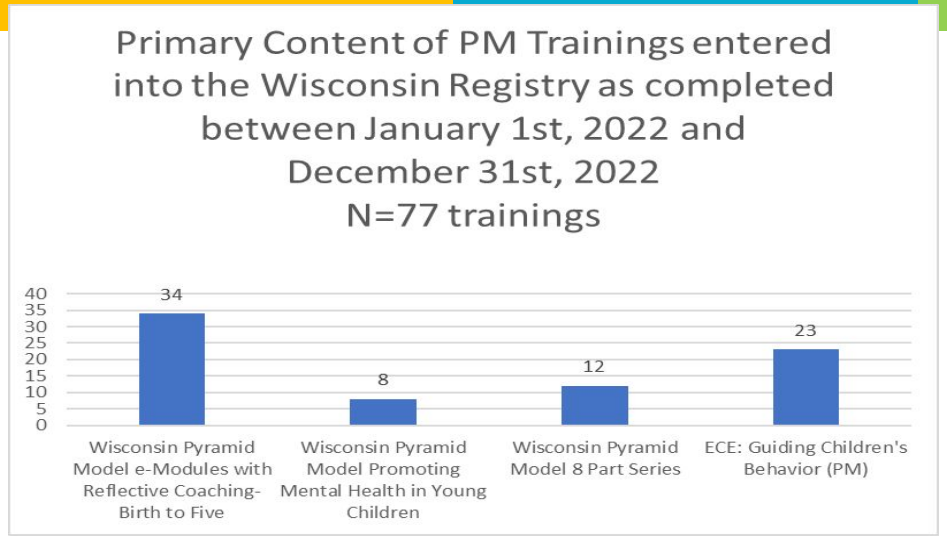
44. **All programs, communities, and Program Coaches submit the data** agreed upon in their respective MOU

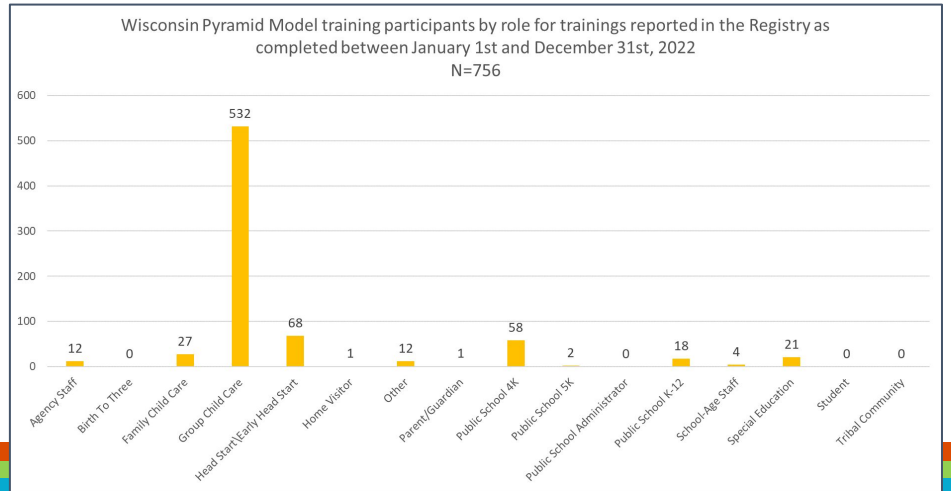
46. A process is in place for programs and **communities to enter and summarize the data elements** above as well training on how to use the data for program improvement.

Summary of key activities for 2022

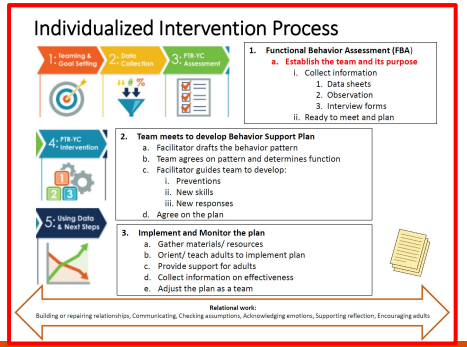
Our recommendations for highlights for the Annual Report

Training for practitioners





- Enhanced training content to expand **examples**, address **suspension/ expulsion** factors, enhance **reflection**
  - Infant Toddler Series: English and Spanish
  - 8 Part Series: English Spanish translation underway
- Launched new PSF trainings with materials and data
- PMII co-training teams of Consultant and PM Lead



Coming soon- Streamlined application

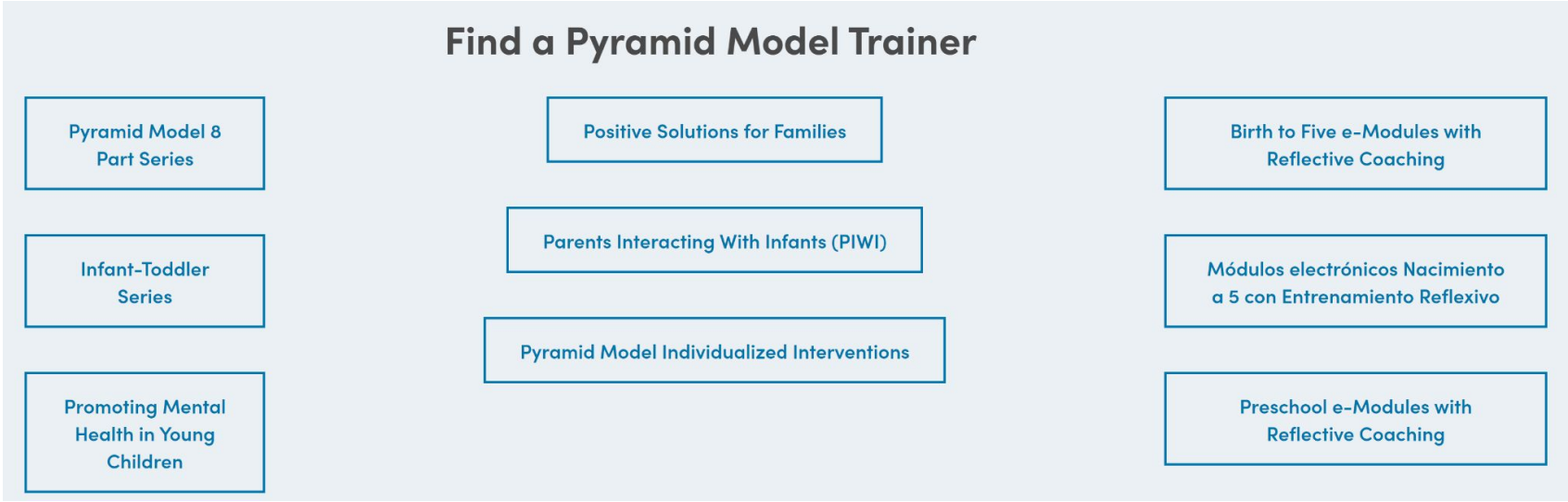
Process:

1. Attend the training you want to be a trainer as a participant
2. Apply to be a trainer in a specific content
3. Interview and discuss mentor options 💛

4. Submit co-training with mentor “plan” 💛
5. Work with mentor to co-train with feedback after each session

6. Complete mentor/mentee reflection and action plan
7. Submit this plan 💛

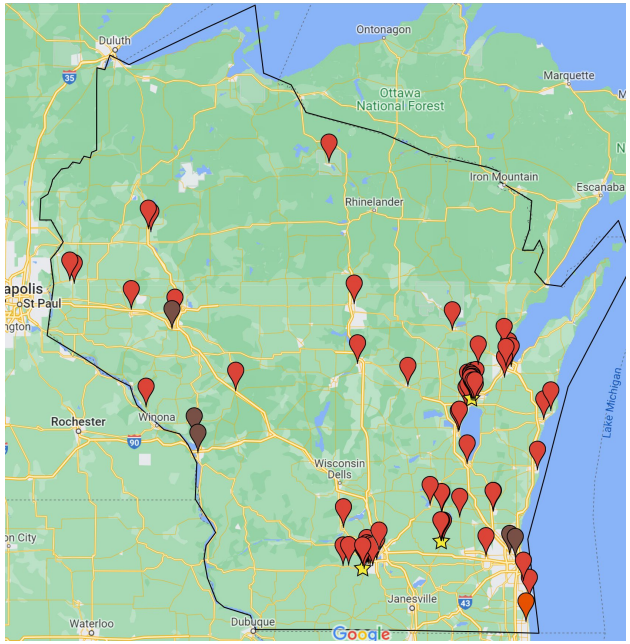
Coming soon- Will update the trainers list



Program-wide implementation of the Pyramid Model framework

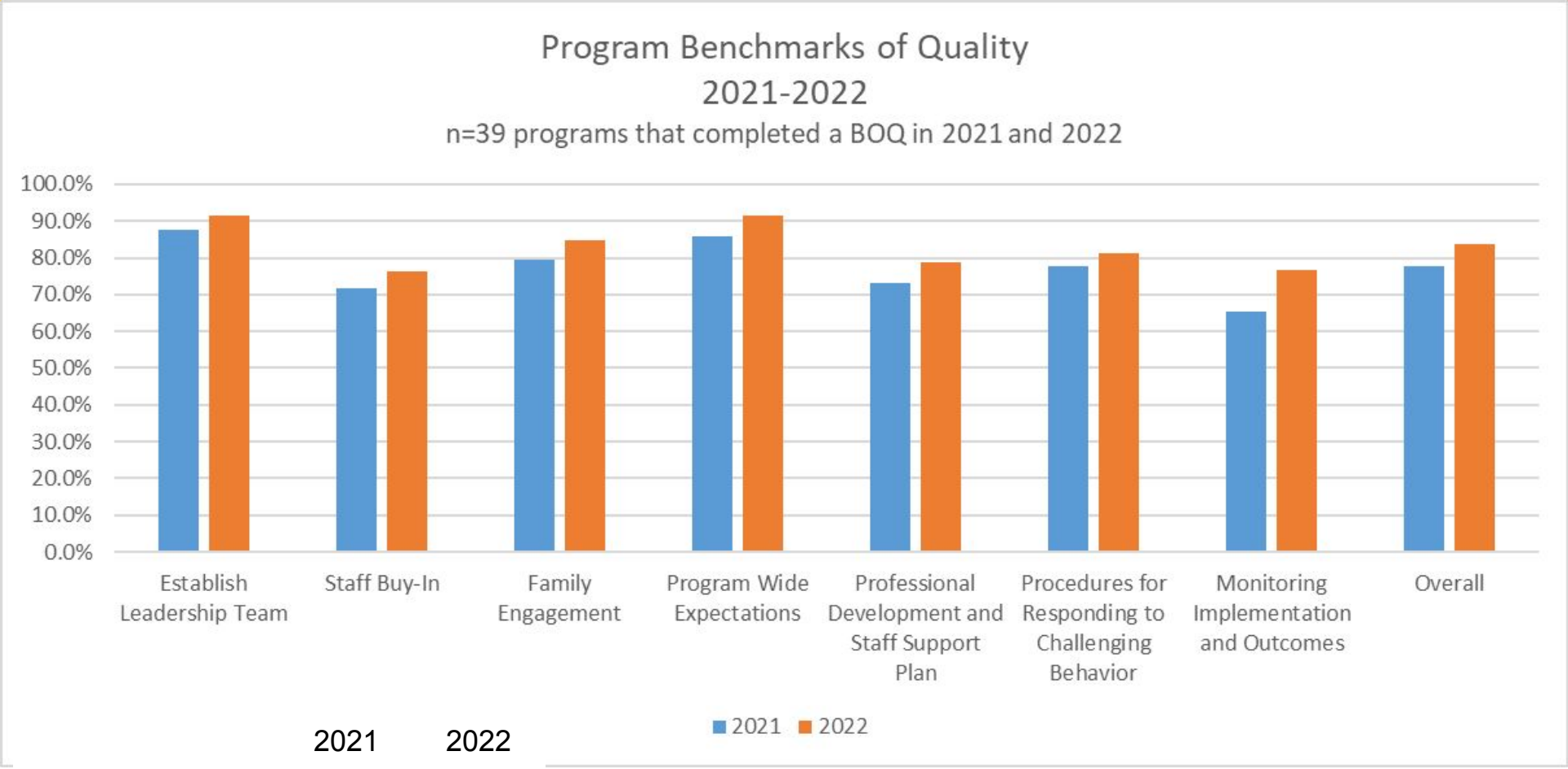
Welcomed:

- 2 Teams in Spring 2022
- 4 Teams in Summer 2022

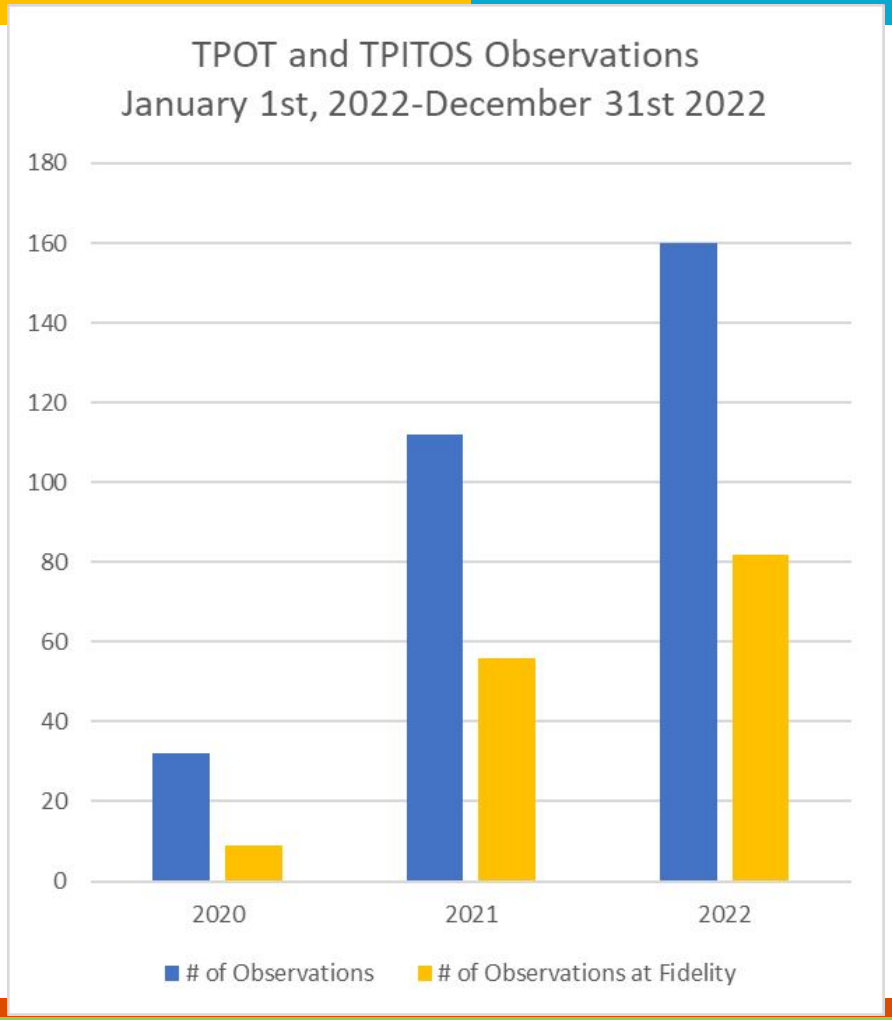


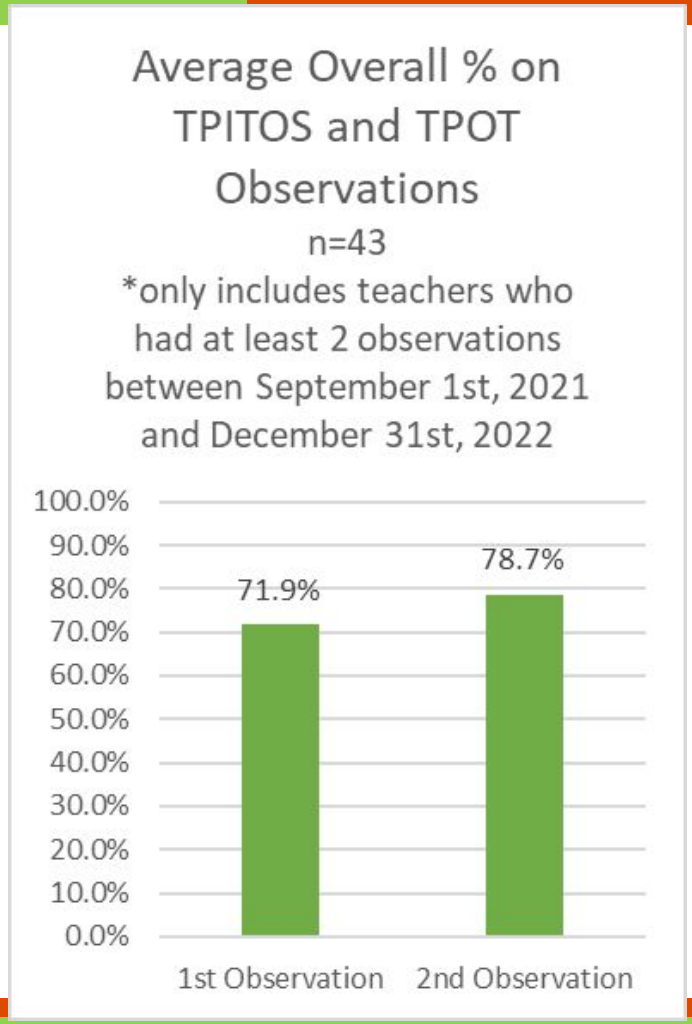
And supported their program leadership team members:

- Monthly (internal practitioner coaches)connections
- Monthly external program coaches networking
- Pyramid Model Institutes
- Monthly emails with opportunities and reminders



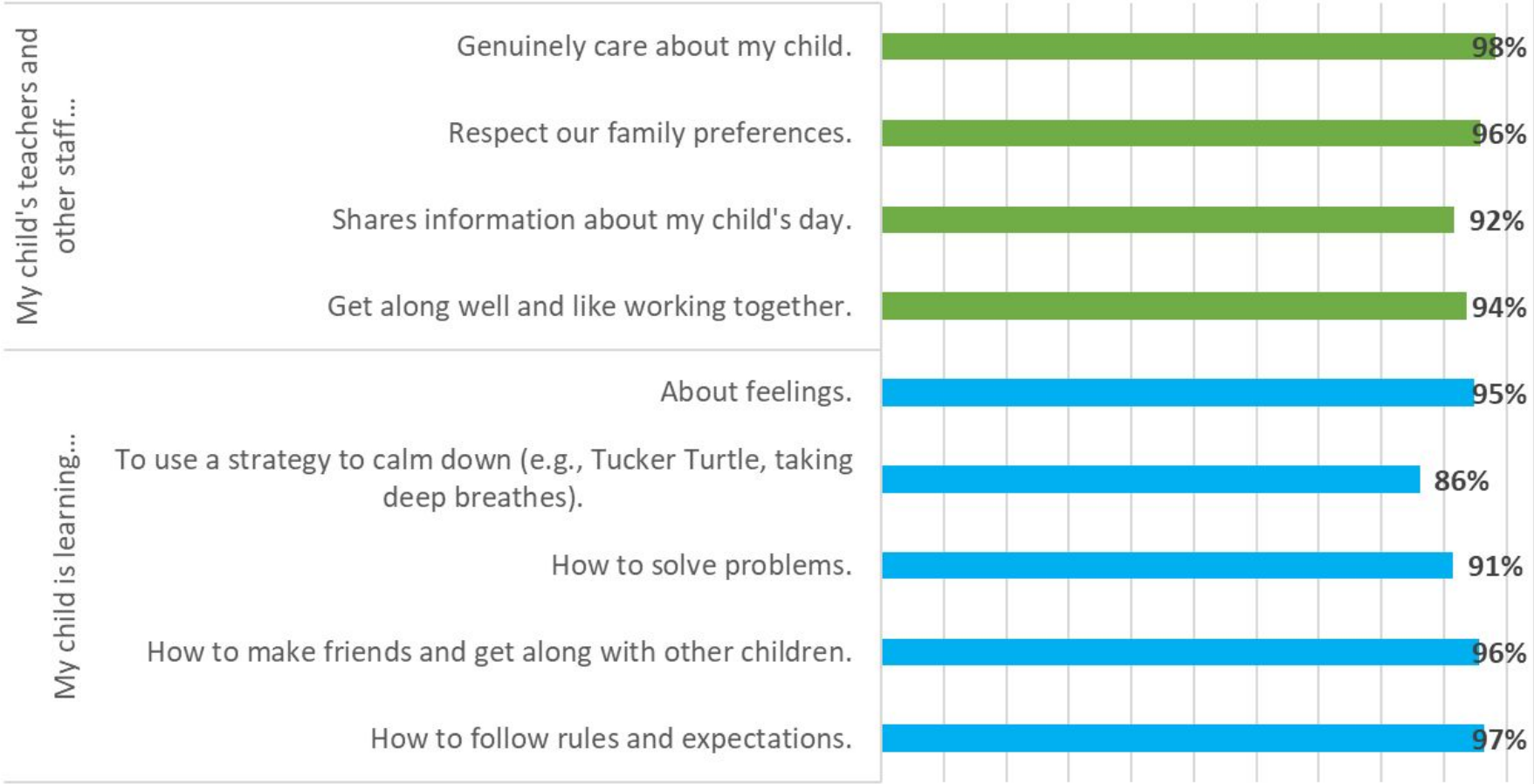
	2021	2022
# of Programs at Fidelity	16	18


TPOT and TPITOS Observations
January 1st, 2022-December 31st 2022
180
160
140
120
100
80
60
40
20
0
2020
2021
2022
# of Observations
# of Observations at Fidelity

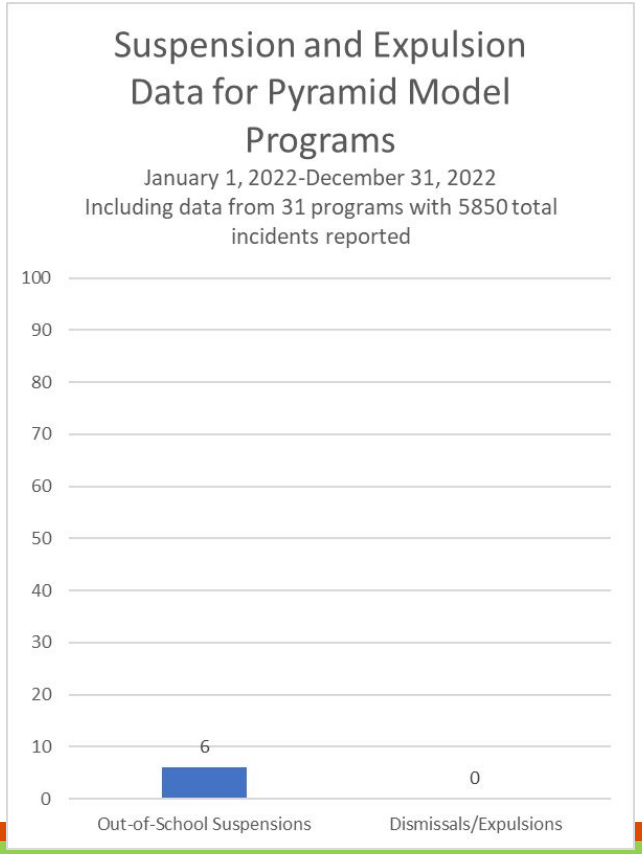

Average Overall % on TPITOS and TPOT Observations
n=43
*only includes teachers who had at least 2 observations between September 1st, 2021 and December 31st, 2022
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
71.9%
78.7%
1st Observation
2nd Observation

Wisconsin Pyramid Model Family Survey 2022

Percentage of Respondents (n=1105) that Agreed with Statements



Impact: Expulsion and Suspension Data

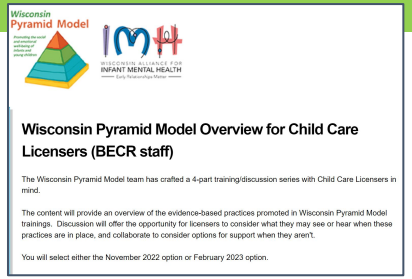


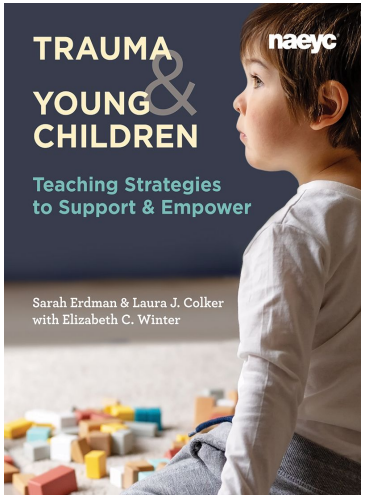
Our data suggests that there were 2 children who were discharged from 2 different programs due to severe physical aggression. These were not included as a response to one specific incident but rather the reason selected for discharge:

- Child 1 - 0 BIRs
- Child 2 - 24 BIRs between 5/1/22 and 8/17/22

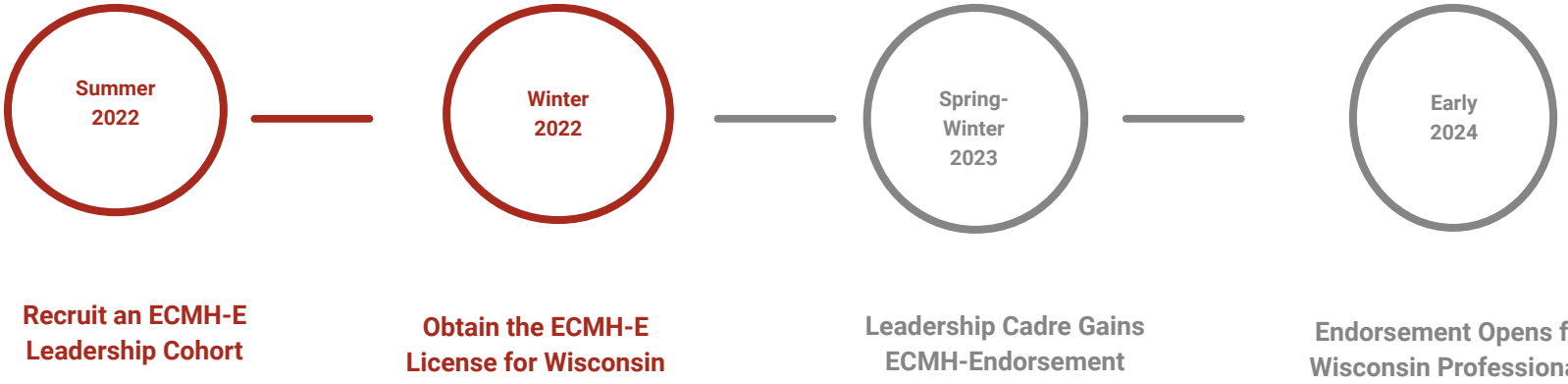
State Infrastructure Building

- Overview series training for licensing
- Overview for Technical College Instructors
- Communities of Practice
- Statewide book study
- Power of Connection
- Added Early Childhood Mental Health Endorsement
- Messaging about the Model*
- Acknowledgement and expansion workgroups *



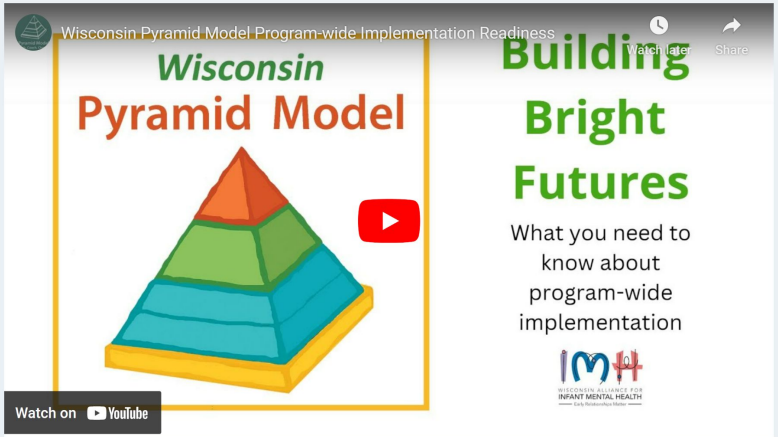


WI-AIMH now holds the license for Early Childhood Mental Health Endorsement ®



Messaging the Model

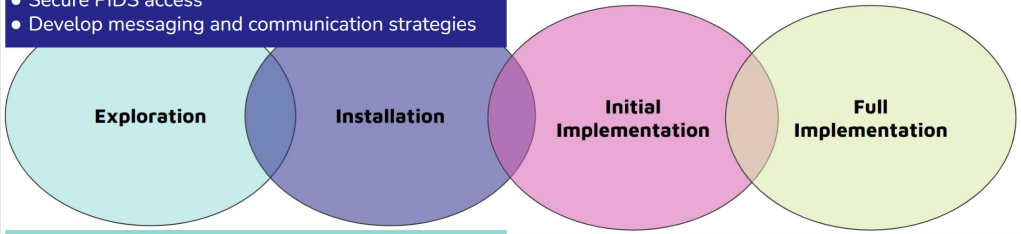
For more information on program-wide implementation, please watch the 12 minute video below:



We are better together- Launching Community Wide

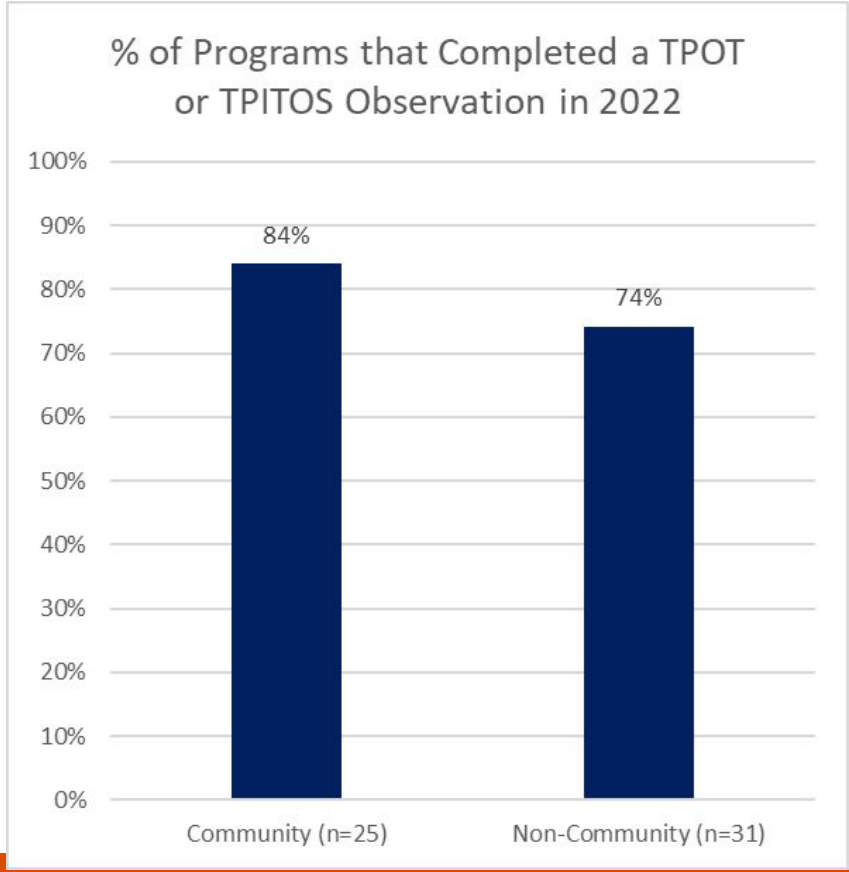
Installation
- Train community implementation team and ensure effectiveness
- Determine selection criteria for implementation sites
- Train leadership teams at implementation sites
- Develop a training and coaching plan
- Secure PIDS access
- Develop messaging and communication strategies

Full Implementation
- Pyramid Model is being used by practitioners and programs with fidelity
- Beneficiaries are experiencing the intended outcomes



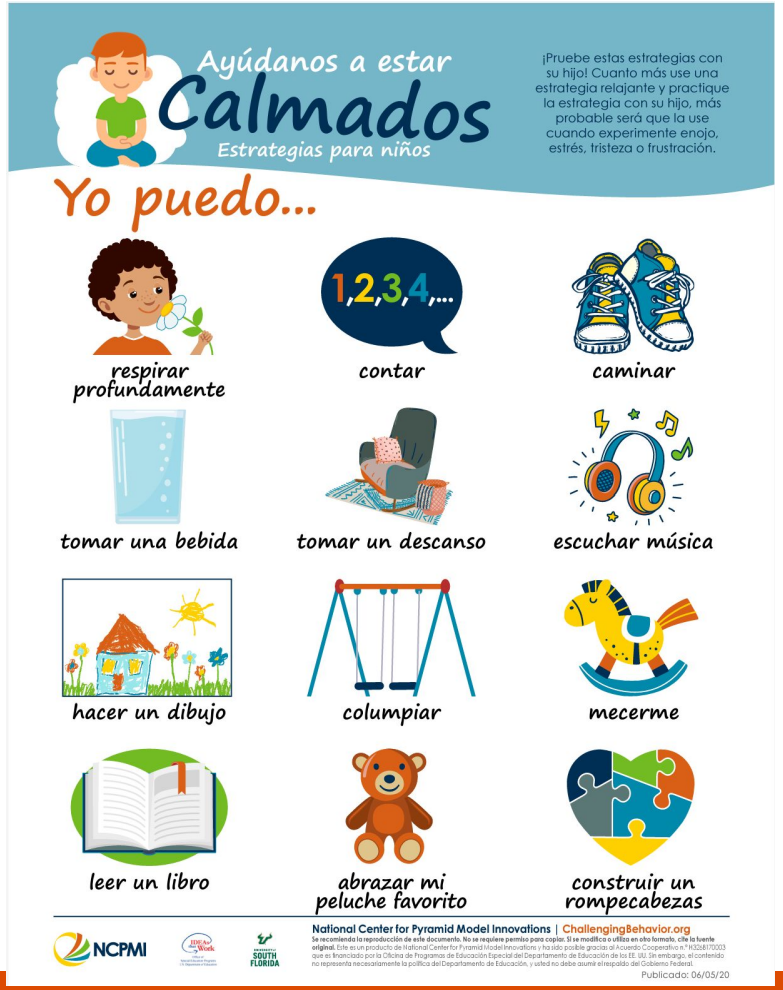
Exploration
- Determine the scope and the need
- Develop a vision and mission statement
- Form a representative implementation team
- Gather buy-in data
- Identify collaborating partners

Initial Implementation Handout
- All implementation (site and community) teams meet regularly (monthly) and use data to adjust implementation
- Coaching begins
- Feedback is gathered from stakeholders



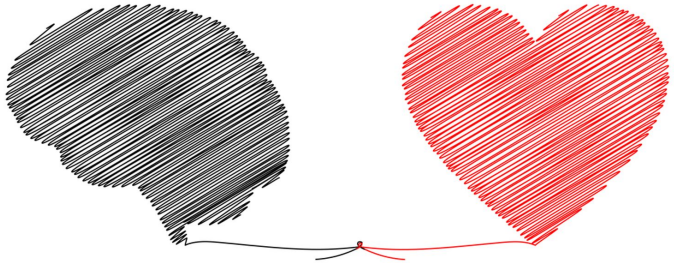
BREAK

10:00


Ayúdanos a estar
Calmados
Estrategias para niños
¡Pruebe estas estrategias con su hijo! Cuanto más use una estrategia relajante y practique la estrategia con su hijo, más probable será que la use cuando experimente enojo, estrés, tristeza o frustración.
Yo puedo...
respirar profundamente
1,2,3,4,...
contar
caminar
tomar una bebida
tomar un descanso
escuchar música
hacer un dibujo
columpiar
mecerme
leer un libro
abrazar mi peluche favorito
construir un rompecabezas
NCPMI
SOUTH FLORIDA
National Center for Pyramid Model Innovations | ChallengingBehavior.org
Publicado: 06/05/20

Connecting and Collaborating

How might the work of your organization connect to Community Wide Implementation?



Elevator Speech
Review & Reflect- If not you, then who?
Share your considerations

We are better together- Sharing community work

Messaging about the Pyramid Model

Providing practitioner training
Providing practitioner coaching

Providing the family content: Positive Solutions for Families; PIWI intervention groups

Teaching and Guidance Policy Development

Family Child Care Expansion

School Age Care Connections

Social and Emotional Acknowledgement System Considerations

Bolstering practitioners in their practices

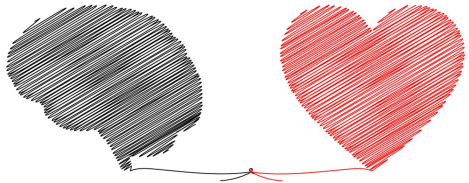
Training

- Group Early Care and Education Content
  - WI Pyramid Model 8 Part Series - English - Spanish
  - Promoting Mental Health in Young Children
  - Infant/ Toddler 8 Part Series -English - Spanish
  - e-Modules with reflective coaching -Birth to 5
  - e-Modules with reflective coaching -Preschool
  - El Modelo de la Pirámide e-Módulos con entrenamiento reflexivo
  - Guiding Children's Behavior

Coaching of Practitioners to Implement PM Practices

Connecting and Collaborating

How might the work of your organization connect to Community Wide Implementation?



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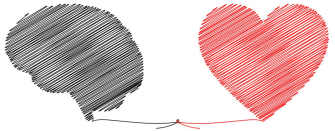
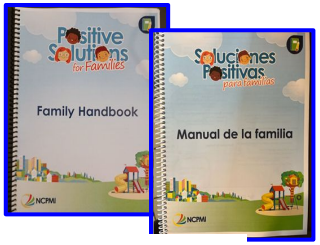
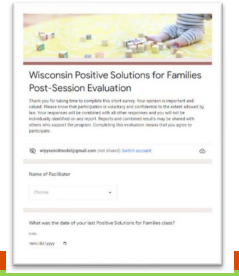


Engaging with families to use practices

Positive Solutions for Families

- WI-AIMH has training, low cost materials and evaluation resources





PIWI

- Reframe PIWI as a Tier 2 “intervention” playgroup model
- Organizing a workgroup to consider:
  - Communication and Outreach
  - PIWI facilitator qualifications
  - Training and implementation coaching
  - Reflective support for PIWI facilitators
  - Resources needed
  - Evaluation/ Measuring the impact of PIWI

Teaching and Guidance Policy Development

The TAGPEC Five-Step Process

1. Assemble a Behavior Guidance Team
2. Commit to Improvement
3. Gather available discipline policy documents
4. Conduct a self-assessment using the TAGPEC
5. Develop, implement and monitor an action plan

TAGPEC

Reflection Questions

- In small groups, discuss the first three questions of the "Behavior Guidance Team Reflection Questions."
- Purpose of these questions is to guide dialogue around experiences and perspectives on discipline, and how this affects interactions with children
- Report back
  - Content: What were some commonalities that your group members had around discipline? Differences?
  - Process: What was the process of discussing discipline like for you?

Essential Feature	Goal What is the problem, issue/task to be addressed?	Action Steps	Person(s) Responsible	Materials or Resources Needed	Timeline	Success Criteria	Date Action Step Completed
EF4 **Item 17** Procedures are in place to screen children for behavioral concerns	Use a screening tool to screen children for behavioral concerns	1. Research and obtain screening tool (s) 2.Host staff meeting to train staff on use of tool(s) 3.Include screening procedures in policy 4. Inform parents of new policy and how screening will be used	Coach/Owner Program Team/Coach Owner/Director Owner/Program Team	Coach Support Guidance on training tools (4c, WECA, PM) Staff buy in Time for training Updated policy Parent letter	2/28/23 6/1/23	Screening tool selected All staff trained on tool Teachers are actively using tool with Adm support Policy updated/ parents letter sent and posted	
Items 19, 20 21 The policy clearly describes primary, secondary and tertiary strategies	Include specific examples of how we achieve social emotional goals using Pyramid Model Strategies	1.Meet and discuss specific ideas/concepts 2.Update handbook	Coach/Program Team Owner/Director	Time TAGPEC Tool Coach support Updated policy Pyramis Model tools	1/31/23	Program Team chooses examples of strategies Policy updated	

Essential Feature #1: Intentional Focus on Teaching social-Emotional skills

TAG-PEC Item	Policy Example	Possible Document Locations	Connected Resources
Item #1 Policy clearly states that the goal of behavior guidance is to teach social-emotional skills to all children.	Children's development of strong social and emotional skills increases their ability to learn other academic skills (such as pre reading, math, and wr[illegible] with more ease. (Progr[illegible] based emotic[illegible] give ch[illegible] practic[illegible] expres[illegible] healthy[illegible] expect[illegible] proble[illegible] acquir[illegible] approp[illegible] their in[illegible] believe[illegible] opport[illegible] these [illegible] descri[illegible] challe[illegible]	• Staff and family handbooks • Policy and procedures manuals	
Item #2 The policy clearly describes the role of the teacher in proactively teaching all children social-emotional skills.	Staff utilize their professional knowledge and expertise grounded in child development along with our program-wide use of the Pyramid Model for Social Emotional Competence framework, to make decisions around the most appropriate and individualized use of behavior guidance teaching strategies. This [illegible]	Staff and family handbook Policy and procedure manual	
Item #3 The policy clearly describes the role of positive and consistent interactions among teachers and children in promoting positive behavior.	The first and most important step in supporting children to learn appropriate behavior is to build nurturing and supportive relationships with them. Through relationships, children learn how to think, understand, communicate, express emotions and develop social skills. Staff will intentionally build nurturing relationships with all children by: • Greeting children and families warmly upon arrival		

Review and reflect

Go to Google folder please and find:

TAGPEC Recommendations Dec 2022.pdf

PROPOSED RECOMMENDATIONS	

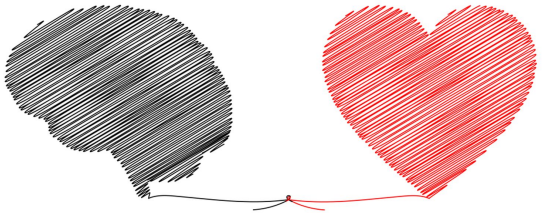
Curate, create and/or promote resources for using the TAGPEC review, action planning and policy revision process	• In collaboration with TAGPEC authors, curate resources for technical assistance providers to:
	  ○ Recruit programs to participate in the TAGPEC review process
	  ○ Assist programs to gather policy documents for review
	  ○ Form for capturing rating and discussion during the TAGPEC review
	  ○ Form to action plan policy priorities for revision, enhancement and updating
	  ○ Access to policy starters to guide revision, enhancement and updating of policy
	• Ensure that TAGPEC aligned policy starters also align with Wisconsin Child Care Licensing requirements. Once confirmed, determine where these policy starters can be posted and promoted for statewide access, with a strong recommendation to include in DCF ECE Quality webpages

Scaling up use of the TAGPEC process	• Incorporate TAGPEC policy review and enhancements as part of Pyramid Model program wide implementation, as guided by the external coach
	• Provide an overview of the TAGPEC workgroup findings and features for the Wisconsin Suspension and Expulsion Policy workgroup
	• Identify, with DCF, if other training and technical assistance providers may be funded to support use of TAGPEC to review S/E policies outside of program wide implementation. These current technical assistance efforts may have a strong connection to the TAGPEC policy process:
	  ○ WEESSN coaches supporting business practices
	  ○ Pre-licensing policy creation
	  ○ YoungStar quality coaching for policy development
	• Ensure capacity for Wisconsin leaders to provide TAGPEC training and ongoing professional development for technical assistance providers in policy development related to teaching and guidance

Resources to support implementation of policy	• Identify training, professional development and other resources to support implementation of high-quality written policy that are aligned with the TAGPEC Essential Features and policy "starters"
Evaluation	• Ensure data collection/evaluation of the process and to determine which programs have participated and gather information on the impact of the process.

Connecting and Collaborating

How might the work of your organization connect to Community Wide Implementation?



Family Child Care Expansion

Focus group determined:

- Initial need for statewide survey of FCC
- craft questions

2nd group:

- Confirmed need to support adults in FCC to enhance social and emotional well-being
- Prioritized Pyramid Model as a way to address needs
- Developed recommendations

- Respondents were asked to rate their concerns about "challenging behavior of the children you cared for in the last year"

	Very concerned
Children ages Birth-3	18.69%
Children ages 3-6	23.72%
Children age 7 or older	19.57%

- Respondents were asked to describe their responses to a child's challenging behavior within the last year.
  - 46.43% indicated they had "worked with families to refer a child to an outside agency due to challenging behavior
  - **30.80% reported that "within the last year, a family or child left your program due to the child's challenging behavior"**
  - Respondents indicated "approximately how many times (total) has a child been asked to go home early, not attend your program for all or part of the day and/or not attend your program for 1 or more days due to the child's challenging behavior" within the last year (suspension)
    - 56.3% indicated 0 times
    - 32.6% indicated 1-5 times
    - 9.4% indicated 6-10 times
    - 0.9% indicated more than 20 times

	Not at all interested	Somewhat interested	Very Interested
***Receiving feedback on use of Pyramid Model practices**	15%	**86%**	28%
***Help planning which practices to work on**	18%	**57%**	**55%**
***Guide reflection in use of practices**	12%	**66%**	**52%**
***Help in working with families to create and implement a plan for children with challenging behavior**	15%	**84%**	31%
***Provide or help access professional development**	16%	**66%**	**48%**
***Help write policies related to enhancing social and emotional development and/or addressing challenging behavior**	19%	**71%**	39%
Provide resources and materials needed to use practices	15%	72%	43%
Support access to services form the community for individual children	12%	60%	56%
Provide teaching to individual children	18%	57%	55%

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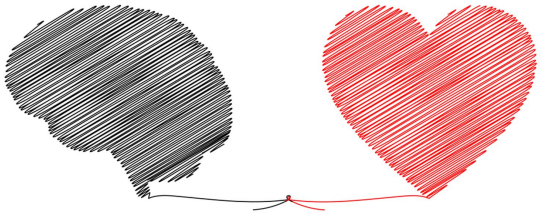
Expansion of PM to FCC strategic recommendations Dec 20...

Ensure there are FCC exemplars in the WI Pyramid Model 8 Part Series	▪ Use training/technical assistance r Workgroup to gather pictures stra ○ Posted visual schedule, e reminders for self-regulat ▪ Contract with videographer to col in FCC and/or connect with other applicability to WI: ○ Using emotional vocabul practicing self-regulation of expectations ▪ Collaborate with other statewide t materials in follow up to support l ○ Share social and emotion families
Consider FCC cohort ...els of training ...oaching	▪ In areas with large numbers of Fa offering Pyramid Model 8 Part Se reflect together on their use of pra ▪ Consider supporting cohorts of FC same coach to create TPITOS or T support each other with implemen
Determine credentials for Family Child Care program-wide coaches	▪ Individuals with experience in prc ▪ Individuals who have familiarity v Wisconsin Pyramid Model ○ Participation in the Wisc Part Series trainings (24 l ○ Participation in the Wisc training (16 hours) ▪ Individuals with availability to me practitioner and monthly with FC ▪ Individuals who have meet reliabi (4 days of training): ○ Teaching Pyramid Infant ○ Teaching Pyramid Obser ▪ Individuals who have attended at professional development ▪ Individuals who have attended Da hours) ▪ Preference for individuals who ho Health Endorsement

Determine criteria and funding for Family Child Care program-wide coaches	▪ Secure funding for FCC practitioner coaches, using these time estimates * * all time estimates are EXCLUDING TRAVEL: ▪ ** Data suggested that regular and frequent coaching conversations and reflections are necessary to support effective changes in practices, it should be noted that coaching frequency may be variable based on the experience of the FCC practitioner and/or coach. There are 2 estimates of frequency: • * **EXCLUDING TRAVEL: One coaching visit per week** ◦ 97 hours of direct coaching per coachee ◦ 78 hours coaches preparation: planning, professional development and reporting time per for the first coachee ** ▪ Total of 175 hours annually for 1 FCC coachee ▪ ** 32 hours additional preparation for each additional coachee OR • * **EXCLUDING TRAVEL: One coaching visit every 3 weeks** ◦ 40 hours of direct coaching per coachee ◦ 78 hours coaches preparation: planning, professional development and reporting time per for the first coachee ** ▪ Total of 118 hours annually for 1 FCC coachee ▪ ** 32 hours additional preparation for each additional coachee
Create training and implementation support content for using the Family Child Care Benchmarks of Quality	▪ Adapt training resources from FL/NY and Wisconsin's group care program wide implementation to create a 1-day training for FCC providers to attend with their coaches ▪ Ensure that Wisconsin Pyramid Model Implementation Data System has FCC practitioner slots and capacity enter and pull data reports to be used by the practioner and program coach
Determine the process to recruit Family Child Care practitioners to implement program wide	▪ Create FCC specific marketing/ informational materials ▪ Adapt/create FCC Program wide application that defines expectations for FCC practitioners and their coaches, with strong consideration of a community cohort model ○ Recruit within FCC networks ○ Recruit within Pyramid Model community wide implementing communities ▪ Ensure capacity to match interested applicant FCC practitioners with FCC coaches ○ Explore possibility of peer coaching/ group coaching within communities
Provide ongoing support to FCC practitioners and FCC implementation coaches	▪ Provide monthly FCC implementation coaches networking ▪ Provide consistent feedback opportunities by FCC practitioners working to implement regarding needs and adjustments: ▪ Which, if any, NCPMI resources needing adaptation for use in FCC or which, if any, new resources need creating? ▪ What are the adaptations needed in the PIDS to make data relevant and useful? ▪ What is the utility of the Teaching and Guidance Policy Essentials Checklist to guide policy enhancement priorities? ▪ What are the systems connections at the local, regional and state level that can be enhanced to ensure that FCC practitioners have

Connecting and Collaborating

How might the work of your organization connect to Community Wide Implementation?



School Age Care Con

Summary of respondents:

Total number of respondents: 40 • Director: 73% • Site Supervisor: 15% • Lead or Assistant Teacher: 10%	Type of scho program: Licensed: 75 Licensed Exe Other: 10% Unregulated:

Access to community supports:

73% of respondents indicated they had accessed **supports within their community:** YoungStar Quality Coach: 22% Child Care Resource and Referral: 17% Other Entities: 19% Wisconsin Afterschool Network: 15% Teachers or Therapists: 13% Other School age Care providers: 12%	95% emc Gui Wis Trai Oth Pos *Ki Dev

PROPOSED RECOMMENDATIONS	

Network Building	• Develop a formal relationship between WI After School Network (WAN) and WI Alliance for Infant Mental Health/Pyramid Model (WI-AIMH/PM) to support adults caring for children birth - 6+ years
	  ○ Crosswalk WAN and Pyramid Model training curricula.
	  ○ Develop guidelines for communication to school age care providers regarding options for social and emotional training and coaching.
	  ○ Increase communications and participation on each organization's work groups.
	  ○ WI Afterschool Network trainers present to Pyramid Model communities of practice.
	  ○ Pyramid Model present to WI Afterschool Network trainers.

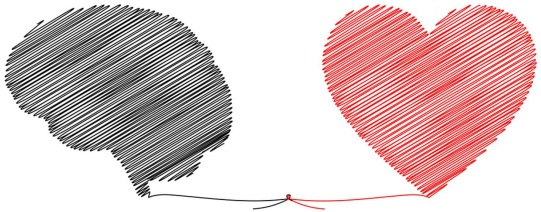
Data & Needs Assessment	• Consider relaunching the school age survey in the Fall. Consider embedding questions related to addressing behavior that challenges into other surveys administered to school age care providers. • Share data from this preliminary survey with the Wisconsin Suspension and Expulsion workgroup and consider what other data being collected that can information needs of school age care. • Utilize the data to define the problem to solve and/or the specific need of the school age providers. • Identify elements of programmatic support that currently exist or are needed to enhance implementation of strategies learned in training. ○ Consider whether existing Pyramid Model resources could be useful in bridging to implementation. Consider adding information on Pyramid Model resources to the WAN website or to be available as resources in follow up to WAN training.
Pilots	• Pilot TAG PEC process for school age programs to review and strengthen policies to reduce expulsion and suspension. • Consider supporting connections between Pyramid Model implementation and School Age Care in communities collaborating with both WI-AIMH/ PM and WAN (e.g., Racine Unified School District, Madison community, Green Bay Area Public Schools) • Consider priorities for a pilot of TPOT to provide guidance to school age care providers supporting children ages 5 to 8.

Go to Google folder and find:

School Age SEL Recommendations Dec 2022.pdf

Connecting and Collaborating

How might the work of your organization connect to Community Wide Implementation?



Social and Emotional Acknowledgement System Considerations

Social and Emotional Acknowledgement Approval Process

This process is intended to acknowledge social and emotional program level work. It may take some time to gather, review, self-assess and submit necessary documentation to be considered for the Wisconsin Department of Children and Families' Social and Emotional Acknowledgement. Please read this document carefully and review all links before applying.

STEP 1: Contact a Social and Emotional Specialist

This process is intended to be completed with a technical assistance provider who has been trained on the acknowledgement criteria and is available to assist your program team with the process.

Wisconsin Pyramid Model Programs	Non-Pyramid Model Programs
If you are a Pyramid Model program-wide implementing site, contact your Wisconsin Pyramid Model regional lead.	If you are not currently a Pyramid Model program wide implementation site, contact your Social and Emotional Specialist (e.g. a technical assistance provider trained in the Acknowledgement criteria)

STEP 2: Determine Program's Rating on Rubric

Working with your TA provider, use the Social and Emotional Acknowledgement Rubric and Worksheet to determine your program's rating and evidence (documents, photos, resources) for that rating in readiness to submit.

✓ **Programs must attain a total of at least 13 points on the rubric to move forward in the process.**

STEP 3: Complete Online Social and Emotional Acknowledgement Application

If your readiness review indicates a total of 13 rubric points or more, complete the Online Social and Emotional Acknowledgement Application by providing program information, inputting the rubric ratings and uploading evidence. All programs must submit a copy of their staff handbook and family handbook.

STEP 4: Application Review

A person who has been trained on the Social and Emotional Acknowledgement Rubric will review applications including ratings and supporting evidence. If the reviewer disagrees with a rating based on the submitted evidence, the program will be notified. Applications must have a total final score of 13 (as indicated in the application summary score) to move forward in the acknowledgment process. Programs that submit applications having a total final score of less than 13 will be notified with suggestions for improvement.

STEP 5: Classroom Observation

Programs who submit applications that have a total score of 13 or more will arrange for at least 2 classroom observations to be completed in their program. Classrooms will be chosen by the program.

Wisconsin Pyramid Model Programs	Non-Pyramid Model Programs
WI-AIMH staff will pull the TPOT and/or TPITOS Indicators Count Report and TPOT and/or TPITOS Red Flag Trend Report for review for 2 classrooms nominated by the program.	A Climate of Healthy Interactions for Learning and Development (CHILD) reliable observer will contact your program to schedule observations in 2 classrooms nominated by the program.
✓ **Programs must have an average score of 70% across classrooms with no red flags**	✓ **Programs must have an overall average of .5 or greater AND Social & Emotional Learning Domain must have an average score above 0**

STEP 6: Final Review and Verification

Social and Emotional Acknowledgement Rubric *With recommended changes in Highlight*

Category	Component	0 points	1 point	2 points
Active Program Leadership Team	Shared Leadership	Leadership team has not been formed OR the leadership team exists but does not meet monthly with consistent members present.	Leadership team has been formed with a list of members and has established a monthly meeting time.	Leadership team consists of at least a teacher representative, an administrator, and a person responsible for coaching practitioners and meets at least 6-8 times annually with at least 75% of members in regular attendance. Meetings are
	Mission Statement	Pos Prog not i and		
	Program Wide Self-Assessment	Pos Lead prog asse impl enha deve com		
	Shared Expectations	Pos pron rece *Wis Prog expe does visu Pos post shar		

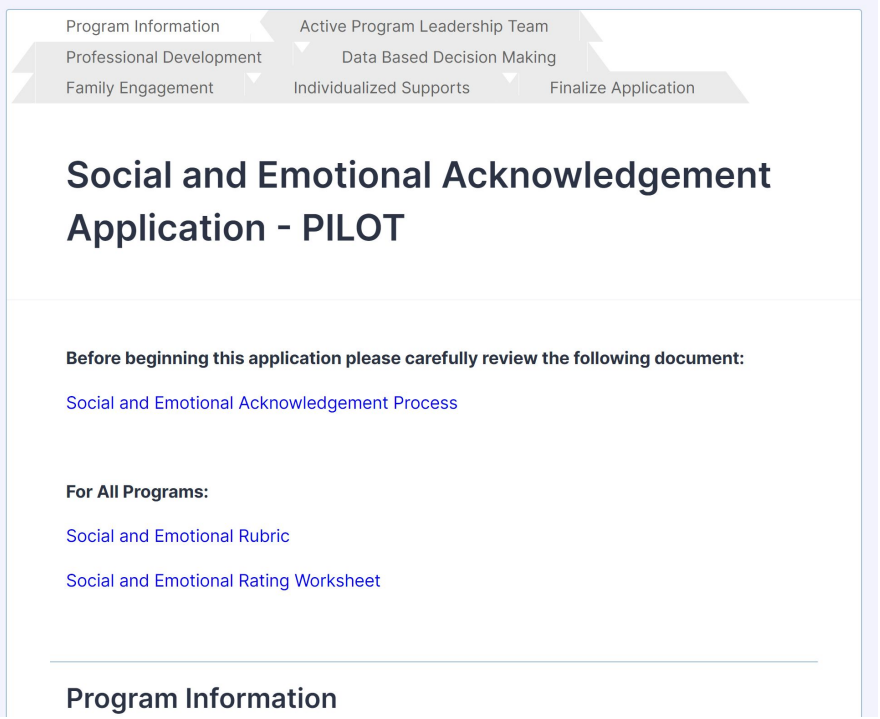
Category	Component	0 points	1 point	2 poi
Active Program Leadership Team (cont.)	Behavior Guidance	Program policy does not emphasize the importance of social and emotional competence in supporting bel use wit bas use opp sol Po	Policy highlights the importance of supporting social and emotional competence AND/OR clearly	Policy highlights the import social and emotional comp universal practices (e.g., by
Professional Development	Social and Emotional Training	Les cla cor evi em		
	Culturally Responsive Practices	Po Re Les cla cor pra		
	Practice Based Coaching	Po Re Pro coa ass coa Ba Po		

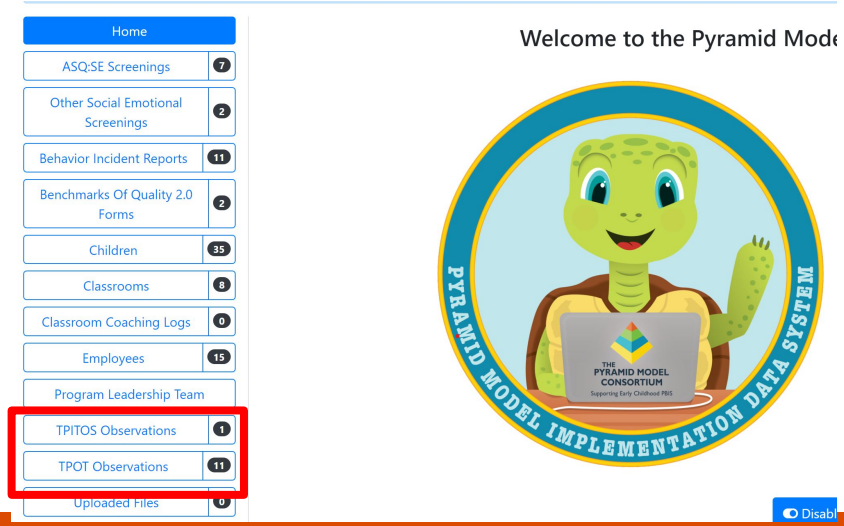
Category	Component	0 points	1 point
Data Based Decision Making	Data Collection	Data is not collected by the program.	Data is collecte program, classr
	Data Review	The pr review past 6 Possil leaders regardi Informa promot develo social a strateg familie less.	
Family Engagement		Possible Evidence: Visual display of program, classroom coachi *Wisco from P	Possible Evidence: Examples of information shared rela boards, flyers, handouts, tip sheets, other resources), fam

Category	Component	0 p
Individualized Supports	Individualized Plans and Supports	Program staff do not to develop individua support children. Possible Evidence notes, policy docum Program does not us reliable developmen and emotional devel
	Social and Emotional Developmental Screener	Possible Evidence emotional screeners universal screening or results of screene *Wisconsin Pyramid

annually.

13+ rating= Observation





Recommendations

Overall Process

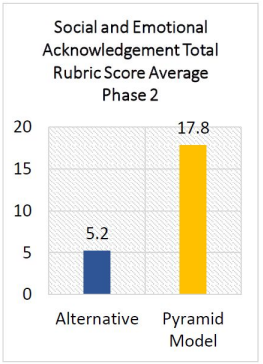
1) Use the gated process outlined in the process document that requires a program to score a minimum of 13 on the rubric before scheduling observations. This gated process will
   a. Identify programs with interest and readiness of social and emotional professional development
   b. Identify areas of improvemer
   c. Provide a manageable amour Model programs will need to
2) The review of rubric ratings and evide represents Step 4 on the process doc for the Wisconsin Pyramid Model rev providers to complete the self-rating commitment by program leadership. assistance providers are trained to er determine whether the accuracy revi assistance providers are "reliable" on review.
3) For scale up, a data system is needed to track what step programs are in for self-rating on the rubric, notify the program and observer of the need for a CHILD observation. There will need to be a funded position to monitor this application data system. For phase 2 of this pilot, CHILD scores were entered into a formatted google sheet, TPOT and TPITOS observation scores were entered in the Pyramid Model Implementation Data System (PIDS) and the applications were submitted using an online application through jotform. Each of these systems worked well for the purpose of this small pilot project but a more comprehensive data system for this acknowledgement should be considered to make the process clear and efficient. This would require approximately .1 FTE to monitor applications and maintain the data system.
4) Given that the acknowledgement was intended as an extension of YoungStar criteria, the DCF and/or the YoungStar contractor should determine the details and the process of acknowledging programs.

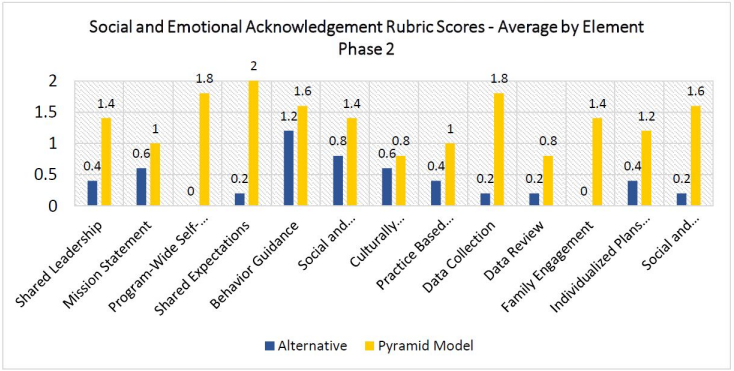
Training and Technical Assistance

1) Training technical assistance providers on the social and emotional acknowle rubric will allow for
   a. Recruitment of programs to apply for the acknowledgement that are programmatic work to promote social and emotional well-being in yo
   b. Accurate and efficient scoring on the rubric due to familiarity with the knowledge of the process and rubric
2) When possible, verification of documents and rating on the rubric should hap allows for more in depth review of the documents and therefore more accura rubric.
3) When possible and applicable, the person who is helping the program to self- rating should also be the one doing the observation to maintain and grow the the program and the technical assistance provider.
4) It takes between 5 and 10 hours to complete CHILD observations and assist w per program and FTE will need to be allocated to complete this work.

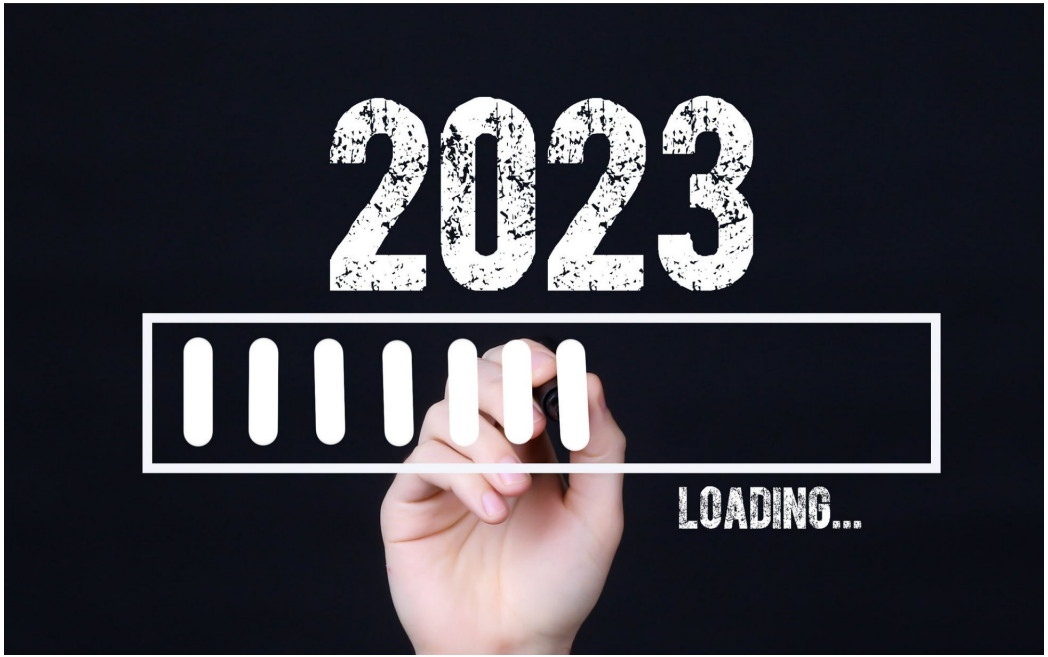
Social and Emotional Acknowledgement Rubric

1) Based on the Phase 1 pilot, the advisory feels that the criteria outlined in the rubric meet the definition of high-quality programmatic work to promote social and emotional development in young children. The data from phase 2 of this pilot supports this. There is a significant difference in the rubric scores, both total and by element, between program-wide Pyramid Model programs and non-implementing programs. This is expected to some degree given that Pyramid Model implementation is an evidence-based model to support social and emotional well-being in young children. The rubric should be edited slightly, and supplemental explanatory documents should be provided to make it more clear, inclusive and achievable:
   a. A Supplemental Definitions Page has been created to define some of the terms used in the rubric.
   b. Consider deleting the timeline requirement for Social and Emotional Training and Culturally Responsive Practices as this requires prior knowledge of when resources will be available which is not possible for all programs.
   c. As there are not currently any program-wide self-assessments focused on programmatic work to promote the social and emotional development of young children other than the EC-BOQ used by Pyramid Model programs, consider removing this component from the rubric.





Agency updates!



Best
Wishes