Highlights and Accomplishments

Trainers Pool
Over 210 consultants and TA providers have been trained during two train-the-trainer events in 2008 and 2011. These participants continue to reach all 100 counties in North Carolina with Pyramid Model training and/or technical assistance. The training cadre includes:

- Behavior Specialists
- Infant Toddler Specialists
- Inclusion Specialists
- Smart Start-funded TA Providers, Consultants and Trainers
- Early Interventionists
- Child Care Health Consultants
- Community College Faculty
- Head Start/Early Head Start/Migrant Head Start T/TA Coordinators
- Public School Positive Behavior Intervention Supports (PBIS) Regional Coordinators
- Child Care Licensing Consultants
- Child Care Abuse and Neglect Consultants
- Skill Building and Demonstration Classroom teachers and administrators

Building a Coaching Cadre
Fifty-two members of the first training cadre were also trained as Pyramid Model coaches. Of those, the statewide Infant/Toddler and Behavior Specialists provide coaching and technical assistance on the Pyramid Model in their daily work. The Department of Public Instruction continues to train coaches to work with their model CSEFEL classrooms. Thirty of the coaches have been trained to reliability on the TPOT. As a Race to the Top Early Learning grant recipient, NC is developing coaching competencies, training, & supports.

Support for Trainers and Coaches
With funding from the Division of Child Development and Early Education (DCDEE) the NC/CSEFEL coordinator supports the demonstration classroom coaches through individual monthly calls, quarterly coach conference calls, a yahoo group, quarterly meetings and an annual training event. Training cadre members are connected through a listserv that enables them to share research, articles, training opportunities, strategies and peer-support. Based on trainers’ and coaches’ requests for additional support, Peer-Amid Discussion Groups have been formed in areas across the state, to bring practitioners together to discuss strategies, issues, and implementation. An experienced Pyramid Model trainer/coach facilitates each group.
Work with Demonstration Classrooms

In 2011, North Carolina created a new protocol that outlines the steps in becoming a demonstration classroom. The new protocol allows classrooms that meet NC/CSEFEL criteria to systematically work toward applying for demonstration classroom status. This incremental process involves three levels:

1) Implementation Classroom: Any classroom that uses Pyramid Model strategies is considered an Implementation Classroom. When a classroom meets all NC/CSEFEL criteria, including pre-determined TPOT scores, they can apply to become a Skill-Building Classroom. The NC/CSEFEL coordinator conducts a TPOT observation to determine readiness for this next level.

2) Skill-Building Classroom: Skill-Building Classrooms are welcomed into the fold and receive NC/CSEFEL supports described in supports section above. A coach is identified to support them through this phase and the NC/CSEFEL coordinator works with the coach to design action plans to address TPOT issues. When a classroom achieves TPOT scores that meet NC/CSEFEL fidelity criteria, the classroom can apply for Demonstration Classroom status.

3) Demonstration Classroom: Once Demonstration Classroom status is awarded, the teachers and coaches develop personalized observation forms, protocols and plans with the NC/CSEFEL coordinator’s support. They are then allowed to conduct guided observations.

Other Accomplishments/Activities

2009:
- The NC Division of Child Development began providing funding for coordination of NC/CSEFEL activities. The coordinator’s scope of work included supporting the coaches, demonstration sites and training cadre; gathering and analyzing data; and serving as the liaison between those groups and the state team and CSEFEL.

2010:
- The demonstration classroom staff and coaches developed a template protocol and materials for the guided observations offered at the demo sites.
- The statewide Infant Toddler Project piloted a Social Emotional Technical Assistance (SETA) program to coach teachers on best practices promoting social emotional competence in infants and toddlers. They adapted the preschool IOP for infant toddler classrooms and used this to assess practices and develop action plans for improvement.

2011:
- Tweety Yates presented the PIWI training to parent educators working in the central part of the state.
- NC/CSEFEL collaborated with NCaeyc to bring Tweety Yates to North Carolina to be the keynote speaker at the NCaeyc Study Conference and to conduct Pyramid Model train-the-trainer sessions for 85 participants.
- CCR&R education specialists began offering a variety of CEU-bearing learning events across the state based on the Pyramid Model.
- The NC/CSEFEL coordinator facilitated the creation of the NC/CSEFEL Training and TA Community, an electronic community of 325 early care and education professionals who use CSEFEL materials, resources and strategies in their work with and for North Carolina’s young children. The members of the NC/CSEFEL T/TA Community are invited to participate in specialized distance learning events twice a year and receive a quarterly electronic newsletter designed to support their work. The e-newsletter contains training information, research articles, updates from the planning team and strategies that are being implemented in classrooms. Community members also receive notifications about employment positions across the state that require CSEFEL training and expertise.
2012:

- The NC/CSEFEL team is working with a graduate level intern from UNC-Greensboro who is creating a website for NC/CSEFEL; updating the “Impact and Prevalence” presentation with current research statistics; and creating Pyramid Model overview training online for diverse audiences.

- DCDEE’s QRIS Advisory Committee continues to work toward embedding the Pyramid Model into NC’s QRIS in a meaningful way.

Issues or Barriers

Reductions in funding for early care and education efforts created obstacles to some efforts but also created the opportunity for increased creativity as NC/CSEFEL partner agencies continue to strive to embed the Pyramid Model into our professional development systems.

Sustaining the Initiative

- **Efforts to collect evaluation/outcomes data:** The team has developed surveys for demo site staff, coaches, and training cadre members to help the team identify and remediate barriers and support and replicate successes. During FY 2012 we have collected SSIS data from the demonstration sites and look forward to receiving Vanderbilt’s data analysis templates.

- **Cross Sector Work:**
  - **Health:** The NC Child Care Health and Safety Resource Center published a series of six bulletins highlighting the Pyramid Model, available on-line in English and Spanish. The English versions were mailed to all regulated child care facilities in NC and many ECE professionals. This series of bulletins was compiled into one packet of information for continued distribution.
  
  - **Head Start/Early Head Start:** All migrant/seasonal Head Start Programs in NC have received CSEFEL training and the Pyramid Model is included as part of their annual training plan. Education Managers and Specialists are trained in both the Infant/Toddler and Pre-School modules. Newly hired teaching staff is required to participate in a pre-service training program that includes topics related to CSEFEL strategies and supports. All classroom teaching staff receive annual training as well as ongoing technical assistance throughout their work season. Migrant Head Start programs are beginning to utilize the TPOT and TPITOS observation tools in the centers, as a tool that helps support compliance with the mental health requirements for all funded programs. Through the efforts of the Head Start State Collaboration Office, three Head Start programs received funding for training and external consultation from Partnerships for Inclusion to support implementation in six classrooms. Head Start consultants received training and on-going support to implement the Pyramid Model in three additional classrooms as an approach to sustainability and building capacity within those programs.
  
  - **Child Care:** With funding by the DCDEE, all licensed child care centers in North Carolina have access to a team of Behavior Specialists who provide on-site TA on the Pyramid Model and a team of Infant-Toddler Specialists who provide social-emotional TA in classrooms with children ages 0-36 months. Pyramid Model training opportunities are available by these two teams statewide, as well. North Carolina Partnership for Children (Smart Start) encourages local Partnerships to develop programming and activities that support healthy social and emotional development in conjunction with the Pyramid Model. Smart Start hosted a webinar for Partnership staff entitled Supporting Social Emotional Development in Early Childhood Classrooms.
  
  - **Special Education:** The Office of Early Learning has provided funding for external coaches for nine Department of Public Instruction inclusive preschool classrooms. Currently, 5 school systems have model classrooms that reached fidelity (4 more LEAs
are due to meet fidelity in 2012). All are training expansion classrooms and developing multi-year plans to implement the model in the remaining preschool classes in their programs.

- **Training and Education:** The 50 Behavior and Infant Toddler Specialists mentioned above have been funded by DCDEE since 2004 and are employed by resource and referral agencies. These teams collectively provide a minimum of 600 trainings and 9,000 TA consultations per year that include Pyramid Model concepts. NC Child Care Health Consultants, Smart Start, Head Start, Early Intervention, NCAEYC and DPI have included CSEFEL-based sessions in their annual conferences and will continue to do so in the future. At the NCAEYC Preconference Day in September 2010, behavior specialists and a demo site coach provided a day of training focusing on the CSEFEL Pyramid Model and CSEFEL supports. There were over 100 participants in a standing room only environment.

- **Licensing:** All DCDEE Lead Licensing Consultants were trained as trainers in 2008. Additionally all licensed child care centers in NC have the services of CSEFEL-trained behavior and infant/toddler specialists available to them for free on-site technical assistance.

- **Early Learning Guidelines:** The NC Early Learning Guidelines (IT and preschool) have a social-emotional focus, although no CSEFEL specific information is included. Training on both of these is available throughout the state. In 2012, both are being revised and NC/CSEFEL team members are serving on the committee with an eye toward embedding CSEFEL content throughout.

- **QRIS integration:** Planning team members who serve on the QRIS committee offered several ideas for consideration that support the inclusion of the Pyramid Model into the QRIS system.

- **Securing funding:** The DCDEE funds the NC/CSEFEL Coordinator position and two statewide initiatives that provide Pyramid Model-focused training and TA to early care and education programs, Promoting Healthy Social Behaviors in Child Care Centers and the Infant Toddler Quality Enhancement Project.

- **NC efforts to build capacity to “scale up” the initiative in the future:**
  - The NC CCR&R Council expanded deliverables of the Healthy Social Behaviors (HSB) initiatives to include CSEFEL foundational training of resource and referral agency staff. Additionally, HSB expanded five of the WWB training kits into two hour training modules; targeted directors in CSEFEL-based trainings; produced and distributed statewide 12 articles based on WWB’s and developed 12 companion articles focusing on specific classroom strategies. In 2011, the Infant Toddler specialists began providing intentional Pyramid Model TA with associated outcomes.
  - The Department of Public Health encourages dissemination of CSEFEL information through Local Interagency Coordinating Councils across the state.
  - Community College instructors invite members of the coaching and training cadres to come into their classrooms to share resources that support the implementation of the Pyramid Model and will continue their efforts to embed the Pyramid Model into course work. CONNECT is developing a Social and Emotional Module that will be piloted this summer in a child development course at a local community college.

**Supports that have helped to reach these accomplishments:**
Commitment of the Planning Team members and their partner agencies.