Application to Participate in the MiMTSS Early Childhood Model Demonstration Project

Version 1.0
February 2021

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Introduction

Michigan Department of Education (MDE) Early Childhood MiMTSS State Leadership Team (EC MiMTSS) has adopted an initiative to increase the implementation of evidence-based practices (EBPs) to enhance the outcomes for young children and their families. The EBP that MDE has chosen to implement is a Multi-Tiered System of Support (MTSS) focusing on early childhood Positive Behavioral Interventions and Supports (PBIS). This EBP is often referred to as Early Childhood Program-Wide Positive Behavioral Intervention and Supports (EC PW-PBIS) or, more simply, the Pyramid Model. In this application, you will see the project referenced as [Early Childhood PBIS](#) or the abbreviation EC PBIS.

The goal of EC PBIS is to promote social and emotional competence in infants and young children. One of the objectives is to provide professional learning and technical assistance to preschool programs on implementing, scaling-up, and sustaining (EC PBIS) for early intervention/early childhood education for improving outcomes for all young children including children with or at-risk for delays or disabilities. To meet this objective, the specific activity of MDE's initiative is to build program capacity to implement EC PBIS with fidelity through the MiMTSS Early Childhood Implementation Demonstration Project that is supported by the National Center for Pyramid Model Innovations (NCPMI). We are inviting Great Start Readiness Programs (GSRP) to apply to be initial implementation sites. Implementation sites chosen to participate in this project will contribute to the early childhood field as they help the state establish replicable programs that can be sustained.

Who is eligible to apply as Implementation Sites

We invite Great Start Readiness Programs (GSRP) to consider becoming one of our partners as an EC PBIS Initial Implementation Site. An implementation site may include multiple GSRP or GSRP/Head Start Blend classrooms operated by a single ISD or district. Implementation sites will receive training, technical assistance, and coaching to implement EC PBIS program wide.

What Are the Benefits of an Implementation Site?

Each implementation site will be provided with a MiMTSS Technical Assistance (TA) Center Program Coach who will provide training and technical assistance to support implementation efforts. MDE's MiMTSS Early Childhood State Committee, the National Center for Pyramid Model Innovations (NCPMI), and the MiMTSS TA Center Program Coach will provide:

- Training and ongoing coaching support to Early Childhood Specialists (ECS, e.g., Practitioner Coach) that will support site staff to implement the EC PBIS with fidelity.
- Training and ongoing coaching support to a leadership team from your program that will support program-wide implementation.
- Training in EC PBIS (e.g., [Pyramid Model](#)) practices that will be implemented by your site's staff.

- Materials and tools that can be used for implementation and evaluation.
- Training in program evaluation and monitoring tools and how to use the data for making decisions for program improvement and professional development.

What are the Expectations for an Implementation Site?

Implementation Sites must:

- Maintain a high-quality inclusive early childhood program with stable staff and strong leadership.
- Commit to the long-term implementation of EC PBIS.
- Work in collaboration with the MiMTSS TA Center Program Coach to ensure implementation fidelity.
- Collect and use evaluation data to guide program-wide implementation, support staff implementation, and monitor child progress and outcomes.
- Establish a leadership team that meets on a monthly basis and includes an administrator and key stakeholders. The leadership team will receive support from the MiMTSS TA Center Program Coach who will guide implementation steps including reviewing data and making data-based decisions on the fidelity of implementation of EC PBIS child outcomes, and program improvement.
- Commit to the participation of the leadership team in multiple training events that may total 4 days in year one. Additional training for Early Child Specialists (ECS) will follow.
- Send program staff and the program leadership team to multiple days of training events in the use of Pyramid Model practices supporting children and their families.
- Allow for the ECS in your program to:
  - Participate in the leadership team.
  - Serve as the Practitioner Coach.
    - A coach using an individual coaching format will spend *approximately*, at minimum, 2 to 2.5 hours per month per teaching team assuming visits are conducted twice a month. At each visit, the coach will conduct a 15-60-minute focused observation (determined by the action planning goal) and a 15-30-minute debriefing meeting with the teacher for reflection, feedback, and action planning.
    - Besides, an additional 4 hours per teacher is needed to complete each administration of the TPOT (2x year).
  - Participate in training and receive coaching from the MiMTSS TA Center Program Coach.
  - Participate in training in Practice-Based Coaching Sessions, Teaching Pyramid Observation Tool (TPOT) Certification, and participate in a monthly call with NCPMI.
  - Provide coaching to staff in the program and receive ongoing assistance and support in coaching and collecting data on fidelity of implementation.
- Select the local site(s) to commit to EC PBIS implementation.
- Participate in evaluation and self-assessment activities including the use of the Benchmarks of Quality (BoQ), Teaching Pyramid Observation Tool (TPOT), Behavior Incident Report System (BIRS), and Coaching Logs. See the Data Tools document for further information.

- Complete the application and submit it to MiMTSS Technical Assistance Center by May 3, 2021.

See the Implementation Site Commitment to Participate document.

Demonstration Sites

MDE's MiMTSS EC State Committee will be seeking to select at least one of the implementation sites to become a model site for the state as it scales up Early Childhood PBIS in future years. In addition to becoming an implementation site, the MDE's MiMTSS EC State Committee will be seeking to select a few of the implementation sites to serve as demonstration sites. Demonstration sites will serve to showcase the implementation of EC PBIS with fidelity. The responsibilities of demonstration sites are to: maintain high fidelity of implementation, provide tours to other EC leaders and staff exploring EC PBIS implementation efforts and provide implementation information, provide public information about the implementation process and outcomes; and allow information about the site's EC-PBIS efforts to be widely disseminated.

To learn more about the EC PBIS/ Pyramid Model, you and your staff can watch the Pyramid Model Overview video (https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html).

How to Complete an Application

Applications must be submitted online using this survey: 2021-2022 Application to Participate in the MiMTSS Early Childhood Model Demonstration Project (https://survey.alchemer.com/s3/6275515/2021-2022-Application-to-Participate-in-the-MiMTSS-Early-Childhood-Model-Demonstration-Project) Applications submitted via any other format (email, fax, mailed paper copies) will NOT be reviewed.
Applications must be submitted online by 5:00 p.m. May 3, 2021.

Application Timeline

April 12, 2021 Application is released to the public.

April16, 2021 Informational webinar (9:00 a.m. EST). *

May 3, 2021 Applications are due (entered online by 5:00 p.m. EST).

May 17, 2021 Applicants are notified of the potential partnership.

May 24-28, 2021 Conversations with potential sites to discuss their application, answer additional questions, and mutually determine if the model demonstration project is a good fit. These meetings will clarify the work and expectations.

* Webinar connection information is available on the Early Childhood MTSS webpage. (https://mimtsstac.org/ta-supports/model-demonstration-projects#early-childhood-mtss).

Selection Process

Selection of applicants will reflect one GSRP site run by an ISD, one GSRP site run by a district, and one GSRP site that includes a GSRP/Head Start Blend classroom. The experience, and previous success with supporting program-wide or district-wide change efforts, as well as a need to improve children's social and emotional competency will be considered. Based on the

quality of the applications, those receiving the highest scores will be considered for partnership as an implementation site.

Application

Responses to the questions and commitments described below should be submitted online through the application survey. For responses to open-ended questions, it is helpful to type responses in a document and then paste them as text into the online application system. The application system does not accept tables or other formatting (i.e., bold, underline, italics, paragraph spacing).

Program Contact Information

Intermediate School District Applicants

ISD GSRP Program Site

ISD GSRP Site Name:
Number of Program Site Classrooms:
Early Childhood Contact Name:
Phone:
E-mail address:

ISD Administrator

Administrator/Director:
Phone:
E-mail address:

ISD MTSS Coordinator, if applicable

Name:
Phone:
Email:

Other Program Administrator, as necessary

Name/title:
Phone:
E-mail Address

School District Applicants

School District GSRP Program Site

School District GSRP Program Site Name:
Number of Program Site Classrooms:
Building Administrator Name:
Phone:
E-mail address:

School District Early Childhood Director/Coordinator

Name:
Phone:
E-mail address:

District MTSS Coordinator, if applicable:

Name/title:
Phone:
E-mail Address

Other Program Leader

Name/title:
Phone:
E-mail Address

Intermediate School District

Early Childhood Contact Name:
Phone:
E-mail address:

Application Questions

1. **Interest**: Outline why you are interested in becoming an implementation site (200 words or less).
2. **Capacity**: Provide a description of your capacity to serve as a showcase of high-quality practices through becoming a demonstration site (e.g., allocate time for required activities (i.e., training, coaching) ability and willingness to host tours, and share evaluation information).
3. **Strong Leadership**: List key program leaders and the length of time each has been in a leadership role within partner program.
4. **Stability of Staff**: What percent of participating staff have been employed by the program for two years or more?
5. **Experience**: Describe any experience your program has and/or professional learning your staff have already received in supporting social and emotional development in an early childhood setting.
6. **Experience**: If your program is housed in an elementary building that implements school-wide PBIS, describe what you know about how PBIS is being implemented in the elementary grades and any involvement your program has with PBIS implementation. *If your program is not housed in an elementary building, skip this item.*
7. **Ongoing Collaboration with the MiMTSS TA Center:** MDE's MTSS implementation is focused on meeting the needs of the whole child from birth through 12th grade and assists in the integration and alignment of EC PBIS and PBIS in elementary grades. If your program site is connected to a district's elementary school, discuss the district's previous experience in accessing MTSS technical assistance from the MiMTSS TA Center. Indicate how the MiMTSS TA Center can assist with or align support for PBIS across the program site and elementary grades. *If your program site is not connected to a district's elementary school, please skip this item.*

8. **Site Selection**: Describe the site and classrooms being considered by your program as an implementation site. Include the diversity of staff and children in your program. Describe the demographics and unique features along with the total number of classrooms.
9. **Alignment**: Describe other initiatives or projects you are working to currently implement/support and how they may align or support the implementation of EC PBIS.

Potential Leadership Team Members for the Implementation Site

Program Name:

Date:

If selected to be an implementation site, the MiMTSS TA Center Program Coach will work with the administrator to confirm the leadership team members. The unique context of each implementation site and its relationship with its ISD/District will be considered in confirming team membership. Teams MUST include an administrator who can allocate resources and make fiscal and personnel decisions, an ISD Early Childhood Contact (ECC), and an ISD Early Childhood Specialist (ECS).

- Examples of ISD leadership team members are Early Childhood contact (ECC), Early Childhood Specialist (ECS), Site Coordinator/Administrator, MTSS Coordinator, GSRP teaching team representative, family members of children birth through age 5, professional with behavioral intervention expertise, and Data Coordinator.

- Examples of district leadership team members are Building Administrator/Principal, Early Childhood Director/Coordinator, ISD Early Childhood Contact (ECC), GSRP teaching team representative, family member, Early Childhood Specialist (ECS), MTSS Coordinator, and professional with behavioral intervention expertise, and Data Coordinator.

Please list the potential names of the persons who would be willing to commit to serving on the Implementation Site Leadership Team and their team responsibilities in the Leadership Team Table 1.0 below.

In the application survey you will be prompted to check a box indicating each team member's willingness to commit to the following:

- Have the ability to meet on-site if possible as a leadership team on a monthly basis;
- Facilitate collection of data and make data-based decisions as a team;
- Assist staff in identifying professional-development needs;
- Assist with coaching teachers around professional-development needs;
- Access email on a regular basis for communication purposes; and
- Attend multiple mandatory Leadership Team training events (initial 2-day meeting, a one-day meeting at six months, and an annual one-day meeting; and staff training).

Table 1.0 Potential Leadership Team Members

Leadership Team Role	Print Name	Years with Organization	E-Mail	Person's Signature
ISD Early Childhood Contact (required)				
Building/Site Administrator (required)				
Central District Administrator				
Early Childhood Specialist (required)				
ISD or District MTSS Coordinator				
*Data Coordinator				
Professional with Behavioral Intervention Expertise				
GSRP Teaching Team Representative				
Family Members				
Other (add multiple names to this row in the survey if needed)				

*Any team member can serve in the role of data coordinator. The data coordinator will collect evaluation data and organize and bring it to Leadership Team meetings for review.

Application Scoring Rubric

The rubric in table 2.0 will be used to assign points to each application.

Table 2.0 Site Selection Scoring Rubric

Site Selection Criteria	5	4	3	2	1
Strong Leadership Listed key program leaders and the length of time each has been in a leadership role within partner program	All the leaders have been in the program for 5 or more years	At least some of the leaders have been in the program for 5 or more years	All the leaders have been in the program for 3 years	At least some of the leaders have been in the program for 3 or more years	Less than 3 years in the program
Stability of Staff What percent of participating staff have been employed by the program for 2 years or more?	100% of the staff have been employed by the program for 2 years or more	90% of the staff have been employed by the program for 2 years or more	80% of the staff have been employed by the program for 2 years or more	70% of the staff have been employed by the program for 2 years or more	60% of the staff have been employed by the program for 2 years or more
Prior Experience with training or implementing social and emotional development practices in an early childhood setting	Documented prior experience with implementing social and emotional development practices	N/A	N/A	N/A	No documented experience with social and emotional development practices

Site Selection Criteria	5	4	3	2	1
Prior Experience If your program is housed in an elementary building that implements school-wide PBIS, describe what you know about how PBIS is being implemented in the elementary grades and any involvement your program has with PBIS implementation	Documented prior experience with implementing PBIS in the Elementary Grades	N/A	N/A	N/A	No documented experience with PBIS
MiMTSS TA Center Collaboration Describe previous and future MTSS TA supports for K-12 implementation	Response provided	N/A	N/A	N/A	No Response Provided
Site Selection Described sites being considered	Documented details about the characteristics of the demo sites being chosen, including the number of classrooms within the site	N/A	Documented some details about the characteristics of the demo sites being chosen	N/A	Did not provide enough detail about the sites
Alignment	Response provided	N/A	N/A	N/A	No Response Provided