

2009-  
2010

# NC/CSEFEL Pyramid Model Partnership

Coordinator's End of Year Report

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## Description of the NC/CSEFEL Pyramid Model Partnership

North Carolina is participating in an early childhood professional development opportunity designed to support the social and emotional development of children birth through five. The Center on the Social and Emotional Foundations for Early Learning (CSEFEL), funded by the Office of Head Start and the Child Care Bureau, is providing three years of training and technical assistance to selected states. The broad goal of the intensive training and technical assistance activities is to foster professional development of NC's early care and education workforce that enhances knowledge and skills, supports the implementation and sustains the use of effective research-based practices and increases the workforce skilled in supporting the social emotional development of young children birth through five.

The NC/CSEFEL Pyramid Model Planning Team is the committee that spearheads the efforts of NC/CSEFEL. It is comprised of 13 voting members from various agencies across the state of NC and three non-voting members from CSEFEL and NC/CSEFEL. The agencies represented on the NC/CSEFEL Planning Team are:

- NC Division of Child Development
- NC Resource and Referral Council
- Head Start and Migrant Head Start
- NC Partnership for Children
- NC Department of Public Instruction
- Frank Porter Graham Child Development Institute
- NC Division of Public Health
- NC Community College System
- NC Division of Mental Health, Development Disabilities and Substance Abuse Services

The team meets monthly, with sub-committees meeting as needed, to share NC/CSEFEL updates from their agencies, review NC/CSEFEL activities of the demonstration sites and coaches, and to develop strategies to embed and sustain the use of the CSEFEL Pyramid Model across the state. The planning team's work is guided by their vision statement: *To develop and sustain a unified professional development system for North Carolina's Early Care and Education workforce to address the emotional and social needs of all children 0-5 through the use of the Pyramid Model integrated with other relevant efforts.*

CSEFEL staff is working with the NC/CSEFEL Pyramid Model Planning Team to accomplish these three specific goals:

1. enhance capacity to adopt and sustain the CSEFEL Pyramid Model in NC;
2. increase the number of high quality trainers and coaches in NC;
3. develop a cadre of local demonstration sites

During 2008, the first year of the NC/CSEFEL grant, the NC/CSEFEL Pyramid Model Planning Team focused on these activities:

1. Along with CSEFEL, planned and conducted a CSEFEL train-the-trainer event in October 2008. The 132 participants, who comprise the NC/CSEFEL training cadre, included:
  - 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 Supports (PBS) Regional Coordinators
- NCDCD Licensing Consultants
- NCDCD Abuse and Neglect Consultants

In the first year after the training, nine members left their positions, reducing the number of training cadre members to 123.

2. Developed criteria for and selected six high quality programs across the state to become demonstration sites.
  - Fairview Elementary: Head Start (Preschool site)
  - Wagner Springs of Faith: More at Four (Preschool site)
  - MudPies Child Development Center: Community Child Care Center (Preschool site)
  - Chapel Hill Co-Op Preschool-Infant and Toddler Site: Community Child Care Center (Infant/Toddler site)
  - South Smithfield Elementary: More at Four/Exceptional Children (Preschool site)
  - Royall West Head Start: Head Start (Preschool site)

At the end of the first year, Winston-Salem State University Lab School closed its doors, leaving five demonstration sites working with their coaches to achieve fidelity to the Pyramid Model.

3. Selected Demonstration Sites Coaches. These coaches attended the October 2008 train-the-trainer event which included an additional day on coaching and data collection. During the first year in the sites, the coaches started their work with the teachers, building relationships and working toward fidelity to the Pyramid Model.
4. Set priorities for the second year of the grant. With funding provided by the NC Division of Child Development, they selected these implementation and sustainability activities:
  - Hiring a NC/CSEFEL coordinator to oversee the activities below.
  - Quarterly coach meetings
  - Training/meeting for demonstration sites and coaches
  - Purchase implementation materials for demonstration sites
  - Attendance at annual CSEFEL's National Training Institute (NTI) by coaches, demonstration site staff, and planning team members.

## **NC/CSEFEL Activities: October 1, 2009 - Sept 30, 2010**

### **Training Cadre**

1. The training cadre members were asked to submit quarterly reports to NCDCD until September 2009. Between October 2008 and September 2009, training cadre members had reached all 100 NC counties with either TA or Training. An analysis of those reports is attached as Appendices 1 and 2. After reviewing the reports, the Planning Team found that the information received was from the Healthy Social Behaviors Initiative, the Infant/Toddler Initiative, and Partnerships for Inclusion. There were fewer than five other submissions. Based on this information, the NC/CSEFEL Pyramid Model Planning Team made the decision to stop the training cadre reports, knowing that the information would be available to the team from those individual projects.
2. In October 2009, a survey was created and sent to the training cadre to gather information about members' use of CSEFEL and the Pyramid Model over the previous 12 months. In February and July 2010, members of the training cadre completed surveys indicating whether or not the activities of the coordinator support them in their efforts to embed CSEFEL in their work and offered their input about what would be helpful to them. When asked the question, *"Overall, have the supports /resources/ activities of the NC/CSEFEL Coordinator enhanced your role as a member of the Training Cadre?"* 92% responded yes. A template of the survey is attached as Appendix 3.

3. As a result of feedback from the first survey, a listserv was created and an electronic newsletter was begun that shares information about trainings and other CSEFEL related activities occurring in North Carolina, research-based articles and tools, and strategies that are being used in classrooms across the state. The listserv also serves as a way to enable the members to ask questions of one another and receive support from others involved with NC/CSEFEL across the state. A sample newsletter is attached as Appendix 4.

## Coaches

1. Coaches participated in monthly coach calls with the NC/CSEFEL Coordinator and Tweety Yates, national CSEFEL faculty. These calls focused on demonstration site information sharing, strategies to assist the coaches in their work, creating forms for site visits that are consistent across the state, and data collecting protocol. Minutes of the coach calls are available to NCDCCD upon request.
2. Individual phone calls and emails between the coach and the coordinator provided additional support for the coaches over the past year.
3. A NC/CSEFEL Coach Yahoo Group was created. This serves as a communication tool, reminding coaches of meetings and due dates for materials. It is also used to share information between the coaches to share research-based articles and other information with the coaches.
4. With funding provided by NCDCCD, quarterly coach meetings were held. In the November 2009, the coaches from Goldsboro, Smithfield, and Chapel Hill met in Raleigh. In December 2009, the coaches from Winston-Salem, Barium Springs and Asheville met in Shelby. Those meetings were to discuss activities for the year and to build relationships with one another. In February 2010, the coaches met in Chapel Hill. This meeting included an activity on coaching, a discussion about the qualities of an effective coach, a visit to the Chapel Hill Infant/Toddler demonstration site, and a discussion about the protocol of opening demonstration sites to visitors. The coach meeting in May was included in the NC/CSEFEL Spring Training event. The coaches participated in a session with Tweety Yates to discuss their successes and challenges in the coaching roll, the changes in their role after the demo site opens, and changes in their role after North Carolina and CSEFEL complete their relationship agreement. The fourth quarterly meeting was held in September 2010, in Winston–Salem. The coaches received and reviewed a demonstration site notebook that will serve as a reference guide for the administrators at the sites. The coaches visited MudPies CDC demonstration site and discussed their observations. Evaluation summaries of the coach meetings are available to NCDCCD upon request.
5. Each coach submitted a monthly summary of her activities and those of the demonstration site, which was included in the coach call minutes. The coaches also completed a log of the time spent in the demonstration site. This information was sent to Tweety Yates and the national CSEFEL data center at Vanderbilt University.
6. The coaches attended CSEFEL’s National Training Institute March 17-20, 2010, with funding provided by NCDCCD. During each of the first three days of the four day Institute, coaches attended two research-based sessions filled with CSEFEL content. On the fourth day, they attended one research-based session and a session created only for the state teams.
7. All six coaches attended the NC/CSEFEL Spring Training event, May 5 and 6, 2010. This event included two trainings ‘*Maintaining Optimism and Positive Energy*’ and ‘*Social Neuroscience: Using Relationships to Promote Children’s Development*’ presented by Betty Rintoul, Ph.D. The coaches attended a meeting designed for them and a large group session, both facilitated by Tweety Yates. An evaluation summary of the NC/CSEFEL Spring Training event is available to NCDCCD upon request.
8. With funding provided by NCDCCD, two tools were created to support coaches in their role as demonstration site coaches. The Research-to-Practice Reference Notebook contains CSEFEL What Works

Briefs and research-based articles supporting social and emotional competencies in children 0-5. The second tool is the Research-to-Practice Training Notebook. This notebook contains CSEFEL What Works Briefs Training Kits, comprised of What Works Briefs PowerPoint presentations, presenter notes, activities, handouts, pre- and post-tests, and certificates.

9. Coaches completed surveys in February and July. These surveys were to receive feedback on whether or not the activities of the NC/CSEFEL Coordinator position supported their work and their needs. When asked, *“Overall, have the supports/resources/activities of the NC/CSEFEL Coordinator enhanced your role as a Demonstration Site Coach?”* 100% of the coaches responded yes. The template of the survey is attached as Appendix 5.

## Demonstration Sites

1. Each demonstration site received three (3) site visits from the coordinator over the year. Activities during these visits included meeting the staff, touring the facility, observation of classroom activities, reviewing observations with the coach and/or staff, using the Teaching Pyramid Observation Tool (TPOT) alongside the coach, reviewing the year and setting goals for the upcoming year. Copies of the Site Visit Summaries are available to NCDCCD upon request.
2. In preparation to open for guided observations, the demonstration sites, coaches and the coordinator worked together to create protocols and forms that would be consistent throughout the state, individualized for each site. Two sites, South Smithfield Elementary and Fairview Elementary, opened their doors to the public inviting early childhood professionals to see the Pyramid Model in action in the demo site classrooms. They were the first two CSEFEL sites in the nation to provide these guided observations. Together, these sites had a total of 72 visitors from:
  - Public school preschool programs
  - Child care programs
  - Head Start
  - NC Division of Child Development
  - NC Department of Public Instruction
  - NC Department of Public Health
  - Smart Start PartnershipsRepresentatives from these agencies included:
  - Teachers
  - Teacher assistants
  - Program coordinators
  - Technical assistance providers
  - Behavior specialists
  - CSEFEL coaches
  - State consultants for DPI’s preschool disabilities program
  - NCDCCD staff
  - Child care directors
  - Child care health consultants
  - Quality enhancement specialists
  - Program managers
3. A Yahoo Group was set up for use by the demonstration site staff. This site was implemented as a way for the teachers to communicate with one another, share ideas and struggles, solicit advice from one another, and to receive research-based articles and tools relevant to their work.
4. Along with the coaches, eleven demonstration site staff members attended the CSEFEL National Training Institute (NTI), in March 2010. Attending a national conference was a first for many of the staff members.

5. In May 2010, twelve demonstration site staff attended the NC/CSEFEL Spring Training event. In addition to the training provided by Dr. Betty Rintoul, they shared examples of classroom strategies and participated in a discussion facilitated by Margaret Mobley, HSB Initiative Statewide Project Manager, as well as a large group discussion facilitated by Tweety Yates, National CSEFEL staff.
6. At the NC/CSEFEL Spring Training event, each demonstration site received a Research-to-Practice Reference Notebook containing CSEFEL What Works Briefs and research-based articles supporting social and emotional competencies in children 0-5. They also received Linking Literacy and Social-Emotional Skills Kits containing all the CSEFEL Book Nook books and activities and several research articles supporting literacy and social-emotional competencies.
7. With their coach's assistance, each demonstration site developed a list of materials that would support and sustain their work as a NC/CSEFEL Demonstration Site. Items included social-emotional book and materials, reference books, and materials/tools needed to make social stories and other strategies/supports for the classroom.
8. A Demonstration Site Notebook was created and distributed to support the administration of each site. It contains: an overview of CSEFEL, a copy of their NC/CSEFEL agreement, research-based articles and resources about social/emotional development for administration and staff, articles and resources for families, CSEFEL's Family Resource Guide in English and Spanish, observation tools and a CD with all the information in the notebook.
9. Demonstration Site staff filled out surveys in February and July 2010, sharing their views on the effectiveness of the NC/CSEFEL Coordinator position in meeting their needs as a demonstration site. When asked, *"Overall, have the supports/resources/activities of the NC/CSEFEL Coordinator enhanced your role as a Demonstration Site staff member?"* 100% responded yes. The template of the survey is attached as Appendix 6.
10. The TPOT or the TPITOS (The Pyramid Infant Toddler Observation Scale) are the measurement tools used to determine a classroom's effectiveness in supporting the social and emotional needs of their children. Each demonstration site classroom must achieve fidelity to the model before opening for visitors. Fidelity is evidenced by an average score of four out of five on the TPOT with no scores lower than a three on any of the TPOT items. The coach administers the TPOT at the beginning and end of each year and when they feel they are ready to open to visitors, the NC/CSEFEL Coordinator administers it alongside the coach to give an objective perspective. The following are the pre- and post-scores for the 2009-2010 year.
  - South Smithfield Elementary More at Four/Exceptional Children's classroom: On the pre-TPOT, South Smithfield received a score of 4.71. Transitions and checking in with children about directions were the two areas that needed work. On the post-TPOT they scored a 4.93. The only indicator needing extra attention was checking with children to make sure they understand directions.
  - Royall West Head Start: 2009-2010 was a challenging year for this classroom. The lead teacher was out on medical leave for over two months, leaving the assistant who had not attended the CSEFEL training to lead the classroom. The pre-TPOT score was 2.33 and the post-TPOT score was 2.87. They have three goals they are working on at this time: labeling emotions (both the teachers' and children's), making sure there are activities available to encourage the children to discuss emotions freely, and building peer relationships. A new lead teacher with enthusiasm and expertise around CSEFEL will come into the classroom in November 2010.
  - Chapel Hill Infant/Toddler Site: The TPITOS tool is undergoing revisions to add indicators under each criterion. Because of the lack of an effective tool, this site completed the IOP at the beginning of the year and did a post-TPITOS and scored 3.79 out of 4. Based on their scores, two areas for growth are transitions and promoting interactions and conversations between the toddlers.

- MudPies CDC: This site was new to the partnership this year. They did not complete a TPOT. Instead, they concentrated on the IOP. The bottom of the pyramid, relationships and environments were the focus of their work this year.
  - Wagner Springs of Faith More at Four: The program director doubled as the coach for this site, starting in September 2009. Their pre-TPOT, score was a 4.5. When the post-TPOT was administered with the coach and the coordinator, the score was 2.4. One area that had a significant impact on their decreased score was the lack of posted picture cues (i.e. daily schedule and classroom rules) and not reviewing the schedule and rules with the class after the children became familiar with them. For 2010-2011, they have a new coach, a Healthy Social Behaviors Specialist from the established NC/CSEFEL coach cadre, and she has begun work with the staff on these fundamental components.
  - Fairview Elementary Head Start: This site experienced tremendous growth over the year. The teacher and coach worked on transitions, going over the classroom schedule, describing the expectation while modeling the behavior, and teaching problem solving techniques. They reported a pre-TPOT score of 2.93 and a post-TPOT score of 4.19.
11. During the summer of 2010, most of the demonstration sites incurred change, some of which were significant.
- Starting October 1, 2010, Fairview Elementary lost their lead teacher to the kindergarten at her school. They will not be able to accept visitors as a demonstration site for at least 1 year.
  - Wagner Springs of Faith lost their administrator/coach in June 2010 and moved the demonstration site to another existing program on their property in August 2010. Their new name is Barium Springs Family and Child Development Center. Rhonda Hamby, a seasoned Behavior Specialist, has agreed to become the demonstration site coach and started supporting the site in September 2010.
  - In August 2010, the lead teacher at WAGES Royall West accepted a new position within her agency. The assistant teacher has been consistent for two years; however, this change will impact their ability to open for guided observations this year.
  - Our infant toddler site, Chapel Hill Co-Op Preschool Infant/Toddler Site, has waited for measurement tools from CSEFEL since the start of NC/CSEFEL's partnership. After trying to implement CSEFEL without the supports to determine fidelity, the site has been put on inactive status until the supports are available. Until then, they will continue to work with the coach, Kris Ketcham, to enhance social and emotional development within their program.

## Planning Team

1. The coordinator submitted and presented monthly updates of activities to the NC/CSEFEL Pyramid Model Planning Team, covering information about the training cadre, the coaches, demonstration sites, collaboration with other states or national CSEFEL, and CSEFEL news across North Carolina. A sample Coordinator Update is attached as Appendix 7.
2. At the NC/CSEFEL Pyramid Model Planning Team meeting in October 2009 partner agencies recommitted to sustain and scale up CSEFEL activities.
  - **NC Division of Child Development:** NCDLCD funded the NC/CSEFEL Coordinator position, providing a staff person to support the coaches, demonstration sites and training cadre members throughout the state, and keep planning team informed of activities. NCDLCD allocated funds to the NC/CSEFEL Partnership that enabled 27 people to attend CSEFEL's NTI and provided additional supports for the coaches and demonstration sites.
  - **NC Community College System:** An ad hoc committee of community college instructors worked to embed CSEFEL in community college child guidance courses and other coursework. A sub-committee of the NC/CSEFEL planning team partnered with Wake Tech to submit a proposal to

NCDCD to fund a training event for early childhood instructors in institutions of higher education and the creation of a CSEFEL online learning module.

- **Resource and Referral System:** The Healthy Social Behaviors Initiative continues to use the Pyramid Model in its training and technical assistance and report its findings to NCDCD. The Infant/Toddler Initiative has expanded its deliverables to include Pyramid Model work in licensed child care facilities and to report all CSEFEL activities to NCDCD. The Infant/Toddler Initiative modified CSEFEL's Inventory of Practices for use with infants and toddlers. They also shared their work with infants and toddlers at CSEFEL's NTI State Day.
  - **Smart Start/Child Care:** North Carolina Partnership for Children sponsored a webcast on brain research in Early Care and Education which incorporated the Pyramid Model.
  - **Department of Public Instruction:** The Office of Early Learning contracted with Partnerships for Inclusion to provide training, consultation, and coaching to five state funded programs in different Local Education Agencies across the state. Migrant Head Start has provided training to teachers in 3 States this year, including North Carolina. They have worked with teaching staff from five centers in NC, serving more than 560 children ages 0-6 years, and have participated in training and follow-up activities. They've also been able to embed CSEFEL principles in Migrant Head Start content area manuals, which provide guidance to education and health staff in their programs.
  - **Department of Public Health:** An issue of The NC Child Care Health and Safety Bulletin was devoted to social and emotional health and included an introduction to the CSEFEL Pyramid Model and concepts. Also featured in the Bulletin was a five part series of articles, one on each level of the Pyramid Model. A Pyramid Model overview page was created and appended to the series to create a handout that is provider and parent friendly. The handout is attached as Appendix 8. A special summer edition of the Bulletin included social-emotional activities on *Finding and Making Friends* and on *The Way I Feel*. Early Intervention contracted with Partnerships for Inclusion to provide professional development to staff and contracted agencies on Embedding Interventions in Natural Environments –which includes a component about social emotional development that is grounded in CSEFEL. The Early Intervention Branch has also begun developing a Pyramid Model Training Tool Kit to distribute to the local CDSAs across the state.
  - **FPG:** Partnerships for Inclusion created a CSEFEL based Infant/Toddler training and provided training on it in three locations across the state with a total of 76 participants. They also conducted two CSEFEL Train-the-Trainer events with a total of 60 participants. As mentioned above, Partnerships for Inclusion has partnered with the Department of Public Instruction and Early Intervention in other ways to support NC/CSEFEL.
3. Members of the NC/CSEFEL Pyramid Model Planning Team have shared information about CSEFEL in many different ways. They have participated in committees within their agencies, participated in meetings with other agencies, conducted presentations and shared information informally. Planning Team members have shared information about CSEFEL and CSEFEL's Pyramid Model with the following groups:
- Incredible Years working group
  - Project LAUNCH
  - National Professional Development Center on Inclusion
  - North Carolina's Social-Emotional Design Team
  - NC State Collaborative for Children, Youth and Families
  - Early Childhood Mental Health Design Team
  - State PBIS Advisory Committee
  - Alliance for Family Strengthening Evidence-Based Practices
  - Commission on Children with Special Health Care Needs
4. Members of the Planning Team facilitated a CSEFEL States Panel presentation and discussion at the NAEYC Professional Development Institute in June 2010. Four additional states participated in the panel, with each state focusing on a different area of interest. North Carolina's presentation was on use of the



Pyramid Model in state supported preschools. Other states focused on their community college work, coaching, data collection efforts and results, and cultural sensitivity.

5. Four members of the NC/CSEFEL Pyramid Model Planning Team attended CSEFEL's National Training Institute in March 2010. On the State Day, North Carolina's presentation featured our work with infants and toddlers.
6. Members of the Planning Team completed surveys to determine whether or not the activities of the NC/CSEFEL Coordinator were fulfilling their needs. When asked the question, "*Overall, have the supports/resources/activities of the NC/CSEFEL Coordinator enhanced your role as a Planning Team member?*" 100% responded yes. The template of the survey is attached as Appendix 9.

## Challenges

As a sustainability and scale-up initiative NC/CSEFEL needs systems in place to continue to provide CSEFEL Pyramid Model training across the state to early care and education providers and to those who work with them (administrators, technical assistance providers, etc). Head Start and the Department of Public Instruction have developed systems to ensure that their teachers have CSEFEL-based professional development opportunities. However, there is currently no system to provide this training for community-based child care staff. Partnerships For Inclusion (PFI) laid the groundwork in the first two years of introducing CSEFEL across the state. PFI provided a thorough, understandable training that was well-received by participants. PFI received funding for 2010-2011 to continue these training opportunities for Head Start and the Office of Early Learning but was not funded by the NC Division of Child Development. Without these training opportunities there is very limited access to CSEFEL training, information and materials for most of the licensed child care programs in the state.

Additionally, there is no system in place to provide train-the-trainer sessions to the professionals who work with community-based child care. There is a list of 15 people who are interested in receiving the train-the-trainer whose work can impact many providers.

Turnover has been a barrier at times including change in partner agency leadership: turnover in planning team members, turnover in demonstration sites (one closed) and turnover in demo site staffing. All changes have taken substantial time to get the new partners up to speed.

Implementing the Pyramid Model in the Infant/Toddler demonstration site, an effort made in NC to make the services available to all child care programs and children, became a challenge when the anticipated observation tool for use in infant-toddler programs was not completed on schedule and other supports, such as literacy resource materials, strategies and networking opportunities, have been minimal.

## The Work Ahead

In the year ahead, the work of the participants in the NC/CSEFEL Partnership will be important to the sustainability of the initiative beyond the three years of support from national CSEFEL.

The coaches will continue to support one another by sharing ideas, strategies, successes and disappointments. They will also hone their coaching skills through meetings, trainings, and readings, helping them feel more confident in their role as coach.

The demonstration site staff will build new relationships with children, continue to grow in their understanding of social and emotional development through conversations with their coach, reading research-based articles, and trying new strategies. As they steadily work with their coach to address each item on the TPOT they will gain insight into their strengths and new ways to handle struggles, ultimately achieving fidelity to the TPOT.

The training cadre will continue to receive a newsletter to keep them connected with CSEFEL activities and other people who are invested in CSEFEL. They will be given the opportunity to share their work with others by contributing to the newsletter or attending a Planning Team meeting.

NC/CSEFEL Partner agencies have proposed the additional future sustainability and scale-up activities:

1. Community College instructors will be urged to invite members of the coaching and training cadres to come into their classrooms to share resources that support the implementation of the Pyramid Model.
2. The NC Division of Child Development will create a link on their website to the CSEFEL website, creating more visibility for parents and providers. They will also train licensing consultants on the Pyramid Model and, provided funding is available, fund a project to embed CSEFEL in an online community college course.
3. The Child Care Resource and Referral System will expand deliverables of the Infant/Toddler Project to include work on the Pyramid Model in licensed child care programs. It will also encourage at least an introductory training of the Pyramid Model to all technical assistance staff in CCR&R agencies.
4. Frank Porter Graham Partnerships For Inclusion will identify policy, workforce and regulatory barriers to high fidelity coaching and implementation and report findings to planning team.
5. The Department of Public Health will encourage dissemination of CSEFEL information through Local Interagency Coordinating Councils (LICCs) across the state. They will also explore social marketing tools and fact sheets that include information about CSEFEL and the Pyramid Model.
6. The NC/CSEFEL Coordinator will work with the NC/CSEFEL coaches and demonstration sites to open and receive visitors for CSEFEL-based guided observations.
7. NC/CSEFEL Planning Team will develop a protocol and criteria for achieving and maintaining demonstration site status.

In conclusion, the NCD CD funded NC/CSEFEL Coordinator position has been instrumental in making progress toward the vision of the NC/CSEFEL initiative. Supporting the coaches and demonstration sites as they work to come to fidelity with the TPOT and open their doors to visitors; communicating with members of the training cadre and understanding how they are embedding the CSEFEL Pyramid Model in their work; and working with the NC/CSEFEL Pyramid Model Planning Team to inform and engage agencies and individuals throughout the state to see the benefit and utilize the CSEFEL Pyramid Model; have all been valuable to the sustainability of the NC/CSEFEL Partnership.

## **Appendices**

1. October 2008-June 2009 Training Cadre Activities Analysis
2. July-September 2009 Training Cadre Activities Analysis
3. Training Cadre Survey Template
4. Sample eNewsletter
5. Coach Survey Template
6. Demonstration Site Staff Survey Template
7. Sample of a Coordinator Update
8. NC Child Care Health and Safety Handout
9. Planning Team Survey Template