

New York State Pyramid Model Annual Report 2021



New York Pyramid Model State
Leadership Team



Council on Children
and Families

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VISION

All New York State infants, toddlers, young children and their families and educators will be supported in their social and emotional development and learning.

Snapshot of Accomplishments in 2021

1. PIDS goes national! New York is invited to speak at the National Training Institute.
2. NYS Pyramid Model Training Coordinators hired to support the work of the Master Cadre and coordinate the Statewide Summit.
3. 20 new Master Cadre Trainers added, bringing the total to 37 active Master Cadre.
4. First Pyramid Model Virtual Statewide Summit with 160 participants.
5. Two more Pyramid Model Community-Wide Implementation Technical Assistance Child Care Resource and Referral Agencies became Pyramid Model Hubs; bringing the total to 5 hubs.
6. 1,087 Pyramid Model Modules presented.
7. Pyramid Model State Leadership Team Work group created to focus on equity.
8. Cohort 5 launched with 22 new Family Child Care and Child Care programs.
9. 38 new Book Nooks added and being translated into Spanish.
10. Positive Solutions for Families workbook translated into Arabic and shared with the National Center for Pyramid Model Innovations.

The New York State Leadership Team

Since 2015, New York State has been implementing the Pyramid Model. Under the leadership of the New York State Council on Children and Families (CCF), the New York State Leadership Team (SLT) was formed (see Appendices A and B for the list of SLT participants and workgroups).

To meet the social and emotional developmental needs of young children in early child care and education settings, the New York SLT works collaboratively to:

- Increase the number of Pyramid Model Master Cadre.
- Provide professional development to the early childhood workforce.
- Support implementation and seek funding to sustain and expand the Pyramid Model.
- Evaluate the effectiveness of the Pyramid Model in New York State.
- Eliminate the suspension and expulsion of children under 5 years old in New York State.
- Provide adults with the skills to support all children in their care.
- Ensure the Pyramid Model is being implemented equitably.

* The Pyramid Model aligns with many other New York State early childhood social and emotional and mental health initiatives. For more information about these initiatives, see Appendix C.

With unprecedented challenges due to the COVID-19 pandemic, such as changes in routine, staff missed days and the uncertainty of the pandemic, leading to an increase in challenging behaviors, Pyramid Model strategies were especially needed and helpful!

Statewide implementation of the Pyramid Model is led and funded by CCF, with additional support from other agencies, including the New York State Office of Children and Family Services and the New York State Office of Mental Health.

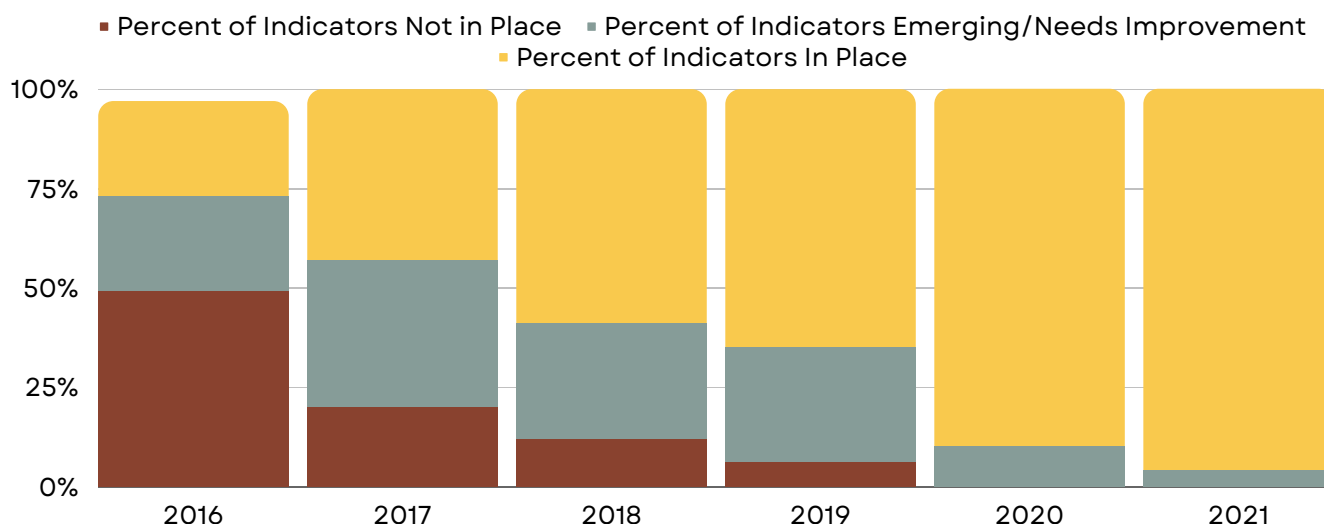
"The Pyramid Model provides a framework that the Early Learning Guidelines delve into. The Early Learning Guidelines allow educators to see age-appropriate development and the bands surrounding our students. This allows us to meet children where they are and reach to achieve a classroom pyramid model."

-2021 Statewide Summit

Currently several of the New York State Education Department (SED) Family and Community Engagement (FACE) centers across the state are offering Positive Solutions for Families workshops. Data on the number of Pyramid Model trainings including the Positive Solutions for Families is shared by SED and both the Office of Early Learning and the Office of Special Education with the NY Pyramid Model SLT on a quarterly basis.

The State Leadership Team Benchmarks of Quality

The SLT Benchmarks of Quality are used to assess SLT progress and determine future actions needed to further expand and support implementation across New York. As the bar graph illustrates, there are no indicators that are currently “not in place”, with three indicators moving from “emerging/needs improvement” to “in place” in 2021. The one indicator which is emerging/needs improvement is in the Family Participation and Communication section; #30: “The SLT develops and employs mechanisms for communication with families about this initiative [Every Stage]”. This indicator will be a focus of the SLT in the future.



Master Cadre

With the assistance of the New York Association for the Education of Young Children (NYAEYC) and from the SLT implementation and professional development workgroup, currently 37 Master Cadre provide Pyramid Module training, coaching and fidelity observations throughout the state. In 2021, 20 additional Master Cadre were added, including 4 who are bilingual in English and Spanish.

The Master Cadre include early childhood professionals working in CCR&R agencies, Infant Toddler Specialists and others with expertise in early childhood. All Master Cadre are registered as verified trainers in the Aspire Registry (New York's early childhood professional development registry). Many Master Cadre hold the Training and Technical Assistance Professional Development Specialist (T-TAP) and/or the Coaching Credential. This credential, administered by NYAYEC is a designation for individuals providing professional development on general early childhood and/or school-age content.

As of 2021, all of Master Cadre are providing training, coaching and observations throughout the state. Appendix D provides a list of the Master Cadre and the region(s) of the state they serve.

Shared Funding for Pyramid Model Implementation

In 2015, initial funding for the implementation of the Pyramid Model was provided by the New York State Head Start Collaboration Project and New York State Project LAUNCH (Linking Actions for Unmet Needs in Children's Health), both administered by CCF. Since then, funding has steadily increased, with grant funds and in-kind administrative hours from SLT members and other organizations.

In 2021, primary support for Pyramid Model implementation was from the federal Child Care and Development Block Grant (administered by OCFS) and the federal Preschool Development Birth through Five Renewal Grant (NYSB5) (administered by CCF). These two grants funded:

- Module trainings.
- Leadership and classroom coaching for child care programs.
- Virtual coaching reflection circles (to coach the coaches).
- Classroom materials for implementing sites.
- Training Coordinators to coordinate the Master Cadre, organize training data and launch new Pyramid Model Cohorts.
- Creation of the "Roadmap Series" to help orient programs interested in implementing the Pyramid Model.

NYSB5 Grant funding also supported the Pyramid Model Implementation Data System (PIDS), including maintenance and updates to the dashboards for all of the levels of Pyramid Model implementation, training videos and technical assistance on how to use the data that is collected to drive program change.

2021 Budget		
Funding	Time Period	Amount
OCFS CCDBG 2020-2021	10/2020 – 9/2021	Infant toddler = \$105,766 CCDBG = \$280,280
CCF NYSB5-R Grant	2021	\$719,000
CCF Head Start Collaboration 2020-2021	2021	\$17,532
OMH	1/2020 (carried over to 2021)	\$25,000

Pyramid Model Virtual Statewide Summit

In 2021, the first Statewide Pyramid Model Summit was held virtually over 3 weeks between November 2nd and November 18th and included 12 individual events over 7 days (see Appendix E for a list of events). The primary focus of the Summit was to highlight the progress made throughout the state, expand the implementation of the Pyramid Model and reinvigorate interest and commitment. Prior to the Summit, items were mailed to all of the participants. Master Cadre were also sent a Pyramid Model certificate, a glass paperweight Pyramid, sparkling cider and mini confetti cannon to celebrate, and books and resources to support their practice.



"Nice to see the state-level efforts working together (QSNY, IMHC, OCFS, SED, OMH)."

"I am so excited to learn more - I am only in day 12 of my position; my school is an implementing Pyramid Model program."

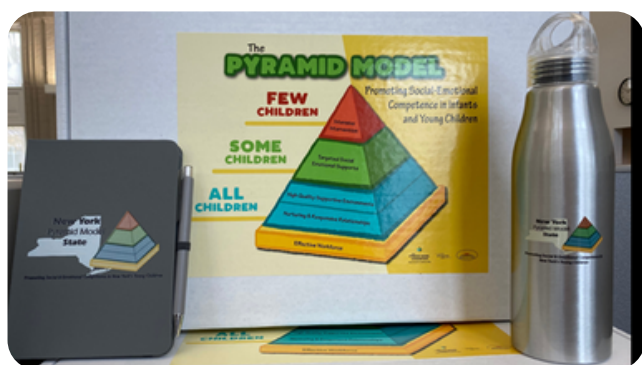
There were over 120 participants at the opening event, others joined for specific offerings. The Summit opened with an overview of how far New York State has come from national, state, Hub, Leadership Coach/Implementing programs perspectives, followed by breakout sessions.

The challenge lay in deciding how to reach so many different audiences with information that felt relevant to each. Summit events included Pyramid Model Alignment with the NYS Early Learning Guidelines, How Do I know if My FCC or Center-Based Program is Ready for Implementation; and a presentation by Deanna Hibbard from Georgia about Getting Community Buy-in: ECE and Elementary Schools around embracing the Pyramid Model. Samples of the feedback include:

This statewide focus provided both a challenge and an opportunity. The opportunity was to bring voices and experiences from across the state together.

"I had no idea so much work happened to get us to the place we are at now."

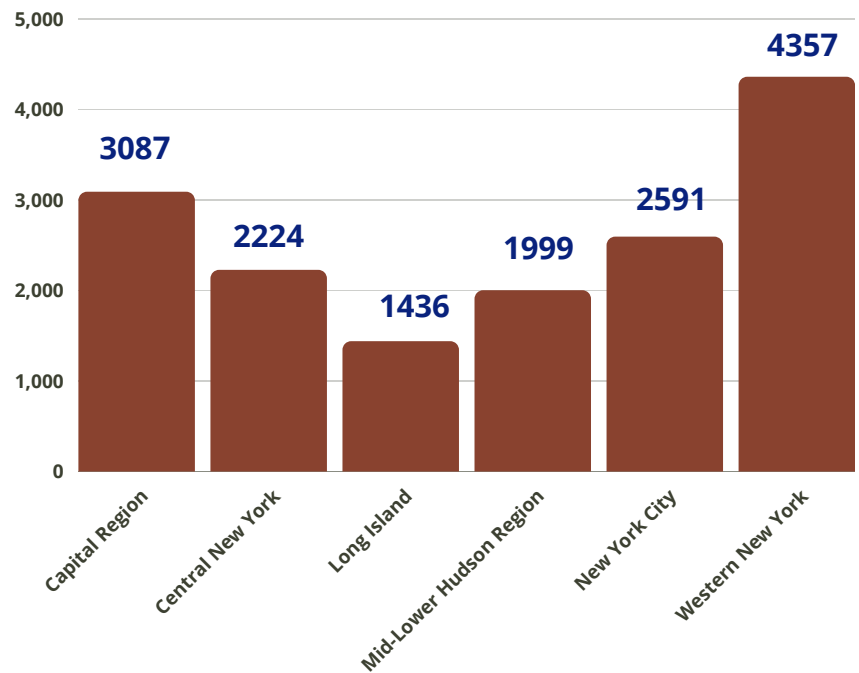
"Everything is all connected. One layer of the pyramid flows into the next."



"I can't wait to have the push up from Pre-K to K and above. It was inspiring to see what Deanna from Georgia and her team have accomplished and so grateful that she has shared those resources with us. I hope to move on the family engagement immediately and utilize the resources for our classrooms who are struggling."

Pyramid Model Modules

In 2021, 1,087 module trainings were conducted by Master Cadre, and 15,694 people have been trained in a Pyramid Model module in New York. The graph to the right displays the attendees of these modules by region.



Master Cadre offered Pyramid Model Preschool, Family Child Care and Infant Toddler module trainings, along with Parents Interacting with Families (PIWI) in 2021. In prior years, Practice Based Coaching was only offered by the Pyramid Model Consortium, but now 12 Master Cadre in New York are able to deliver this training, which supports sustainability.

Also, during 2021, 108 people were trained to reliability in the Teaching Pyramid Observation Tool (TPOT), and 63 people were trained to reliability in Teaching Pyramid Infant-Toddler Observation Scale (TPITOS), and Master Cadre were recertified as TPOT/TPITOS observers. Families and caregivers also participated in 20 series of Positive Solutions for Families, including a cohort of foster families and one series that was provided in Arabic.

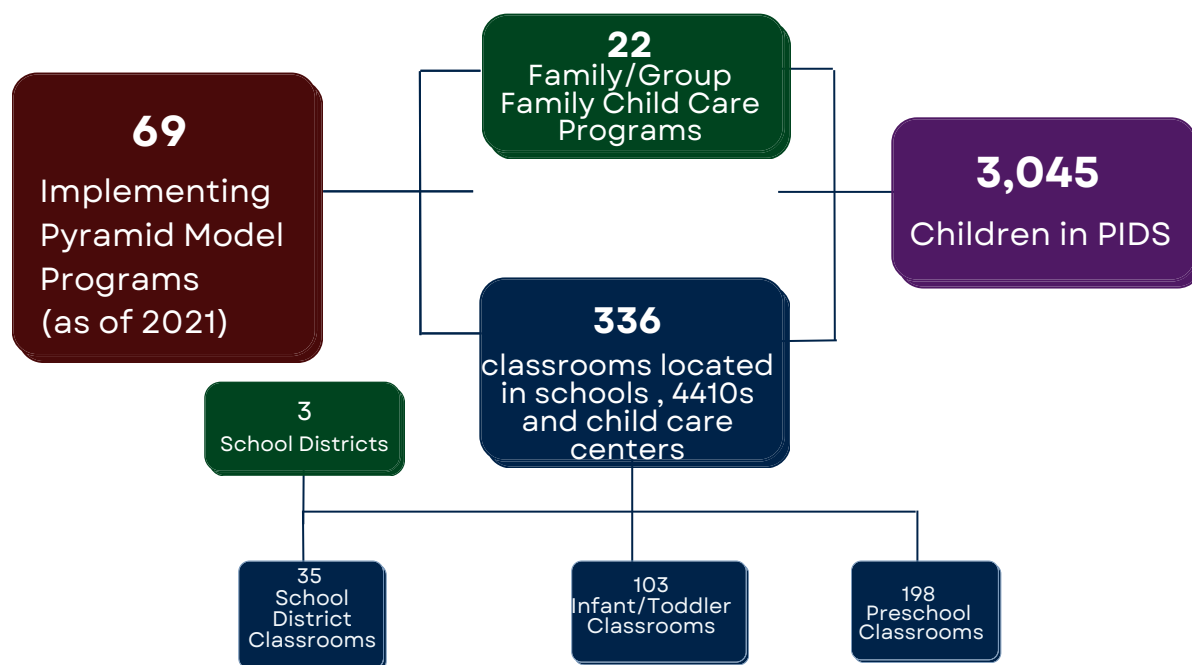
When the COVID pandemic began in March of 2020, all Pyramid Model trainings were shifted to a virtual platform. The OCFS Division of Child Care Services created a virtual approval process and allowed participants to receive training credit. Virtual training allowed Master Cadre to reach participants outside of their geographical area, and though fewer trainings were held during this period, the number of participants per training stayed constant. In-person trainings were able to resume in July 2021, though many trainings continued to be virtual due to COVID concerns.

From July 1, 2021 to November 20, 2021 (4 months), the majority of trainings occurred virtually, and more people attended per training compared to in-person trainings.

Delivery Method	Number of Modules Presented	Number of Attendees
In-person	17	107
Virtual	66	852

Program-Wide Implementation

Cohort 5 was officially launched and started to train and implement the Pyramid Model, and enter data into the PIDS (see Appendix G for the Implementation Flow Chart). Cohort 5 consists of 10 child care programs, and 12 family/group family child care sites, located in the Western and Greater Capital Region of New York state. The illustration below breaks down all implementing programs including the classrooms and children in PIDS.



The 69 Implementing Pyramid Model Programs includes the 22 Family/Group Family Child Care programs shown above as well as 3 school districts and 14 4410 preschool special education programs. In addition to the 336 classrooms inputting Pyramid Model data into PIDS, it is important to note that another approximately 20 classrooms are implementing the Pyramid Model to fidelity (without state funding). However, these additional classrooms are not submitting all their data into PIDS at this time, so are not included in the annual report data.



Children at a Pyramid Model Implementation site show off their new books, all which have a corresponding Book Nook Activity Card, with activities, lesson plans, and ways to teach emotional vocabulary skills.

Community-Wide Implementation

5 Pyramid Model Hubs located within 5 Child Care Resource and Referral Agencies

- Brightside Up (Capital Region)
- Child Care Council, Inc. (Central Region)
- Child Care Resources of Rockland (Mid-Hudson)
- Child Care Resource Network (Western New York)
- Child Care Council of Nassau (Long Island)

The Hubs are focused on creating a Community-Wide Leadership Team (CWLT). Hubs are responsible for annually recruiting additional programs/schools/family child care sites to implement, and providing support, coordination, and use of PIDS to track progress of their regional programs/schools that are implementing the Pyramid Model.

"Self-examination was extremely rewarding, I discovered that I need to give children more time to respond since I needed it myself to be able to respond in Breakout rooms. I also appreciate Tucker Turtle, the story and will introduce it to my class."

-NYC DOE Session

Notably, the New York City Department of Education (NYC DOE) participated in the Master Cadre Training of Trainers, and currently has seven people on staff who will help implement the Pyramid Model in their early childhood and prekindergarten programs. The NYC DOE created a new Statement of Positive Behavior Guidance, which is slowly evolving to represent a multi-tiered Pyramid Model structure. In 2021, the NYC DOE had 95 participants complete all three of the Pyramid Model Preschool Modules, and others who began training.

2021 CWLT Meetings and Participants		
Pyramid Model Hub	Number of CWLT meetings in 2021	Total number of participants in CWLT meetings
Brightside Up (Capital Region)	7	31
Child Care Council Inc. (Central)	8	38
Child care Resources of Rockland (Mid-Hudson)	7	19
Child Care Resource Network (Western)	7	43
Child Care Council of Nassau (Long Island)	8	59
Total	37	190

2021 Pyramid 101 Sessions	
Pyramid Model Hub	Number of Pyramid 101 Sessions offered
Brightside Up (Capital Region)	0
Child Care Council Inc (Central)	18
Child care Resources of Rockland (Mid-Hudson)	3
Child Care Resource Network (Western)	0
Child Care Council of Nassau (Long Island)	2
Number of sessions	23

Local Leadership Teams

Further implementation of the Pyramid Model occurred with the support of the Pyramid Model Master Cadre Leadership Coaches for local Leadership Teams. The Leadership Coaches are assigned to Leadership Teams that support implementing programs in their region and help the programs by guiding them through action planning, monitoring and data review of implementation of the Pyramid Model. In total, the Leadership Coaches attended a total of 204 Leadership Team meetings in 2021.

LEADERSHIP COACH FUNDING 2021	COHORT 1	COHORT 2	COHORT 3	COHORT 4	COHORT 5	TOTAL
Self -Funded (Program)	1	2	0	0	0	3
Child Care Development Block Grant (OCFS)	14	13	12	2	26**	67
Preschool Development Grant Birth Through Five (CCF)	NA	NA	NA	16*	10	26
Preschool Development Grant (SED)	NA	4	0	NA	NA	4
TOTAL	15	19	12	18	36	100

* 7 centers and 9 Family Child Care providers working with FCC Coaches via the Pyramid Model Hubs.

** Including 10 Family Child Care providers working with FCC Coaches via the Pyramid Model Hubs.

Total Number of Leadership Teams Meetings that Occurred in 2021	
Cohorts	# of Meetings
Cohort 1	7
Cohort 2	34
Cohort 3	31
Cohort 4	52
Cohort 5	80
TOTAL:	204

NYS Pyramid Model Implementation Data System (PIDS)

In 2019 CCF and the Center for Human Services Research at SUNY Albany developed the New York State Pyramid Model Implementation Data System (PIDS) to be a centralized reporting tool for all of the Pyramid Model Data in New York. PIDS collects Pyramid Model Data from early childhood programs that are implementing the Pyramid Model in state-funded cohorts.

Below are the Pyramid Model data tools (see Appendix H):

- Program Benchmarks of Quality (BoQ)
- Community- Wide Benchmarks of Quality (CWBoQ)
- Behavior Incident Reports (BIR)
- Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms
- Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)
- Classroom Coaching logs
- Ages and Stages Questionnaire: Social/Emotional 2 (and other social and emotional screening tools)



About PIDS

Each site has a Data Collector who enters data directly into PIDS, which gives a program a streamlined method to record and analyze its data. PIDS supports the Program Leadership team data-based decision-making process by providing data reports that aggregate and illustrate program data (see Appendix I).

There are reports for each data tool that can be filtered by various criteria (i.e. classrooms, cohorts, gender) and each report can be exported or printed for practical use by the Pyramid Model Leadership Coach to help plan and guide coaching sessions, along with aiding in decision making (see Appendix J).

Programs can analyze data at the child level to best plan for each child. For both implementing programs and the State, the system provides a more effective and efficient means to assess and measure the implementation of the Pyramid Model, and to help identify areas of strength and in need of support.

In 2021, an initial live online PIDS training session was conducted for newly implementing programs. The training session was recorded and can be viewed [here](#). Furthermore, CHSR created YouTube training videos (viewed [here](#)) and a FAQ support page and ticket system for more specific questions.

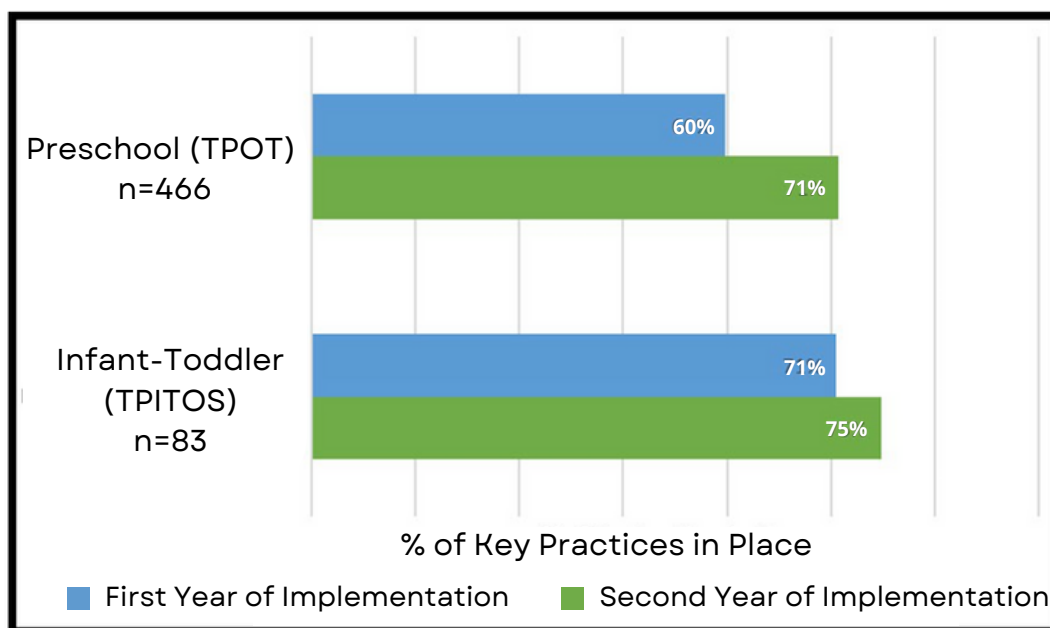
Future plans for PIDS includes working with the Pyramid Model Consortium to expand the system to be used by other states and collect data at the national level. Currently, there are six other states (Illinois, Iowa, Massachusetts, Tennessee, Washington and Wisconsin) that are using PIDS.

TPOT & TPITOS Cohorts 1 - 4

The Teaching Pyramid Observation Tool (TPOT) and the Teaching Pyramid Infant/Toddler Observation Scale (TPITOS) are classroom level observation tools used to objectively measure the degree to which Pyramid Model practices are being implemented. TPOT and TPITOS observers attend a reliability training and must pass a reliability test before they can conduct classroom observations. The TPOT/TPITOS observers observe the classrooms/FCCs based on three subscales that account (key practices, red flags, and responses to challenging behavior) to measure how the adults in the environment impact classroom function and child interactions as well as healthy social and emotional development.

The graph below represents the percentage of key practices “In Place” for TPOT and TPITOS observations for Cohort 1-4 classrooms from their baseline year (blue) to their second year of implementation (green).

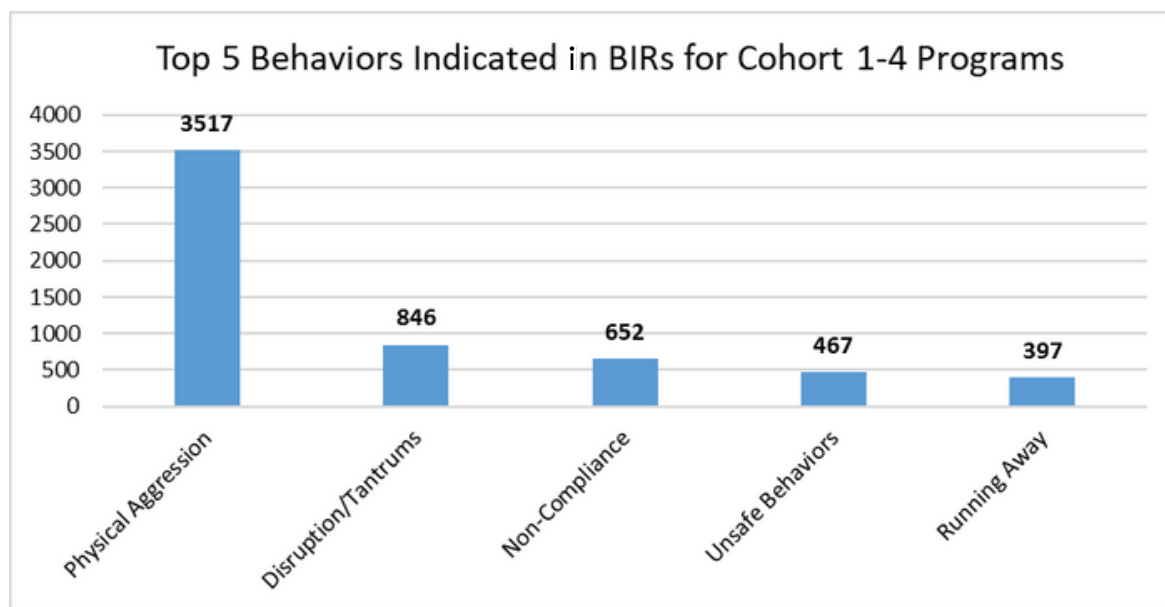
TPOT & TPITOS Percent in Place



- The TPOT scores increased from 60% "in place" at the baseline to 71% in year 2.
- The TPITOS scores increased from 71% "in place" at the baseline to 75% in year 2.
- Pyramid Model practices have shown to be more evident in classrooms in the second year of implementation.

Behavior Incident Reports Cohorts 1-4

The Behavior Incident Report (BIR) is a child-level tool used to document incidents of challenging behavior. BIR trends can be used to support child-specific interventions or spot triggers and better plan with the child, teacher, parent, etc. Teachers can also use BIR data to identify classroom trends, identify implicit biases, target supportive classroom practices, and tailor teaching strategies and responses to prevent challenging behavior for all children in the classroom.



The data in the chart above shows the top 5 most reported behaviors on 6,869 BIRs. Please note that the adult who is completing the BIR can only indicate one primary behavior from a list of 14, therefore may choose the most prevalent behavior, though others may be present in the same incident.

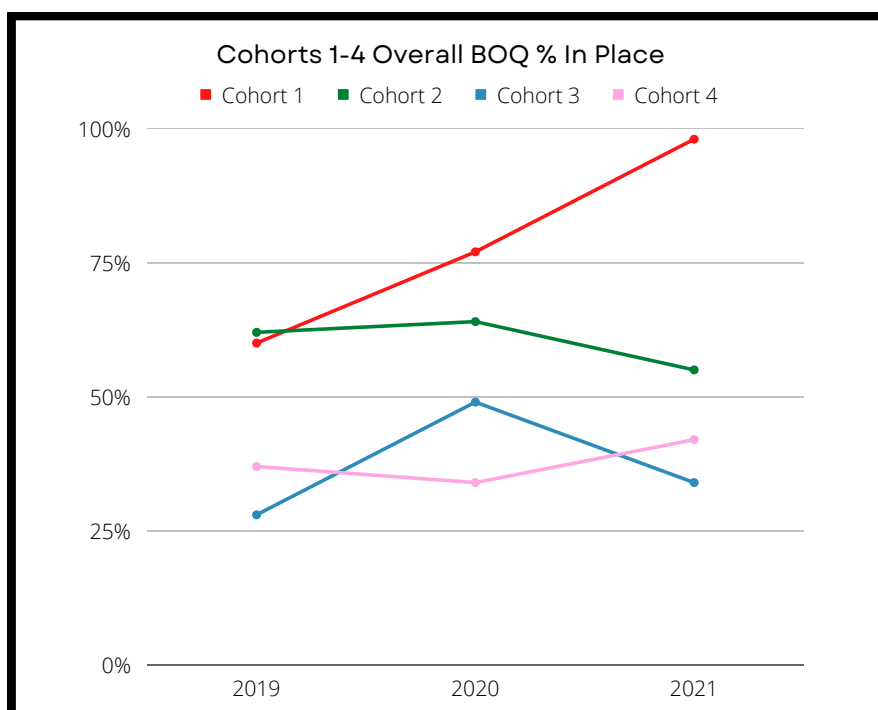
- Physical Aggression represents 51% of all reported behaviors.
- Disruption/Tantrums, Non-Compliance, Unsafe Behaviors, and Running Away comprise 12%, 9%, 7%, and 6% of all reported behaviors, respectively.

The other behaviors indicated on these BIRs were Verbal Aggression (2%), Breaking/Destroying Objects or Items (2%), Repetitive Behaviors (2%), Inappropriate Language (2%), Inconsolable Crying (2%), Hurting Self (1%), Social Withdrawal/Isolation (>1%), Trouble Falling Asleep (>1%) and Other (3%).

In short, behavior incidents for each child are dependent on many factors, but it is very useful for teachers and programs, and parents to use the BIR data to better track and support children and their caregivers.

Program Level Benchmarks of Quality

All programs in Cohorts 1-4 have established a Program Leadership Team and show progress implementing the Pyramid Model to fidelity. Programs use the Benchmarks of Quality (BOQ) to document their achievements and plan the next focus of work (See Appendix H for further detail on the BOQ).



- The average of the BOQ Critical Elements (%) “In Place” for Cohort 1 from 2019-2021 increased.
- Cohorts 1 and 2 increased the number of overall BOQs that were “In Place” during their second year of implementation in 2019 and Cohort 1 increased by even more in 2020 and 2021 to just under 100% In Place.
- The % “In Place” BOQs for Cohort 2 remained relatively the same from 2019-2020 with a slight decrease in 2021 (attributed to COVID interruption).
- The BOQ Critical Elements (%) “In Place” for Cohort 3 nearly doubled from 2019-2020 then fell in 2021.
- Cohort 4's BOQ Critical Elements (%) “In Place” remained the same through 2020 with a slight increase in 2021.
 - In 2019, Cohort 3 and 4 programs were in year 1 and 2 of implementation.

Please note that many programs did not submit their annual BOQs for 2021 because they were not open due to COVID-19. Also, there is currently no BOQ data for Cohort 5, due to programs needing to be trained on how to enter data into the PIDS system.

Conclusion

During 2021, the COVID-19 pandemic caused major disruptions and additional stress to the early childhood workforce. Pyramid Model implementation helped. Notably, many programs reported on the usefulness of Pyramid Model strategies in responding to disruptions in classroom routines. Others reported that the Pyramid Model's emotional vocabulary learning enabled children and parents to express their feelings. Families who participated in Positive Solutions for Families virtual workshops described the experience as being a “lifesaver”.

Also, during 2021, the Pyramid Model Implementation Data System was strengthened and its use in and out of New York state became more widespread.

In future years, further expansion of the Pyramid Model to more early childhood providers and tracking of child and program data using PIDS will enable more effective and efficient assessments of Pyramid Model implementation to best support young children and their caregivers in New York.



Appendices

Data and Evaluation Work Group

This work group focuses on qualitative and quantitative data to examine the efficacy of the implementation of Pyramid Model training in New York State.

Name	Organization
Ian Suleski - Co Chair	New York State Council on Children and Families
Rebecca Stahl - Co Chair	New York State Council on Children and Families
Abbe Hahn Hook	Early Care and Learning Council
Cate Bohn	New York State Council on Children and Families
Debbie McGuire	Professional Development Program at SUNY Albany
Deborah Fitzgerald	New York Association for the Education of Young Children
Diana Diaz	New York Early Childhood Professional Development Institute
Elana Marton	New York State Council on Children and Families
Erin Brewer	Technical Assistance Partnership for Behavior at SUNY Albany
Katie Douglas	New York State Council on Children and Families
Kristin Weller	New York State Council on Children and Families
Linda Darrah	New York State Office of Children and Family Services
Mary Stone*	Marist College
Patty Persell	New York State Council on Children and Families
Sheridan Povemba	New York Association for the Education of Young Children
Stephanie Woodard	New York State Council on Children and Families
Suzanne Corey	New York State Education Department
Tami Callister	Achievements PLLC

Equity Work Group

The work of this group is to guide & review the implementation of the Pyramid Model with an equity lens, to ensure culturally responsible practices and identification of implicit and explicit bias.

Name	Organization
Katie Douglas - Co Chair	New York State Council on Children and Families
Tami Callister - Co Chair	Achievements PLLC
Avril Mills	New York Association for the Education of Young Children
Deborah Fitzgerald	New York Association for the Education of Young Children
Ian Suleski	New York State Council on Children and Families
Kristin Weller	New York State Council on Children and Families
Lynn Lubecki	Children's Institute
Rebecca Stahl	New York State Council on Children and Families
Sheridan Povemba	New York Association for the Education of Young Children
Tim Hathaway	Prevent Child Abuse New York
Tina Rose-Turriglio	New York State Department of Education

Professional Development and Implementation Work Group

The focus of this work group is to incorporate the Pyramid Model approach into practice by creating a program-wide implementation plan, a community-wide implementation plan and plans for the Demonstration sites. It is also to enable the Master Cadre of trainers to receive training and coaching sufficient to adopt and train on all the modules of the Pyramid Model.

Name	Organization
Patty Persell- Co Chair	New York State Council on Children and Families
Sheridan Povemba- Co Chair	New York Association for the Education of Young Children
Deborah Fitzgerald- Co Chair	New York Association for the Education of Young Children
Abbe Hahn Hook	Early Care and Learning Council
Abbe Kovacik	Brightside Up
Avril Mills	New York Association for the Education of Young Children
Cindi Dubner	New York State Department of Health
Debbie McGuire	Professional Development Program at SUNY Albany
Diana Diaz	New York Early Childhood Professional Development Institute
Evelyn Blanck	New York Center for Child Development
Jorge Saenz De Viteri	Office of Head Start Training and Technical Assistance Network
Karen Dwyer	New York State Department of Health
Katie Emerson-Hoss	National Center for Quality Teaching and Learning
Kristen Kerr	New York Association for the Education of Young Children
Linda Darrah	New York State Office of Children and Family Services
Liz Isakson	Docs for Tots New York
Lucinda Caruso	New York State Department of Health
Rochelle Macer	New York City Department of Health and Mental Hygiene

Name	Organization
Shirley Berger	New York City Department of Health and Mental Hygiene, ThriveNYC
Stephanie Woodard	New York State Council on Children and Families
Suzanne Corey	New York State Education Department
Tami Callister	Achievements PLLC
Taylor Passmore	New York City Department of Education
Tim Hathaway	Prevent Child Abuse New York
Tina Rose-Turriglio	New York State Education Department

Policy, Advocacy and Fiscal Work Group

This work group strives to reduce and eventually eliminate suspensions and expulsions of children in early childhood settings (child care, Head Start programs, pre-K) and establish coordinated standards for responding to challenging behaviors. The group is also working on developing financial strategies to support the implementation and sustainability of the Pyramid Model.

Name	Organization
Katie Douglas - Chair	New York State Council on Children and Families
Bob Frawley	Early Childhood Consultant
Elana Marton	New York State Council on Children and Families
Sheridan Povemba	New York Association for the Education of Young Children
Stephanie Woodard	New York State Council on Children and Families

New York State Pyramid Model Leadership Team

Organizational Members 2021

NYS Early Childhood Advisory Council

NYS Education Department
Office of Special Education

NYS Office of Children and Family
Services
Division of Child Welfare

NYC Department of Health and Mental
Hygiene, Bureau of Children, Youth and
Families

NYS Council on Children and Families

NYS Department of Health
Bureau of Maternal and Child Health

NYS Head Start Collaboration Office

NYS Association for Infant Mental
Health (NYSAIMH)

NYS Office of Mental Health
Division of Children and Family Services

NYS Office of Children and Family Services
Division of Child Care Services

NYS Education Department
Office of Early Learning

NYS Parenting Education Partnership
(NYSPEP)

NYS Department of Health,
Division of Family Health

NYS Department of Health,
Bureau of Early Intervention

Achievements PLLC

Brightside Up

Docs for Tots

Early Care & Learning Council

Head Start Region II Technical
Assistance Network

New York Center for Child
Development

NYC Administration for Children's Services,
Division of Early Care and Education

New York Early Childhood
Professional Development Institute, CUNY

Professional Development Program
State University of New York at Albany

NYC Department of Education
Division of Early Childhood Education

Prevent Child Abuse New York

New York Association for the Education of Young
Children (NYAEYC)

Pyramid Model Consortium

University at Albany Technical Assistance
Partnership for Behavior

Children's Institute

Other Efforts Aligned with the Pyramid Model in New York

Name	Effort and Website
NYS Early Childhood Advisory Council (ECAC)	The ECAC strategic plan recommends advancing statewide Pyramid Model training. www.nysecac.org .
NYS Office of Children and Family Services (OCFS)	The OCFS Child Care and Development Fund (CCDF) Plan recognizes the Pyramid Model as an approach to address children's social-emotional development and includes funding to support the Pyramid Model: http://ocfs.ny.gov/main/childcare/stateplan/ .
NYS Education Department (NYSED)	NYSED Promotes positive school climates by supporting school districts to implement Positive Behavioral Interventions and Supports (PBIS): www.nyspbis.org and http://www.p12.nysed.gov/specialed/publications/2015-memos/preschool-suspensions-expulsions-memo-july-2015.pdf .
New York City Department of Education (NYC DOE)	NYC DOE has five master cadre on staff and is working on an implementation plan for Pyramid Model. Issued jointly with the NYC Administration for Children's Services, the Statement on Positive Behavior Guidance in Pre-K for all. http://schools.nyc.gov/NR/rdonlyres/0C9C8A8A-3FE4-4F7D-A880-DD3D86B3C94D/0/StatementonPositiveBehaviorGuidance.pdf .
New York Association for the Education of Young Children (NYAEYC)	NYAEYC hosts Pyramid Model Training Coordinators (funded by the NYS B5 grant). NYAEYC has provided logistical support of the Master Cadre.
New York Works for Children	An Application Programming Interface (API) was created to connect Aspire and PIDS in 2021. The home of the state's integrated professional development system for the early childhood and school age workforce, including the Aspire Registry, the early childhood workforce registry and statewide training calendar, and state resources for the field. The Aspire Registry is a resource to keep track of early childhood professional career information (i.e., coursework, continuing training, coaching and work experience). http://nyworksforchildren.org/Home.aspx .
The Federal Office of Head Start	Head Start Performance Standards reflect the latest research on early education and help ensure that all Head Start programs produce the best possible outcomes for the children and families they serve. https://eclkc.ohs.acf.hhs.gov/policy . OHS funded CSEFEL and the NCPMI to support Pyramid Model implementation across the country.
NYS Association of Infant Mental Health	A mental health endorsement/credential for professionals working with infants and young children, including those who implement, coach, and train on the Pyramid Model was launched: http://www.nysaimh.org/ .
NYS Department of Health (DOH)	DOH redesigned the State's Medicaid program to support evidence-based services for children with social-emotional development and mental health issues: https://www.health.ny.gov/health_care/medicaid/redesign/first_1000.htm .

Master Cadre

Greater Capital District/North Country

Jackie Farmer

Ligia Hendrie*

Jess Orellana

Racquel Saddlemire*

Debbie Collette-Crompt

Tami Callister

Sarah Gould-Houde

Lynn Morris

Central New York

Rose Shufelt

Catherina Turco

Rachel Zielinski

Tracy Lyman

Lynn Lubecki

Ellen Leopold

Colleen Wuest

Kristi Cusa

Rachele
VerValin Pettit

Long Island

Bonnie Spencer

Emily Tores*

Jacqueline Zaita

Stephanie Dockweiler

Colleen Farrell

Karin Sperb

New York City

Channing Edson**

Gem Moriah

Wanda Nedderman

Taylor Passamore**

Ke'Shon Mack-Brown

Paula Mack

Jennifer
Edwards-Saul

Mid-Lower Hudson Valley

Aniberca Rosario*

Caroline Doty

Kathy Moss

Michelle Friedel

Western New York

Kathleen Kiblin

Mary Ellen Monafo

<http://www.nysecac.org/contact/pyramid-model>

*Spanish-Speaking Master Cadre

**NYC Department of Education



Pyramid Model Implementation Flow Chart For Centers

Building a Positive Social & Emotional Environment

Steps

Infrastructure

Training & Supports

1

Build your agency leadership team

- External Leadership Coach
- Internal Coach Administrator
- Data Collector
- Teacher Representative
- Behavior Specialist
- Parents

Team attends the *Roadmap to NYS Pyramid Model Implementation Series*

2

Create implementation plan

- Identify number of implementation classrooms for the first year.
- Set up monthly Leadership Team meeting dates.
- Complete baseline Benchmarks of Quality.
- Complete Action plan.

Train on modules:

- Preschool and I/T
- Parents interacting with infants (PIWI)
- Practice Based Coaching
*or contract with a Classroom Coach.

3

Prepare program staff for implementation

- Start using new strategies in classrooms and involve parents at home!
- Involve families in buy-in.
- Set up Leadership Team meetings monthly.

Reliability training for TPOT & TPITOS observers.

4

Pyramid Model Implementation Data System (PIDS)

- Register Leadership Team in PIDS.
- Establish Data Collector(s) to add data (see back for data calendar).
- Use PIDS data for professional development and track social emotional development in children.

PIDS Webinar Training
PIDS Website of help resources.
Local Hub and Program Leadership Coaches

* Having a trained Internal Coach and TPOT & TPITOS observers are highly recommended, but remain optional for programs.

Data Collection

- Teachers are responsible for completing Behavior Incident Reports and giving them to the Data Collector to enter into PIDS.
- The Internal Coach is responsible for classroom coaching – *Coaching Logs* are given to the Data Collector for tracking at least once a month.
- Benchmarks of Quality should be completed at the beginning of implementation and then annually.

Whoever attends the TPOT and/or TPITOS should complete Modules 1, 2, and 3 for the respective age group prior to the reliability training(s). The same person can do the TPOT and TPITOS.

For more resources:

Visit <http://www.nysecac.org/contact/pyramid-model> or email NYSPyramidModel@gmail.com

PYRAMID MODEL DATA CALENDAR



New York
Pyramid Model
State



BOQ

The BOQ should be submitted once a year

Coaching Log

Classroom Coaching Logs are submitted monthly every time Coaches have sessions with Teachers.

TPOT/TPITOS

TPOT and TPITOS observations are submitted twice a year, 6-months apart.

BIR

BIRs are submitted as soon as possible after a child incident occurs.
Submit all BIR data monthly, to your data collector.

ASQ:SE2

ASQ:SE2 screenings are submitted for all children at least once a year or as the child ages to the next screening level.

All Pyramid Model data is entered into the Pyramid Model Implementation Data System (PIDS). For more information please reach out to Ian.Suleski@ccf.ny.gov or your Pyramid Model Leadership Coach.

The New York State Pyramid Model Implementation Data System (PIDS) collects Pyramid Model Data from early childhood programs that are implementing the Pyramid Model in state-funded cohorts. The Pyramid Model data tools include:

- **Program Benchmarks of Quality (BoQ)**
 - This is a self-evaluation tool at the program level that measures a program's Pyramid Model implementation progress. The tool is a forced answer Likert scale that includes all of the Critical Elements needed for implementation either 1. "not in place", 2. "partially in place", or 3. "in place".
- **Classroom Coaching Logs**
 - This is a classroom level tool that collects data on coaching visits with teachers. Classroom coaches keep track of professional development strategies used during meetings to support teachers as they implement Pyramid Model practices. The number and duration of the meetings are also reported on a monthly basis.
- **Teaching Pyramid Observation Tool (TPOT)**
 - This is a classroom level observation tool used to measure the degree to which Pyramid Model practices are being implemented in a preschool classroom. The TPOT includes three subscales that the TPOT Observer uses to account for key practices, red flags, and responses to challenging behaviors in the classroom.
- **Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)**
 - This is a classroom level observation tool for infant/toddler classrooms. Key practices and red flags are the two subscales for TPITOS. Some of the observation is based on teacher instruction while other elements are based on classroom setup.
- **Behavior Incident Reports (BIR)**
 - This child level tool is used to document incidents of challenging behaviors that occur. Teachers can use BIR data to identify classroom trends to identify implicit biases, target supportive classroom practices, and tailor their teaching strategies and responses to prevent challenging behavior in the classroom. It can also be used to plan for an individual child, to provide support and change routines.
- **Agencies and Stages Questionnaire: Social/Emotional-2 (or other social & emotional tools)**
 - Child level screening tools measure the social and emotional development of children ages 2-60 months at various stages as the tool dictates. Screenings are used to determine if a child is on track in their development and helps identify areas that need support.

PIDS Reports

Report Name	Category	Description
ASQ:SE Data Export Report	Data Export	This report exports details about ASQ:SE records to an Excel file.
ASQ:SE Score Type Percentage Report	ASQ:SE	This report displays the percentage of the total number of ASQ:SE screenings for each score type by month.
ASQ:SE Trend Report	ASQ:SE	This report is designed to track changes to the ASQ:SE score types for active children. This is accomplished by displaying a line chart with the score type for each ASQ:SE that has been recorded for each child.
Benchmarks of Quality Change Report	BOQ	This report displays the changes in indicator status for the most recent 5 Benchmarks of Quality 2.0 forms across time.
Benchmarks of Quality FCC Change Report	BOQ	This report displays the changes in indicator status for the most recent 5 Benchmarks of Quality FCC forms across time.
Benchmarks of Quality FCC Trend Report	BOQ	This report displays details about critical elements for each Benchmarks of Quality FCC form in the reporting window. A graph of average ratings for each critical element over time is also displayed.
Benchmarks of Quality Trend Report	BOQ	This report counts of ratings of critical elements for each Benchmark of Quality in the reporting window for the selected programs. A graph of average ratings for each critical element over time is also displayed.
BIR Children/Classroom Total Incidents Report	BIR	This report displays information about the total number of Behavior Incident Reports that have occurred within a certain timeframe. The report can be used to focus on classroom or child analysis in addition to a day-to-day analysis of total incidents.
BIR Data Export Report	Data Export	This report exports details about BIR records to an Excel file.
BIR Equity Profiles Report	BIR	This report displays information about BIR equity and can be used to analyze incident frequency, suspensions, and dismissals. Also, the analysis can be grouped by child demographics such as race, ethnicity, and gender to give a more detailed understanding of the data.
BIR Item Detail Report	BIR	This report displays information about BIRs in the context of the problem behaviors, activities, others involved, possible motivations, strategy responses, and admin follow-ups that were selected on the BIRs.
BIR Program Summary Report	BIR	This report displays summary information for BIRs. This summary information includes totals, averages, and percentages for the BIRs. It also includes total, average, and percentage information for the children that have BIRs.

Report Name	Category	Description
BIR Summary Report	BIR	This report displays information about the Behavior Incident Reports (BIRs) that have occurred within a certain timeframe. It includes information like the total number of incidents grouped by day of the week, total number of incidents grouped by hour of the day, and more. The report can optionally focus on classroom or child analysis to make it more concise.
BOQ Data Export Report	Data Export	This report exports details about BOQ records to an Excel file.
BOQ FCC Data Export Report	Data Export	This report exports details about family child care BOQ records to an Excel file.
CCL Counts Report	Coaching Log	This report calculates the total number of "Yes" responses for each item in the coaching log for all coaching logs entered within the specified dates for the specified programs.
CCL Duration Report	Coaching Log	This report calculates the total count and duration of coaching logs for a given period of time for the selected Programs, Coaches, or Teachers.
CCL Trend Report	Coaching Log	This report displays changes in Coaching Log items over time via a chart and details section.
Child Data Export Report	Data Export	This report exports details about child records to an Excel file. This also includes child notes, child status records, and child classroom assignments.
Child Demographic Report	Analysis	This report displays demographic information for children that have not been discharged and that have an active classroom assignment.
Child Discharge Details Report	Analysis	This report displays information about children that have been discharged from the program(s) included in the report. It also includes information about why the children have been discharged.
Child Inactivity Report	Analysis	This report shows inactive children that haven't been updated in over a year as of the point in time selected.
Classroom Coaching Log Data Export	Data Export	This report exports details about Classroom Coach Log records to an Excel file.
Classroom Data Export Report	Data Export	This report exports details about classroom records to an Excel file.
Cohort, Hub, and Program Data Export	Data Export	A data export report that exports all the cohorts, hubs, and programs for the selected state(s).

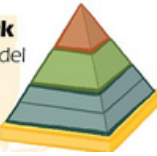
Report Name	Category	Description
Community Leadership Team Data Export Report	Data Export	A data export report that exports all the information on the Community Leadership Team dashboard.
Community-Wide BOQ Change Report	BOQ	This report displays the changes in indicator status for the most recent 5 State Leadership Team Benchmarks of Quality forms across time.
Community-Wide BOQ Trend Report	BOQ	This report is designed to help states monitor their progress in implementing the Community-Wide Benchmarks of Quality.
Completed Trainings Report	Training	This report displays counts of the trainings completed between the selected start and end dates. It also shows the employees that completed the trainings.
Invalid Forms Report	Analysis	This report displays invalid forms for programs and the reason that the forms are invalid.
Leadership Coach Coaching Circle Data Export Report	Data Export	This report exports all the Coaching Circle information on the Leadership Coach Dashboard.
Leadership Coach Hub Data Export Report	Data Export	This report exports all the Hub information on the Leadership Coach Dashboard.
Leadership Coach Program Data Export Report	Data Export	This report exports all the Program information on the Leadership Coach Dashboard.
Login History Report	Analysis	Login History for all users
Master Cadre Data Export Report	Data Export	This report exports all the Program information on the Master Cadre Dashboard.
Other Social Emotional Screening Data Export Report	Data Export	This report exports details about Other Social Emotional Screening records to an Excel file.
Pyramid Model Professional Data Export Report	Data Export	This report exports details about professional records to an Excel file. This also includes trainings, job functions, and classroom assignments.
Pyramid Model Professional Training Report	Training	This report is designed to help track the number of active professionals that have done each training module.
State Leadership Team BOQ Change Report	BOQ	This report displays the changes in indicator status for the most recent 5 State Leadership Team Benchmarks of Quality forms across time.

Report Name	Category	Description
State Leadership Team BOQ Trend Report	BOQ	This report is designed to help states monitor their progress in implementing the State Leadership Team Benchmarks of Quality.
State Leadership Team Data Export Report	Data Export	This report exports all the information on the State Leadership Team dashboard. It also includes the Community Agency Types from the Community Leadership Team dashboard since those agency types are managed by the state.
TPITOS Change Report	TPITOS	This report calculates the year-to-year differences of the frequency of 'Yes' responses for all TPITOS indicators.
TPITOS Data Export Report	Data Export	This report exports details about TPITOS records to an Excel file.
TPITOS Indicator Counts Report	TPITOS	This report calculates the percentage of 'Yes' counts for each indicator on the valid TPITOS forms completed within the dates specified for the programs or classrooms specified.
TPITOS Red Flag Counts Report	TPITOS	This report displays the number of times that each TPITOS red flag was observed between the selected start and end dates.
TPITOS Red Flag Trend Report	TPITOS	This report shows changes in TPITOS red flags over time by displaying the percentage of red flags observed in a chart and displaying the number of times each red flag was observed during a time period in a details section.
TPITOS Trend Report	TPITOS	This report displays changes in the TPITOS items over time via a chart and details section.
TPOT Change Report	TPOT	This report calculates the year-to-year differences of the frequency of 'Yes' responses for all TPOT indicators.
TPOT Data Export Report	Data Export	This report exports details about TPOT records to an Excel file.
TPOT Indicator Counts Report	TPOT	This report calculates the percentage of 'Yes' counts for each indicator on valid TPOT forms completed within the dates specified for the programs or classrooms specified.
TPOT Red Flag Counts Report	TPOT	This report displays the number of times that each TPOT red flag was observed between the selected start and end dates.
TPOT Red Flag Trend Report	TPOT	This report shows trends in TPOT red flags over time by displaying the percentage of red flags observed in a chart and displaying the number of times each red flag was observed during a time period in a details section.
TPOT Trend Report	TPOT	This report displays changes in the TPOT items over time via a chart and details section.
Tracking Report	Analysis	A tracking report for programs that displays the types of forms submitted into PIDS, the number of forms submitted, and when the forms were submitted.



Best Reports and Data Tools for Leadership Teams

New York
Pyramid Model
State



BOQ

Benchmarks of Quality Trend Report

Includes:

- Chart of the average rating for each critical element over time (Not in Place=0, Partially in Place=1, In Place=3).
- Table including the # of benchmarks not in place, partially in place and in place by critical element for each BOQ 2.0 rating.

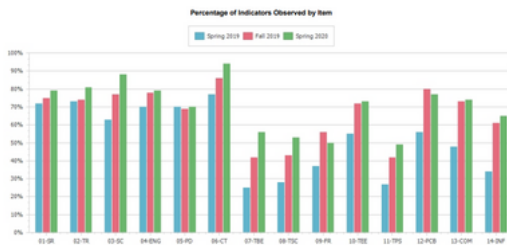
Uses:

Determine trends with program-wide implementation, identify areas of strengths and areas in need of focus. Add areas in need of focus to your Action Plan.



TPOT or TPITOS

TPOT or TPITOS Trend Report



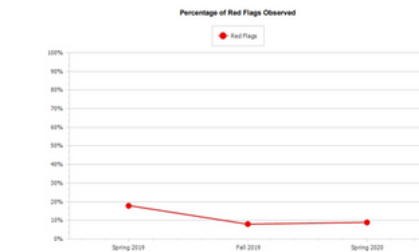
Includes:

Chart and table of % of 'Yes' for each indicator over time.

Uses:

Determine program-wide trends for classroom use of Pyramid Model practices, identify areas of strengths and areas in need of focus.

TPOT or TPITOS Red Flag Trend Report



Includes:

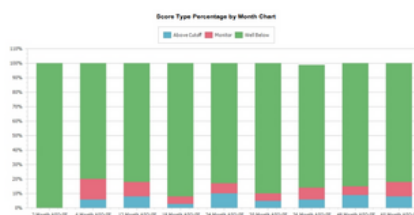
- Chart of % of red flags over time
- Table with # of red flags per observation

Uses:

Identify areas that need more attention, use for coaching and monitor progress.

ASQ:SE-2

ASQ:SE Score Type Percentage Report



Includes:

Table and chart including the # and % of ASQ:SE 2 screening results (above cutoff, monitor, well below) by the age of questionnaire given.

Uses:

Determine program-wide trends across age levels and determine classrooms that may need more support in certain areas.

*This report is best used for a specific ASQ:SE window. Enter start and end dates that will include only one administration of the ASQ:SE 2.

ASQ:SE Dashboard List

All ASQ:SE Screenings

This table contains all ASQ:SE screenings regardless of when they were performed.

Enter text to search...

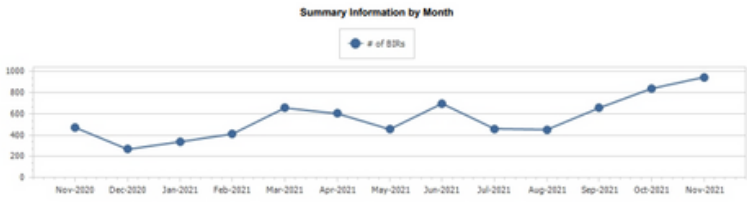
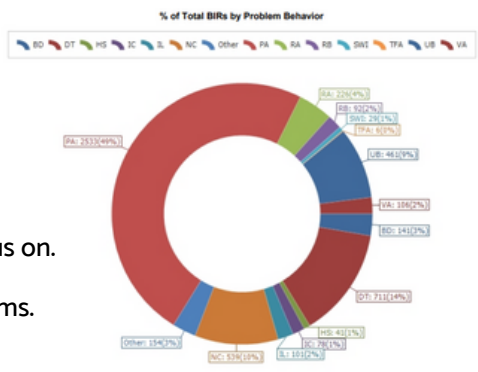
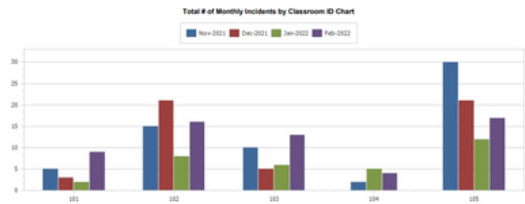
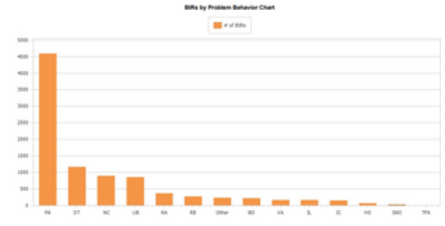
Form Date	Child	Interval	Total Score	Score Type	Program	Actions
09/20/2021	(001) Adam Smith	60 Month	50	Well Below	Program 1	Actions
09/19/2021	(001) Adam Smith	48 Month	75	Monitor	Program 1	Actions
09/18/2021	(001) Adam Smith	30 Month	90	Above Cutoff	Program 1	Actions
09/17/2021	(001) Adam Smith	24 Month	70	Above Cutoff	Program 1	Actions
09/16/2021	(001) Adam Smith	36 Month	100	Monitor	Program 1	Actions

Includes:

A list of screening results with the following information: date, child's name, questionnaire given, score, and score type.

Uses:

Identify children whose screening results are above cut off or in the monitoring zone in order to adjust instruction or environment.

<div>BIR</div> <div>(once a month)</div>	<h3>BIR Program Summary Report</h3> <p>Includes: Tables and charts by month for:</p> <ul style="list-style-type: none"> # of BIRs average # of BIRs # of children with a BIR % of children with a BIR # and % of children grouped by the # of BIRs they have received (0, 1, 2-5, 6-10, 11-15, 16-20, 21+) <p>Uses:</p> <ul style="list-style-type: none"> Review monthly the overall trends of challenging behavior by child, classroom, or your program. Analyze BIR trends and make adjustments to processes and develop coaching as needed. 																		
<div>BIR</div> <div>(for further analysis monthly as needed)</div>	<h3>BIR Item Detail Report</h3> <p>Includes:</p> <ul style="list-style-type: none"> Chart of BIRs by month for each BIR category. Charts for # and % of BIRs for each BIR category Table of monthly and total BIR # and % for each BIR category <p>Uses:</p> <ul style="list-style-type: none"> Identify high rates or increases for specific BIR categories to focus on. Isolate behaviors, activities, possible motivations, etc. that were reported the most to better support those areas in your classrooms. 																		
<div>BIR</div> <div>(at least twice a year)</div>	<div> <h3>BIR Children/Classroom Total Incidents Report</h3>  <p>Includes:</p> <ul style="list-style-type: none"> Table and chart for BIRs by day Table and chart for monthly BIRs by classroom Table and chart for monthly BIRs by child ID <p>Uses:</p> <ul style="list-style-type: none"> Identify classrooms and children with high # of BIRs to guide appropriate support. Review BIR distribution by classrooms and children <p>*select "All" from the Report Focus dropdown menu.</p> </div> <div> <h3>BIR Summary Report</h3>  <p>Includes:</p> <ul style="list-style-type: none"> Table and chart for total BIRs by all BIR categories Table and chart for monthly BIRs by classroom Table and chart for monthly BIRs by child ID <p>Uses:</p> <ul style="list-style-type: none"> Drill down to find patterns and identify specific factors related to identified behavior trends. <p>*select "All" from the Report Focus dropdown menu.</p> </div>																		
	<h3>BIR Equity Profile Report</h3> <p>Includes:</p> <ul style="list-style-type: none"> Charts for: <ul style="list-style-type: none"> Total # of children enrolled by group Total # of children with a BIR by group Total # of BIRs by group Risk ratio by group Table including summary statistics comparing the profile item frequency across the selected profile groups. Table of statements for each group explaining the meaning of the summary statistics in the table. <p>Uses:</p> <ul style="list-style-type: none"> Compare specific BIR data between racial groups to identify disparities and determine needed adjustments or professional development. To identify and address possible implicit biases and systemic racism. <table border="1"> <thead> <tr> <th colspan="2">(B) Black or African-American</th> </tr> </thead> <tbody> <tr> <td>Child Comp</td> <td>Of the 7 children who received at least one BIR, 28.6% are Black or African-American; this group comprises 12.0% of the total child enrollment.</td> </tr> <tr> <td>BIR Rate</td> <td>The average number of BIRs per child for Black or African-American children is 2.44 times the BIR rate for all other children.</td> </tr> <tr> <td>Risk Ratio</td> <td>Children identified as Black or African-American receive an average of 0.02 BIRs per child.</td> </tr> <tr> <td>Difference in Child Comp</td> <td>Black or African-American children are 2.93 times more likely to have at least one BIR than all other children.</td> </tr> <tr> <td>Difference in BIR Comp</td> <td>Black or African-American children's representation among children who receive BIRs is 16.55 percentage points higher than expected given Black or African-American children's percentage of the child enrollment.</td> </tr> <tr> <td>BIR Comp</td> <td>The percentage of BIRs attributed to Black or African-American children is 12.98 percentage points higher than expected given Black or African-American children's percentage of the child enrollment.</td> </tr> <tr> <td>Risk</td> <td>Of the 8 BIRs generated, 25.0% were attributed to Black or African-American children.</td> </tr> <tr> <td></td> <td>Of the 128 Black or African-American children, 1.6% have at least one BIR.</td> </tr> </tbody> </table>	(B) Black or African-American		Child Comp	Of the 7 children who received at least one BIR, 28.6% are Black or African-American; this group comprises 12.0% of the total child enrollment.	BIR Rate	The average number of BIRs per child for Black or African-American children is 2.44 times the BIR rate for all other children.	Risk Ratio	Children identified as Black or African-American receive an average of 0.02 BIRs per child.	Difference in Child Comp	Black or African-American children are 2.93 times more likely to have at least one BIR than all other children.	Difference in BIR Comp	Black or African-American children's representation among children who receive BIRs is 16.55 percentage points higher than expected given Black or African-American children's percentage of the child enrollment.	BIR Comp	The percentage of BIRs attributed to Black or African-American children is 12.98 percentage points higher than expected given Black or African-American children's percentage of the child enrollment.	Risk	Of the 8 BIRs generated, 25.0% were attributed to Black or African-American children.		Of the 128 Black or African-American children, 1.6% have at least one BIR.
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