



Program Implementation Coaches and Pyramid Model Implementation, Sustainability and Scale-Up

The Program Implementation Coach has an important role in the [statewide implementation and scale-up of the Pyramid Model](#). The role of the [Program Implementation Coach](#) (PIC) is different from the role of the [Practitioner Coach](#). The PIC coaches Leadership Teams (Program and Community) to implement the Pyramid Model program-wide or community-wide. The PIC also provides updates to the SLT about the implementation needs and progress of communities and programs. During scale-up, the State Leadership Team (SLT) provides an expanded infrastructure such as increasing the number of PICs, as well as policy, funding, and data systems that support more programs implementing the Pyramid Model with fidelity. The SLT and PICs continue to focus **on sustaining the fidelity of implementation at all programs while scaling to new communities and programs**.

An Essential Structure of Statewide Implementation

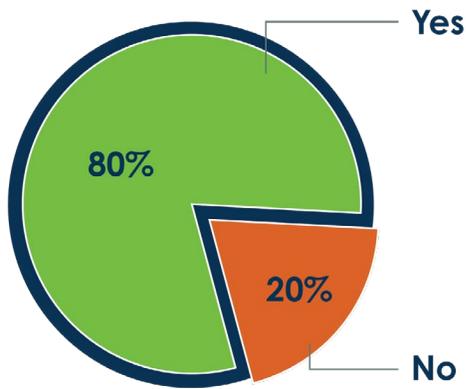
PICs are one of four “essential structures” of statewide Pyramid Model implementation and are linked to each of the other essential structures. These are as follows:

- 1. The State Leadership Team (SLT):** is comprised of multiple early childhood sectors, potentially bringing a variety of funding sources to the table and can braid funds to develop and support a network of PICs that can benefit a variety of early childhood education sectors. PICs function as liaisons between the state and implementing communities and programs to ensure the SLT has accurate information about implementation and training needs in sites.
- 2. Professional Development Network of Program Implementation Coaches (PIC):** The PIC guides and sustains the implementation of the Pyramid Model with fidelity by supporting local and community leadership teams. The PICs also support data use by these leadership teams and share the data with the SLT so data driven decisions are made at the community, program, and state levels for evaluation and sustainability.
- 3. Implementation and Demonstration Sites:** These sites benefit directly from PIC support, lessening the likelihood that Pyramid Model implementation is abandoned or implemented without fidelity to the model.
- 4. Data and Evaluation Systems:** These systems, when supported by PICs, facilitate sustainability because outcomes are measured and data can support determining what is working, what training and support needs remain, and what are continuing needs to sustain fidelity over time.

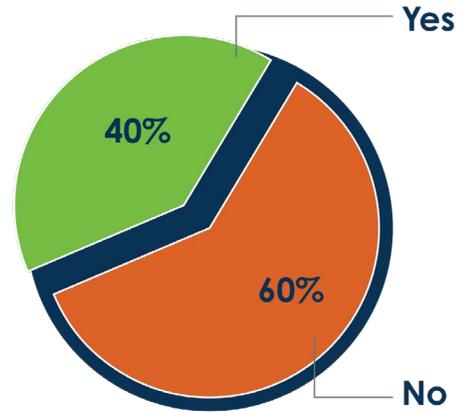
Survey

To determine the extent to which Program Implementation Coaches are currently part of the sustainability and scale-up planning in states, NCPMI sent a 10-item questionnaire to 18 states engaged in scale-up of the Pyramid Model statewide. Ten (10) states responded. Questions from the survey are listed with the data reported by the states.

Do you currently have Program Implementation Coaches (PICs) to support statewide Pyramid Model implementation with fidelity?

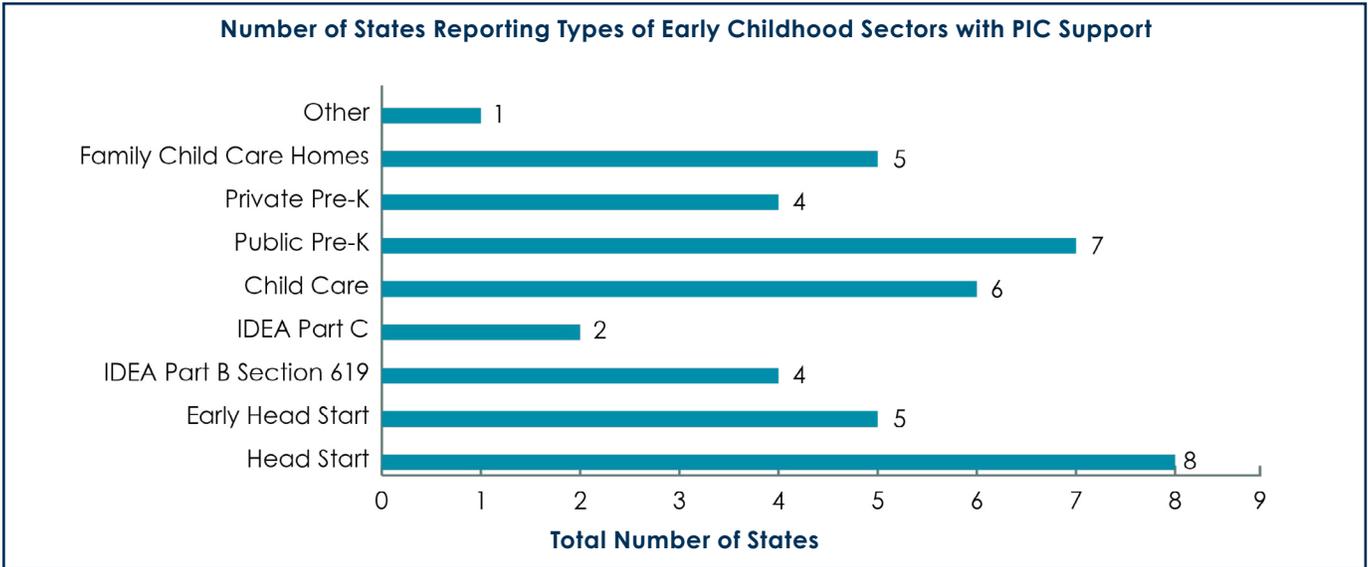


Do you have a sustainability plan with PICs included?

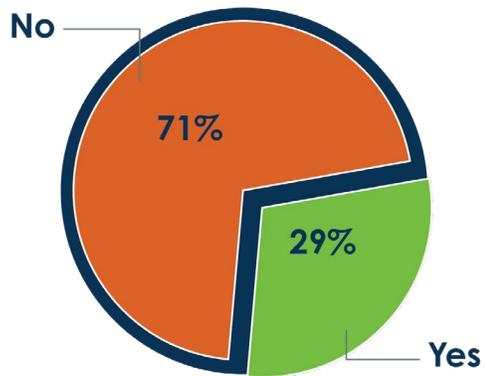


What age groups and sectors/programs have access to PICs?

Data from the 10 states showed that access to PIC support was made available to programs serving children across the age range birth-age 5, and across a broad range of funding streams and programs including Head Start, Early Head Start, IDEA Part B 619, IDEA Part C, Child Care, public Pre-K, private Pre-K, and Family Child Care.



Does current funding for PICs cover what will be needed for sustained Pyramid Model implementation with fidelity in 50% or more of birth to 5 programs in your state?



Funding Sources and Expenditures

States reported funding PICs through a variety of funding sources including state, federal, local or community funds, and temporary grant funding. Sources include: Preschool Development Grant (PDG), American Rescue Plan, Individuals with Disabilities Education Act (IDEA), Child Care and Development Block Grant (CCDBG), State funds, and “other” which include private and local program funds. PICs are either: (a) full-time employed by a state agency and work across age-groups or sectors, (b) in local or community organizations, or (c) private individuals and serve programs via a contractual relationship. The amount of funding for PICs used in states varied as one reported using \$40,000 in annually recurring discretionary funds to support programs serving children birth-5; and another state reported using \$3,515,795 PDG funds for PICs to support programs serving children 3-5.

Needs

Several areas for supporting state leaders related to sustainability, scale-up, and Program Implementation Coaches emerged. The most reported need related to scaling-up PICs was funding and knowing how and where to find funding sources. The two states that reported not having PICs indicated the desire to have people serve in that role, but have not secured funding for them. States identified the following additional needs: better understanding of the planning and funding implications for statewide sustainability and scale-up of the Pyramid Model; a better understanding of the job description and activities of the PIC (including nuances associated with age group, sector, urban/rural, small/large); guidance on ensuring equity in the recruitment of PICs; guidance around sustainability and scale-up plans (e.g., when they should be in place, what components, for how long, cross-sector factors); more qualified PICs; recruitment of and communication with PICs; data systems to support continuous quality improvement; and coordination of existing program coaching partnerships. More detailed information is needed about the recruitment, hiring, funding, and actual work of PICs. For instance, in this survey, states reported having between 2 and 40 PICs but the survey did not ask for information related to the number of sites each PIC supported.

In summary, while several states have an infrastructure to recruit and utilize PICs, this survey identified several needs including increased information about how PICs can be installed during planning and implementation stages of statewide implementation, roles and responsibilities of PICs, funding and supporting PICs, building PICs into sustainability and scale-up plans, and how to quantify the impact of PICs for evaluation of inputs that lead to desired Pyramid Model outcomes.

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