

Nova Scotia Pyramid Model

EXECUTIVE SUMMARY 2020-21

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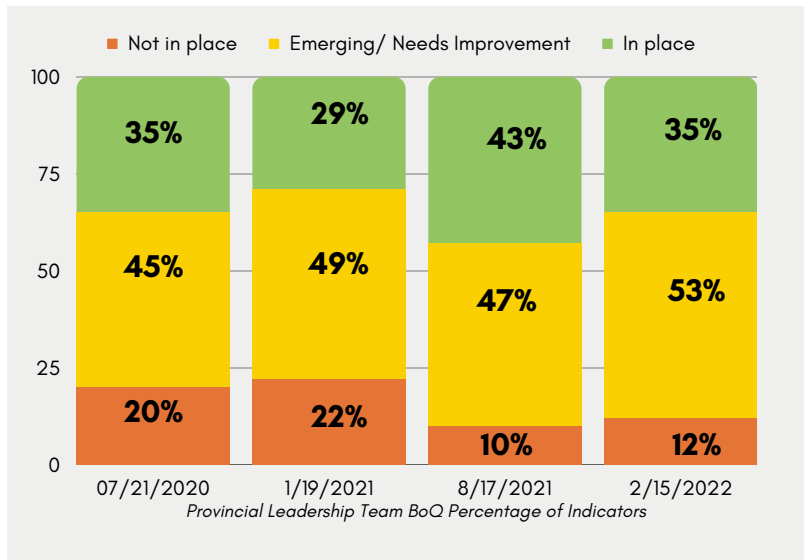
Nova Scotia began implementing the Pyramid Model in 2018 at select Regulated Child Care (RCC) centres across the province, and later throughout 2019-2021, the province expanded the implementation of the Pyramid Model into select Pre-primary Programs (PPP) across the province. In April 2021, the Pyramid Model program transitioned from a pilot to a program, and is now housed with Nova Scotia Early Childhood Development Intervention Services (NSECDIS). As a result of the COVID-19 global pandemic and public health directives, adaptations to the implementation of the Pyramid Model were required throughout 2020 and 2021.

“...I feel like during the pandemic we were a good sounding board for them as well. It gave them an outside person who was really there to support them unlike other services that come in just to support individual children and they utilize a lot of time with myself by honestly venting basically about COVID and how it's affecting their classroom and things they do.
-Inclusion Coach”

“I can only say this the way it was if I didn't have positive reinforcement from what I was trying to do from the pyramid coach I wouldn't have had any and at that time I needed it... it is very helpful because I think—lots of things in the Pyramid you say 'oh yeah, of course I knew that' but it gives you something to refer back to...
-Educator”

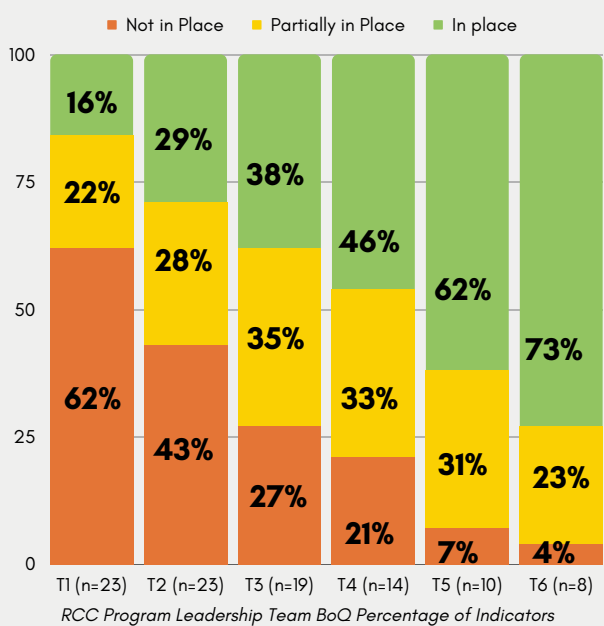
Provincial Leadership Team Benchmarks of Quality

- In total, eight BoQ self-assessments have been collected, with the four most recent timepoints being reflected in the graph.
- There has been an increase over time in benchmarks being 'in place'.
- There are two possible factors that contribute to the fluctuating scores presented: 1) the response to the pandemic; and 2) the transition from a pilot to a program.
- A slight decrease in indicators 'in place' occurred in timepoint four possibly due to the ongoing discussions of how the program will continue to be implemented.

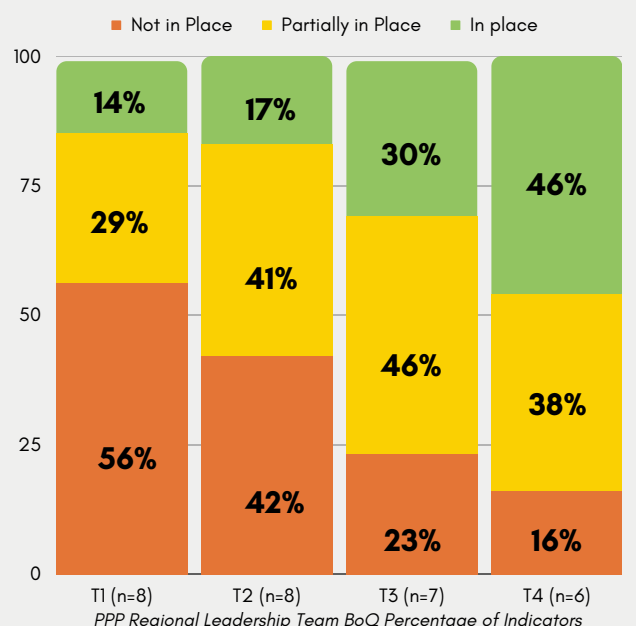


Program-Wide PBS Benchmarks of Quality

Overall, there has been steady progress made on both RCC Cohort Program and PPP Cohort Regional BoQs. Indicators 'in place' continue to increase while indicators 'not in place' have decreased. For the RCC cohort, all elements at time five and six were at least 'partially in place'. For the PPP cohort, all critical elements were in place except one are 'partially in place'. The data indicated that the PPP cohort has allowed for more consistent data collection which may allow for greater understanding of the meaningfulness of the shifts in the patterns in the data.



Data has been collected from the RCC Cohort up to six timepoints. All twenty three programs originally participating have a second BoQ. From there, timepoints three through six have varying numbers of programs due to attrition or data not being submitted on time.



There are eight Regional Leadership Teams. All leadership teams have completed at least two BoQ self-assessments thereafter, sample size decreases with time three and four due to one Regional Leadership Team beginning at a different time than the rest, and data not being collected every six months.

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This has been a very positive experience. Our team meets regularly and we have been able to set goals and accomplish them through a dedicated vision, agenda, purposeful meetings, and collaboration.
-Regional Leadership Team Participant

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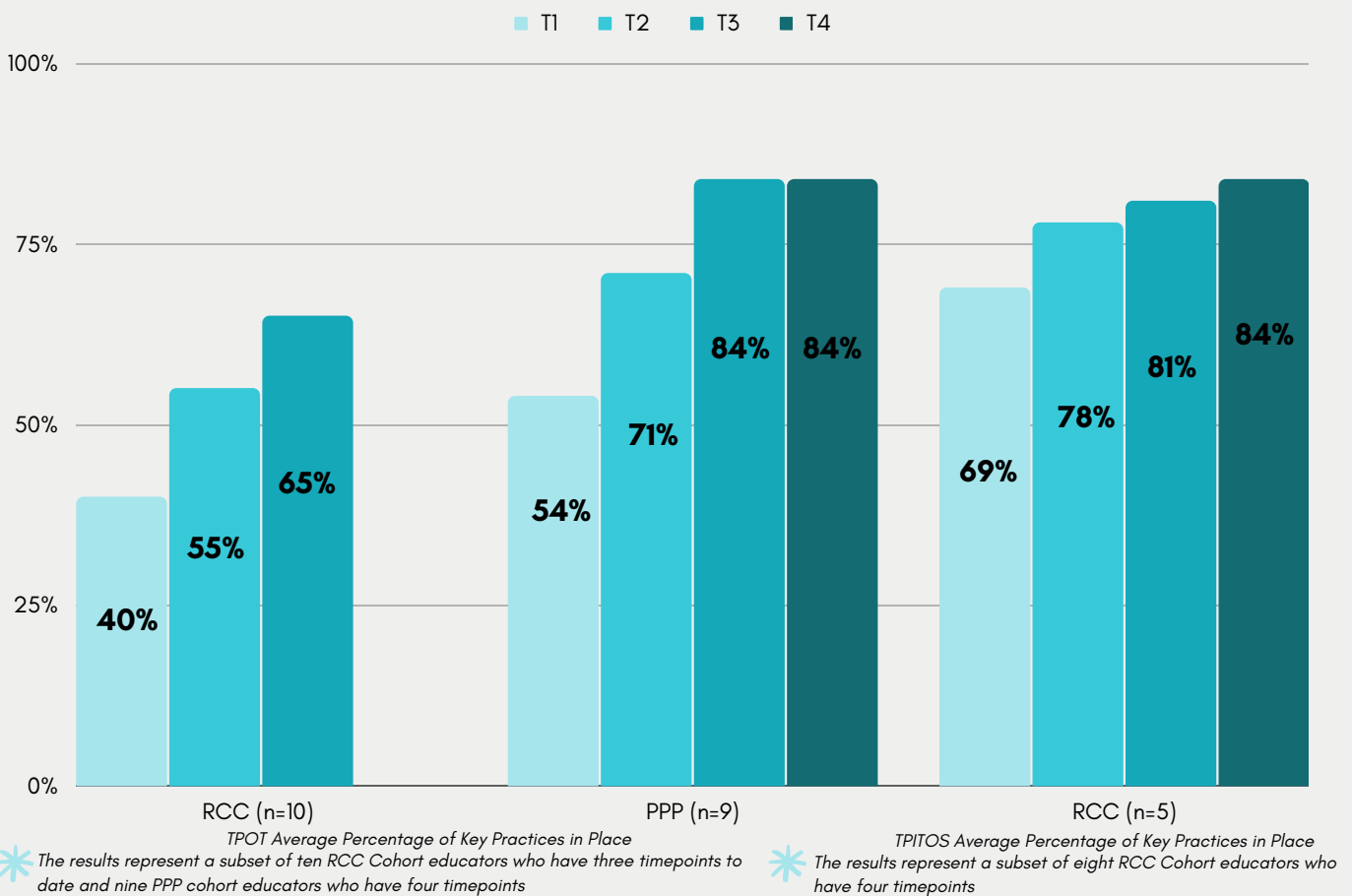
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I enjoy this time together it helps us to see how well things are going and lets the parents involved really hear what things look like in the class...
-Program Leadership Team Participant

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TPOT & TPITOS

There is one TPITOS cohort (RCC) and two TPOT cohorts (RCC & PPP). In general, progress is being made in TPOT and TPITOS scores and key practices 'in place' are increasing over time in all three cohorts. Overall, it appears that the RCC cohorts (TPOT and TPITOS) were more interrupted during COVID-19, with slower implementation of key practices and fewer educators at fidelity (\geq to 80%) for the TPOT cohort. The PPP cohort had more consistent data collection timing (fall/spring), and more educators at fidelity (\geq 80%). Further, the average number of red flags have consistently been low for the TPITOS cohort and has consistently decreased over time across both TPOT cohorts.



MOVING FORWARD

As the Pyramid Model continues to expand through the backdrop of the new Canada-wide Early Learning and Child Care agreement, the following considerations will inform the work moving forward:

- Equity, diversity and inclusion**
- Family engagement**
- Training and onboarding**
- Data Collection and sharing**
- PLT/RLT membership and coaching**



If you'd like further information on the evaluation of the Pyramid Model, please contact us at:
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