



## Early Multi-Tiered Systems of Support

The Vermont Agency of Education is a recipient of a State Professional Development Grant (SPDG) and newly awarded Race to the Top Early Learning Challenge Grant (RTT ELC). Both federal grants support expansion, scale-up and sustainability of the Foundations for Early Learning (FEL) professional development initiative that began in 2008. FEL is now referred to as Early Multi-tiered Systems of Support or 'Early MTSS'. Over the next five years, Early MTSS will continue to offer professional development to regional cohort leaders and early childhood practitioners based on the pyramid model, a tiered framework of evidence-based practices (EBP) developed by two national, federally funded research and training centers: the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social Emotional Intervention (TACSEI). This tiered framework of universal promotion, prevention and intervention is the model for delivering a comprehensive range of evidence based practices, strategies and resources to families and early childhood practitioners with the goal of improving early learning, social and emotional well-being and competence for Vermont's young children birth thru age 8. Early MTSS also aligns the extensive research, materials and practices developed by the Center for Early Literacy Learning to support early learning.

RTT ELC funds will support scale up of Early MTSS at the state, regional and local level to support leadership and organizational systems design to ensure implementation and sustainability of evidence based practices. Early MTSS will collaborate with and provide systems design support to each of Vermont's 12 Building Bright Futures Councils in order to develop a shared understanding and readiness to adopt and implement Early MTSS and its processes. Early MTSS trainers and coaches will be provided with professional development by national experts in systems design, implementation science and practice-based coaching to fulfill their requirements as trainers and coaches. Data will be collected, analyzed and reported on the effectiveness of Early MTSS at the trainer, coach, program, regional, state, child and family levels.

### Highlights of Early MTSS:

- Supports the use of research based practices and systems development at the state, regional and local level in order to sustain desired outcomes leading to the success of Vermont's children with high needs.
- Aligns Early MTSS with K-12 MTSS to provide a full-continuum of professional development opportunities and implementation of evidence based practices to support infant, toddlers and young children's social-emotional, early literacy, and early numeracy competence, confidence and ultimate success in school and community.
- Cohort 1 and 2 Regional Pilot Site Identified (readiness, adoption, implementation)
- High quality training conducted by a master cadre of state level trainers
- Mini content modules developed with opportunities to learn, practice and reflect between training sessions
- Coaching conducted on-site for selected programs/staff by coaches trained in current evidence based methods
- Ongoing monitoring of trainers and coaches to ensure quality
- Implementation effectiveness training to assist with regional and community adoption, program-wide implementation and sustainability
- Positive outcomes for children, families and early childhood practitioners

## Pre and Post data collection about the impact of Early MTSS outcomes include:

- **Teacher Implementation to Fidelity—**
  - Teaching Pyramid Observation Tool (TPOT) for ages 3- 5 programs
  - Teaching Pyramid Infant Toddler Observation Tool (TPITOS) assess the fidelity of intervention for programs serving infants from birth – 3.
  - Inclusive Classroom Profile (ICP)
  - CLASS (implementing as part of QRIS/STARS)
- **Child Progress—**
  - Ages and Stages Questionnaire-3
  - Social Skills Improvement System (social-emotional outcomes)
  - Teaching Strategies Gold (universal preK assessment)
  - IEP Goals
- **Systems Implementation to Fidelity—**

Early MTSS Systems Inventory is grounded in the science of implementation, which bridges the gap between evidenced-based practices (EBP) and high fidelity implementation of that practice. Program Leadership Teams, with support from their BBF councils and an implementation coach, will track their progress on the stages of implementation. The Inventory sections and critical elements are listed below. Information gathered through the Program Inventory is used to develop action plans specific to each program/center. [Fidelity Measure: Early MTSS Regional Systems Inventory and Early MTSS Program-wide Inventory]

### **I. Strong System Support**

- Functioning Leadership Team
- Staff Commitment
- Supportive Systems

### **II. Partnership & Collaboration**

- Family Partnership
- Early Childhood Community Based Partners
- Transitions, including K-3 Transition

### **III. Well-designed Professional Development**

- Identification of Staff need
- Provision of Professional Development Supports
- Assessment of Learning and Implementation

### **IV. Provision of High Quality and Responsive Learning Environments**

- Social-emotional Confidence and Competence
- Early Learning (Literacy) Confidence and Competence (NA)
- Early Learning (Numeracy) Confidence and Competence (NA)

### **V. Comprehensive and Functional Assessment System**

- Effective Problem Solving Process
- Data Based Decision Making
- Promotes Ongoing Improvement

For more information regarding cohorts and training opportunities:

#### ***Early MTSS Coordinators:***

Kate Rogers, [kate.rogers@state.vt.us](mailto:kate.rogers@state.vt.us)

Maureen Sullivan, [maureen.sullivan@uvm.edu](mailto:maureen.sullivan@uvm.edu)