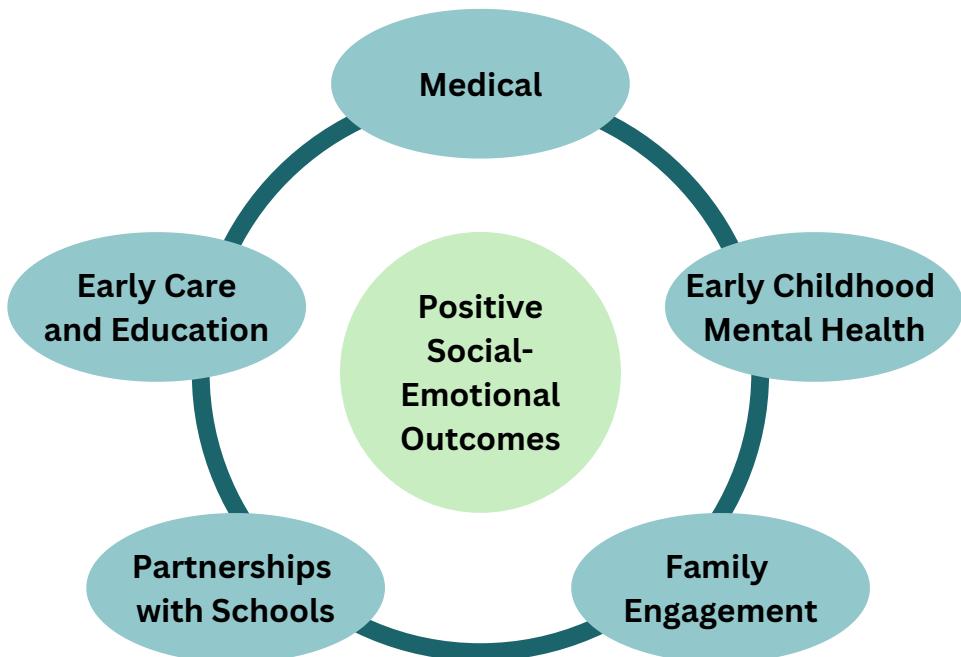

2024-2025

Platte County Rooted in Relationships Snapshot Report

Rooted in Relationships (RiR) is a statewide initiative that partners with communities to implement evidence-based practices that enhance the social-emotional development of children, birth through age 8. RiR supports communities to implement the Pyramid Model and establish a multi-disciplinary stakeholder team charged with developing and implementing a long-range plan to influence the early childhood systems of care to support the healthy social-emotional development of children. Platte County began implementing the RiR initiative in 2021. Their work is coordinated by Community and Family Partnership (CFP) and the fiscal agent is Columbus Area United Way. The CFP collaborative is made up of individuals from different sectors of the community including but not limited to parents, schools, public health, head start/early head start, mental health providers, health and human services, law enforcement, early childhood educators/coaches, health care providers, faith-based sector, and interested citizens.



COMMUNITY EARLY CHILDHOOD SYSTEMS OF CARE

From July 2024-June 2025, hundreds of families were served directly and indirectly in Platte County. Activities most frequently took place in the priority areas of Early Care and Education, Family Engagement, Partnership with Schools, and Early Childhood Mental Health.

Children and Families Served 2024-2025

Number of Families Served Directly	465	Number of Families Served Indirectly	404	Number of people reached through communication (e.g., newspapers, radio ads, social media)	352,857
Number of Children Served Directly	559	Number of Children Served Indirectly	496		

*Due to community reporting methods, some reported numbers may be duplicated counts of the same population



Early Care and Education

The following Early Care and Education activities occurred:

- Circle of Security Classroom classes with 11 attendees
- Pyramid Training for other providers in the community
- CHIME with 7 attendees
- Community newsletters reached 352 individuals



Partnerships with Schools

The following Partnerships with Schools activities occurred:

- ESU7 Productions. Rooted Providers can access productions like schoolteachers with 31 participants



Family Engagement

The following Family Engagement events/activities took place:

- Circle of Security Parenting
- Parents Interacting with Infants (PIWI) with 12 attendees
- 2 Partnering with Parents events, along with 4 themed events, with 51 total attendees.



Early Childhood Mental Health

The following Early Childhood Mental Health activities took place:

- CHIME with 7 attendees
- Toddlers and Technology with a total attendance of 73 across four separate events

PYRAMID MODEL IMPLEMENTATION

About the Implementation

The RiR Pyramid Model implementation offers center-based and home-based child care providers with Pyramid Model training and ongoing coaching support for the implementation of positive strategies to promote young children's social-emotional development and skills. Providers participate in training, coaching, and collaboration meetings for three years. The following reports information from July 2024 to June 2025.

Sites and Providers

3 coaches provided Pyramid Model training and implementation support to 12 providers including 4 home-based providers, 6 lead teachers and 2 assistant teachers.

- 66.7% of providers were retained in RiR.

About the Children

Programs completed a demographic survey about 127 children they serve.

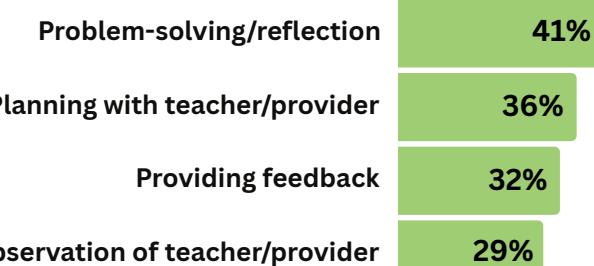
- The children were the following ages: preschool (50.4%), toddler (32.3%), infant (15.0%), and school age (2.3%).
- 87 children had ASQ-SE results.
 - 93.1% had typical social-emotional behaviors.

Coaching Activities

The coaches logged 90 coaching sessions with their providers from 7/1/24-6/30/25. 97% of these sessions were in-person, and the average session lasted 80 minutes. The following figures describe the most common characteristics of coaching sessions and the most common content of coaching sessions.

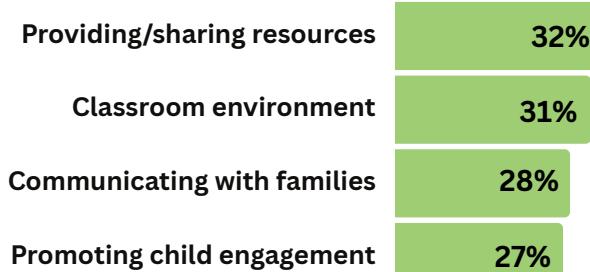
The most common coaching activity was problem-solving/reflection with the teacher.

● n=90



Coaches most frequently helped providers by discussing the providing/sharing resources.

● n=90

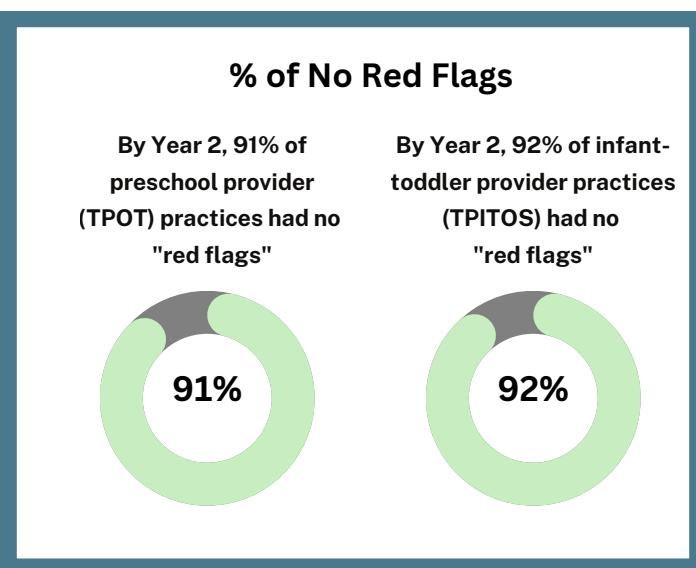
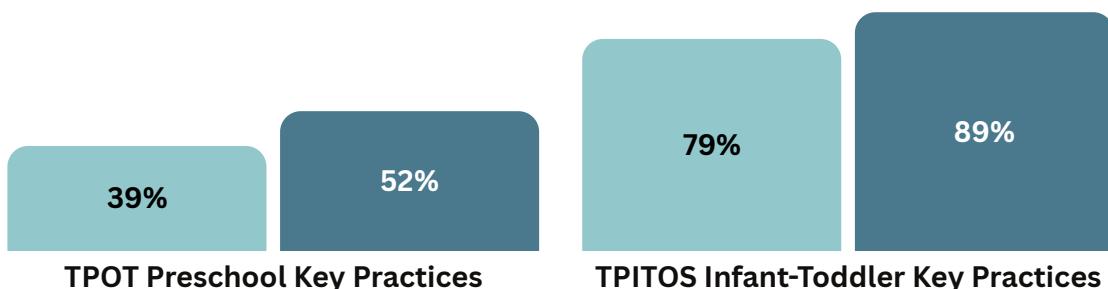


Multiple coaching activities and content areas may have been used during coaching sessions, leading to a potential for percentages exceeding 100%.

2023-2024 Pyramid Model Practices in Place

In Platte County, a cohort of providers began in the Fall of 2023.** Lead providers in center-based programs received Teaching Pyramid Observation Tool (TPOT) or Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) observations in the Fall of 2023 (Year 1) and the Winter of 2024 (Year 2). Lead providers will receive their final observation in the Spring of 2026 (Year 3). By Year 2, preschool providers (TPOT) had 52% of key practices in place while infant-toddler providers (TPITOS) had 89% of key practices in place. By year 2, 91% of preschool providers' practices received no red flags and 92% of Infant-toddler provider practices received no red flags. The goal is to have 80% of key practices in place and 0 red-flagged practices by the end of the 3-year period.

● Fall 2023 (Year 1) ● Winter 2024 (Year 2)

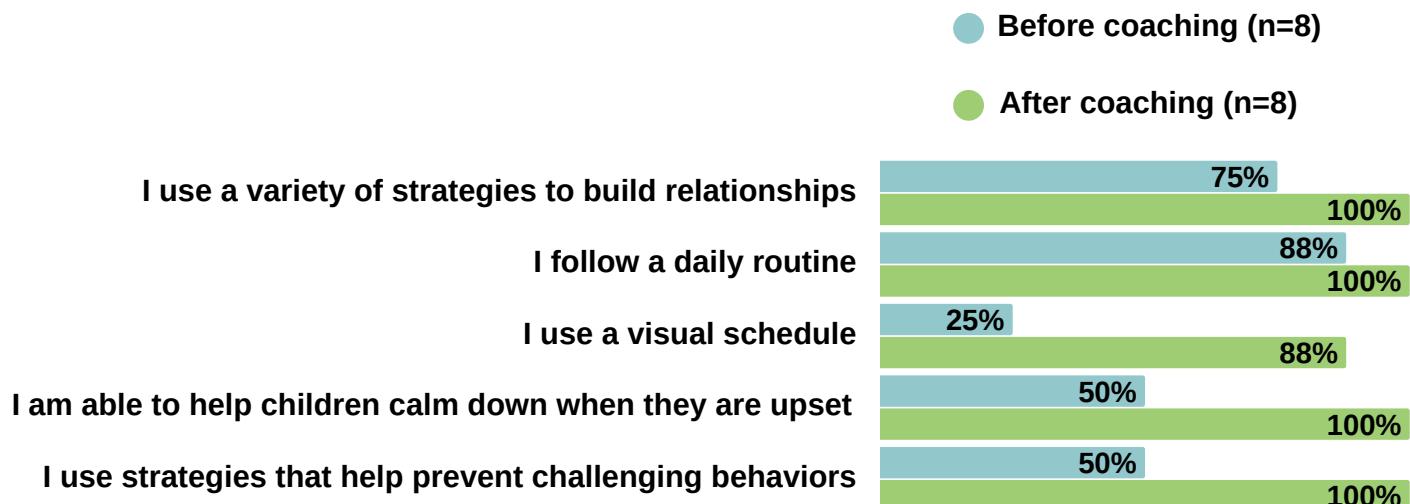


**Observation participation numbers are masked as participant numbers at the community level were low. To protect participant privacy n's are not included. To review overall initiative engagement from year to year please see the annual evaluation report. Only individuals with 2 observation time points are included.

Provider Perceptions

Providers that were in their 2nd year of RiR during 2024-2025 (n=8) completed a 28-question pre/post survey as a self-assessment of their skills to support the social-emotional competence of all the children in their classroom and to support an individual child with more persistent behavioral challenges. The table below reports the percentage of providers that often or almost always engage in some example Pyramid Model strategies before and after coaching.

Social-Emotional Competence Findings



100%

believe the Pyramid Model has been helpful with addressing behavior challenges

100%

believe Pyramid Model coaching has been helpful to support children's social-emotional development

"I feel like I have a lot of support and I don't feel alone. When I have a concern with something in my classroom I have a group of people who understand what I'm going through or have gone through something similar."

-Year 2 provider reflects on RiR involvement

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