

# Maryland SEFEL Pyramid Model Monthly Leadership Meeting

*Date* Tuesday July 13, 2021 | *Time* 11:30 AM – 1:00 PM | *Location* Zoom

The **Mission** of the Maryland Pyramid Model State Leadership Team (SLT) is to develop, evaluate, and sustain a statewide collaborative effort, guided by national models, that supports the local implementation of the Pyramid Model framework, with fidelity, within a variety of early childhood programs and settings across communities within the state.

The **Vision** of the Maryland Pyramid Model State Leadership Team (SLT) is for families in partnership with the early childhood workforce to have the ability to nurture and support infants' and young children's social emotional development and well-being within their family, culture, and community to foster lifelong success through the integration of the SEFEL Pyramid Model with other related promotion, prevention, intervention, and treatment efforts in the state.

## Equity Statement

In recognition of the historical, systemic and current racial inequities that exist throughout all levels and layers of our society, we acknowledge that our youngest citizens are too often exposed and harmed. We know this delivers a lasting impact on their social and academic trajectories, the most detrimental of which are higher rates of suspension and expulsion among young black, indigenous, and people of color (BIPOC) before they enter kindergarten, which begins the preschool to prison pipeline. We believe that practices that promote social and emotional awareness and skills in both children and adults, like the Pyramid Model, can serve to significantly correct and address these realities. Recognizing this, the Maryland Pyramid Model SLT commits to implementing the Pyramid Model through a culturally responsive and anti-racist lens. In an effort to move this work forward, we are currently focusing on the following action items, and articulate them here to hold ourselves accountable:

- Implementation of a subcommittee dedicated to elevating equity that meets regularly and supports activities of the full SLT, with specific review of goals and accomplishments during the annual review of the Benchmark of Quality (BOQ).
- Ongoing review and adaptation of training and coaching curriculum to increase the equity lens within Maryland Pyramid Model efforts.
- Adding diversity, equity and inclusion measures into the BOQ fidelity items.
- Ongoing intention of adding and elevating the voices and perspectives of BIPOC partners involved in Pyramid Model efforts across the state.

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## Attendance:

Jenny Afkinich, *UMB SSW*; Cynthia Bouchard, *Howard County Public Schools*; Jenice Bruce, *Maryland Coalition of Families*; Margo Candelaria, *UMB SSW*; Don Corbin, *MSDE*; Ashley Fehringer, *UMB SSW*; Kelly Hutter, *Promise Resource Center*; Angeliqe Kane, *UMB SSW*; Marsye Kaplan, *MSDE*; Deborah Langer, *MSDE*; Laura Latta, *UMB SSW*; Mary Manning-Falzarano, *Montgomery County Infant & Toddlers Program*; Lydia Nunn, *Prince George's County Public Schools*; Candy Place, *Anne Arundel Community College*; Melissa Romano, *Harford County Public Schools*; Lisa Spera, *UMB SSW*; Kate Sweeney, *UMB SSW*

## Members Shared Updates & Announcements Related to their PM Activities:

- PGCPS completed Summer Institute offering the Pyramid Model Training to general and special educators.
  - UMB SSW has been preparing for the training of Facilitators in the updated Positive Solutions for Families parenting program to continue to expand Pyramid Model work to supporting families across the state scheduled in July and August.
  - Montgomery County Infant & Toddlers Program's Pyramid Leadership Team at the East County Site has decided to pilot the use of the ASQ-SE with late referral children ages 32 months and up to determine if they make more children eligible for SE using this tool.
  - Anne Arundel Community College will provide ECE CDA summer training for Child Development public school teachers statewide which will contain Pyramid Model instruction.
  - Harford County Public Schools is collaborating with the UMB SSW regarding their ongoing coaching supports for PreK; initial and refresher training on the Pyramid Model for Birth through K, training
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and support for K coaches and I&T Pyramid Model coach. Also, they developed a plan for gradual release support for the new HCPS Pyramid Model trainers.

### Meeting Minutes from June reviewed and ratified.

#### PM SLT Leadership Shared Announcements Related to PM Opportunities

- MSDE & MAEC’s Family Engagement Summit on August 5<sup>th</sup> from 10 AM – 3:45 PM  
Registration: [https://whova.com/web/mfes\\_202104/](https://whova.com/web/mfes_202104/)
- Georgetown Infant and Early Childhood Mental Health Program offering 3 new certificates for the early childhood workforce: <https://www.iecmhc.org/resources/programs-and-models/>
- The Annual SLT Retreat will be held on December 7<sup>th</sup> from 11 AM – 4 PM –please mark your calendars!

#### Administrative BOQ Items for 2021

- SLT Members were granted 10 minutes to log off and record a video reading the SLT Mission, Vision & Equity Statements. The Mission, Vision, and Equity Statements will be rolled out and highlighted on the Pyramid Model website and featured in the newsletter. Individual SLT members will record a video reading the statements and all of the videos will be woven into one single video.

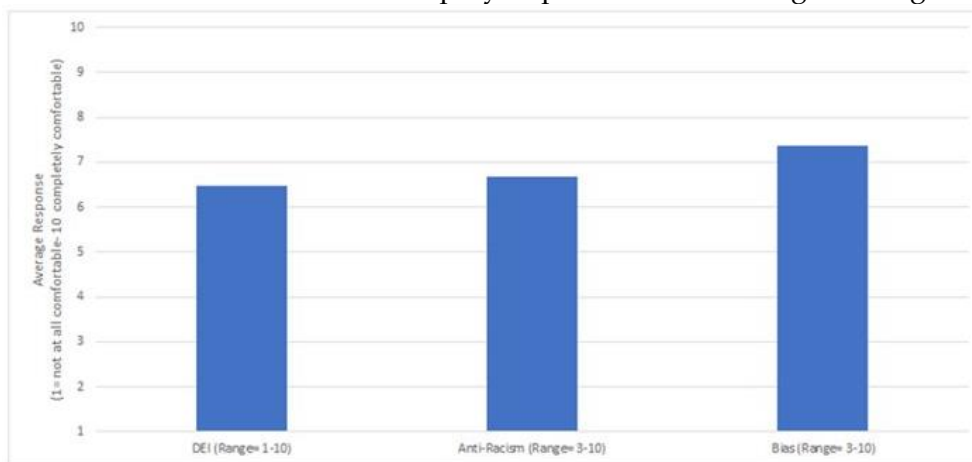
#### Elevating Equity Subcommittee

- The [NCPMI BoQ Cultural Responsiveness Companion](#) was introduced and reviewed.
- The subcommittee spent the last two meetings to review the results from the recently administered Trainer DEI and Anti-Racism Knowledge, Skills, and Attitude Survey have been shared and discussed during the subcommittee meetings that was sent from the UMB SSW PIEC team to all State Certified Pyramid Model Trainers in Maryland.
  - 51 total responses; 28 complete responses

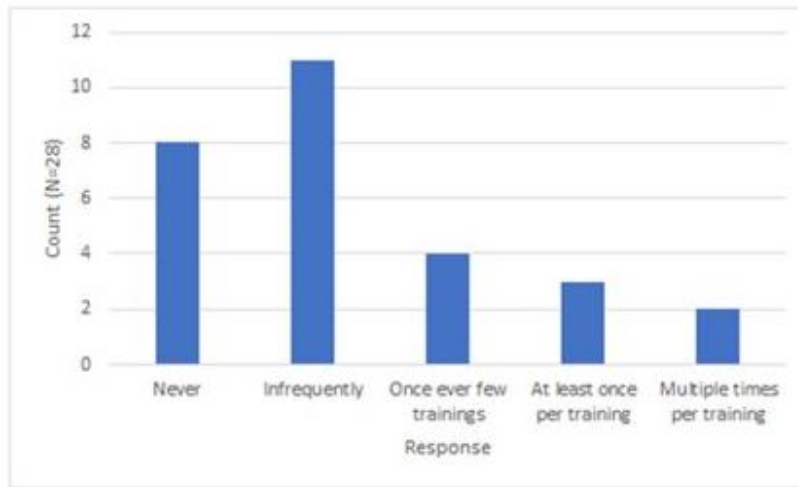
- Training Needs

Training	Training Already Completed	Training Wanted
Anti-Bias	16	10
History of Racism	11	8
Cultural Competence	13	9
DEI	14	11

- Comfort Level with Discussion Equity Topics/Content During Trainings



- Frequency of Equity Topics/Content in Trainings



- Role of Equity in Training

	Promoting equity should be my primary role during a training.	Promoting equity should play an important role in my work but not a primary role.	I should only promote equity if it comes up in trainings.	Promoting equity should not be part of my role as a trainer.	I currently infuse equity in all parts of my training.	I currently bring up equity often in my trainings.	I currently discuss equity only if it comes up in a training.	I currently do not discuss equity in my trainings.
Strongly Agree	10	6	0	0	5	6	1	0
Agree	10	10	2	3	9	10	5	2
Neither Agree nor Disagree	7	2	0	0	12	9	7	10
Disagree	1	5	11	8	2	2	10	4
Strongly Disagree	0	5	15	17	0	1	5	12

- Protocol for Discussions About DEI, anti-racism, and anti-bias

- Most reported no specific protocol (21 of 28)
- Others:
  - "Generally, as for all difficult conversations, acknowledge the content and validity of what a learner has shared, and reinforce their courage for starting the conversation. Encourage additional group participation, both during and after the training; reinforce how PM training aims to address systemic oppression."
  - "If those conversations were to come up I believe it's important to go to the root of what comes up in the conversation. Then it's important to help the group move from how they are feeling, to how we can think (logically, reasonably) about what is brought up in the conversation and then to what we can do about what is brought up in the conversation."
  - "Some strategies I have used are: \*Allowing the group to digest what was said and then ask for feedback \*Acknowledging the speakers opinion and then continuing with the training."
  - "We made it known that we respect each others' opinion and our space is always safe."
  - "Difficult conversations are addressed as it relates to the content of the training. We also share that we would be happy to discuss topics 1:1."
  - "listen with an open-mind, remind others to listen with an open-mind and help others reflect on the source of their feelings and ideas and the impacts they may have. Reinforce the idea that implicit biases are held by everyone and it is our responsibility to identify and assess them regularly. Also emphasize that we must recognize when someone indicates a harmful impact and reflect on our part in perpetuating or intentionally altering those impacts."

- Update of Pyramid Model Training Content

Does PM training curriculum need additional emphasis, content, or exercises related to anti-bias, racial equity, or anti-racism?

- Results: Yes: 16; No: 10
- More about how to identify own biases
- Behavior modification strategies may not resonate with all cultural groups
  - "Include or cite samples of specific cultures who raise their children differently... or manage kids' behaviors in a different manner which may not be clearly explained when discussing positive reinforcement and consequences"
  - "I think culturally this model is in conflict with the ways some families think and feel about behavior modification when it comes to young children. I think this might be an area where trainers could use some more training on how to handle these issues with families."
  - "I think across all modules emphasis on how to authentically ensuring families (especially black and brown families) have been given the opportunity to weigh in on what their children need or what their families need."
- Discussion of potential of biased perception of children's behavior bases on race
- Specific modules described: "all modules", module 1, module 3

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- The results of this survey were discussed as well as indicated supports needed for trainers to deliver additional content to discuss DEI and anti-racism within the context of PM training and coaching.
  - The next Elevating Equity Subcommittee meeting will be held on August 2<sup>nd</sup> from 12 PM – 1 PM.
  - The SLT Equity Retreat will be held on July 20<sup>th</sup> from 9:30 AM – 3 PM.

### **Review of 2021 Priority (BOQ #32)**

SLT Members discussed the necessary steps required to accomplish BOQ #32. *(The SLT develops readiness criteria, recruitment and selection procedures, and MOUs for programs participating in the initiative as Implementation Programs/Sites. Implementation Programs/Sites have a Program Leadership Team and at least one Practitioner coach.)*

- Develop [Statewide Logic Model](#) *(in progress)*
  - Things to consider:
    - A [Program Implementation Status Survey](#) was developed and shared for feedback.
      - The survey would be disseminated broadly.
      - An option for individual sites and programs to complete in an effort to build capacity and a list of possible demonstration sites would be helpful.
      - Leadership would be encouraged to forward completed surveys back to SLT for review and consideration.
      - This survey is a first step in defining implementation steps and identifying existing barriers.

### **Next Steps**

Review of 2021 Priority (BOQ #32): SLT Members discussed the possible steps to accomplish BOQ #31. *(The SLT develops mechanisms for family members to provide feedback at least annually on the quality of the EBPs experienced by their children.)*

- Discussed possible strategies to support family engagement in Maryland’s PM and early childhood efforts, including replicating the [Colorado Family Voice Council](#) in Maryland, specifically the concept that one “parent seat” at a meeting doesn’t fully encompass the range of family and caregiver experiences.

**Evaluation form shared with members to complete before signing off to give feedback on the meeting.**

### **Adjourned**

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**Next Meeting:** August 3rd, 11:30 AM – 1:00 PM, Zoom