

The Elevating Equity Subcommittee of the Maryland Pyramid Model State Leadership Team (SLT) has continued meeting monthly to explore the characteristics of White Supremacy Culture to foster an inclusive and equitable environment as we facilitate the implementation of the Pyramid Model throughout Maryland.

The Maryland Pyramid Model serves as our guide for promoting social-emotional competence and preventing challenging behaviors in young children. White Supremacy Culture encompasses norms and behaviors that perpetuate inequities and hinders the subcommittee's efforts. By proactively examining and addressing these characteristics, we take a significant step towards dismantling institutional biases that may exist within our practices. As we strive to create nurturing learning environments, it is essential to recognize and dismantle any systemic barriers that may impede the achievement of our goal to meet the needs of children who are Black, Indigenous, and People of Color (BIPOC), with varying abilities, speak English as a second language (ESL), engaged in special education, and members of non-traditional households.

During our conversations in the Elevating Equity Subcommittee meetings, we examine how White Supremacy Culture comes into play with our implementation of the Pyramid Model in Maryland. We have been discussing the implications for:

- State-level decision-making?
- Workforce?
- Training, coaching content, structure, and/or process?
- Families?
- Classrooms and direct services for children?

Family Engagement Subcommittee Annual BOQ Retreat Report Out

1. Who are we? (Who represents the subcommittee)

Types of 0-5 focused community programs represented by subcommittee membership: *Judy Centers, Parent Advocacy Groups, Community Colleges, Birth - 5 community programming for ECEs throughout a Jurisdiction, Local Early Intervention Teams, Higher Education, Parent Support Programming, BHA*

2. Why are we here? (What is the purpose of the subcommittee)

This subcommittee is focused on elevating practices related to engaging and supporting families within the range of programs providing PM practices within their service delivery.

3. Where did we come from? (Sharing our story, looking at the changes in the BOQ overtime, etc.)

See below for BOQ table showing changes over time. In review of the BOQ items, we are galvanized around the development of tools and materials to support community-based programs and providers in the 0-5 space across the state to (a) inform families of PM, (b) support families to learn about these practices and employ them in their routines/homes/interactions and (c) give feedback/guidance etc on their experiences and additional needs of children/families.

What do we mean by tool/materials? Modeling it after the Read Across America website - to include (a) a uniform PM presentation to inform providers and families (b) handouts/flyer templates (c) ideas about what to have in a display

board, how to host events for families, etc. *Importance of these documents to be “templates” that can be edited so that local teams can add their logo, contact info etc so that it feels from the family perspective that they are coming directly from the programs they are engaged in/with.*

Discussed the potential through the pilot implementation sites to launch/practice more family engagement initiatives and share with other programs state-wide.

4. Where are we going? (Will be answered with prioritization)

Discussed the opportunity to organize/unify a “what is the PM PPT presentation” for engaged folks to present/deliver @ local advisory councils (ECAC and SEAC) for providers and families to hear about the model, what it could mean for programs and what it could mean for your family etc. Provide templates on how you invite families to engage in the PM (handouts/ events/ etc.)

Fidelity and Evaluation Subcommittee Annual BOQ Retreat Report Out

1. Who are we? (Who represents the subcommittee)
 - a. Don - MSDE
 - b. Sheila - PGCCRC
 - c. Debbie - MSDE
2. Why are we here? (What is the purpose of the subcommittee)
 - a. The purpose of the SLT Fidelity and Evaluation Subcommittee is to support the data based decision making of the SLT, as well as, the data based decision making of local programs and communities implementing the Pyramid Model.
3. Where did we come from? (Sharing our story, looking at the changes in the BOQ overtime, etc.)
 - a. This subcommittee formed in 2021 and has developed a work plan yearly guided by the results of the annual BOQ since the first BOQ completed in 2019 we we have seen an increase from an overall score of .67 to 1.5, indicating that most items on this section of the BOQ are either in place or partially in place. A major accomplishment this year is developing data agreements and MOUs with our Program Coaches that support the implementation pilot programs. Other accomplishments of this group include the development of an annual report to highlight Pyramid Model work in the state. This report now comes out annually.
4. Where are we going? (Will be answered with prioritization)
 - a. This year the committee is dedicated to improving child outcomes through looking more closely at behavior data in our implementation sites. This work will help the SLT make decisions to help reduce the use of exclusionary discipline practices in child care centers across the state.

Professional Development Subcommittee Annual BOQ Retreat Report Out

1. Who are we? (Who represents the subcommittee)
 - a. Teachers, administrators, Maryland Master Cadre Members (lead trainers and coaches in the state), MSDE representatives
2. Why are we here? (What is the purpose of the subcommittee)
 - a. The purpose of this subcommittee is to develop plans to support the network of Pyramid Model professional development specialists throughout Maryland. In Maryland this means supporting both existing and new Pyramid Model trainers with updated curriculum and supports around implementing the curriculum, as well as, working to develop and support a network of Pyramid Model coaches to support implementation of the model with high fidelity.
3. Where did we come from? (Sharing our story, looking at the changes in the BOQ overtime, etc.)
 - a. Training in the Pyramid Model has been a long tradition in Maryland and we have a strong network of Pyramid Model trainers. Nationally, the Pyramid Model focuses on professional development networks of coaches. Since we are still building our network of coaches in Maryland or BOQ results tell a limited story of the work of this subcommittee. To meet the needs of Maryland's Pyramid Model professional development workforce, this team has taken on the task of re-writing Pyramid Model curriculum to infuse a lens of diversity, equity, inclusion, anti-bias, and anti-racism throughout the Maryland Pyramid Model curriculum. The national models had not been updated in since their original release and a subset of this team sought to create much needed updates for existing and new Pyramid Model trainers. In addition, this team has developed surveys to learn about trainers' engagement in equity related professional development opportunities and learn about the diverse language capabilities of our existing trainer pool.
4. Where are we going? (Will be answered with prioritization)
 - a. In late spring of 2023, just as this team was wrapping up work on the new Maryland Curriculum, we learned of the release of a new equity infused Pyramid Model curriculum at the national level developed by the National Center for Pyramid Model Innovations. This led to the Maryland team working to update our modules to pause their release to allow time to review the new content and infuse it into our curriculum. Through this process we found many similarities in the two curriculums and began to think about ways to better align Maryland's Pyramid Model with national standards. Right around this time, the PIEC team experienced a major change in it's structure leading to a smaller more focused team. The timing seemed right to pass training responsibilities back to our national partners and to bring Maryland Pyramid Model trainers up to speed with the nationally taught model. As such, across this year, new and existing Pyramid Model trainers will receive training from the National Pyramid Model consortium to become certified in the national Pyramid Model training curriculum. As trainers obtain their certification, it is the charge of this subcommittee to identify additional professional development needs and resources to help trainers utilize the new training content. Additionally, as implementation sites continue their work with our

new pool of program coaches, this subcommittee has the important task of identifying existing Pyramid Model coaches and identifying their professional development needs so that they can support future implementation sites.