

# Maryland Pyramid Model State Leadership Team

## Elevating Equity Retreat

*Date* Tuesday, July 12, 2022 | *Time* 11:00 AM – 1:00 PM | *Location* Zoom Meeting

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**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 equitably nurture and support infants' and young children's social emotional development and well-being within their diverse family cultures and communities to foster lifelong success. This can be accomplished through integration of the Pyramid Model with other related promotion, prevention, intervention, and treatment efforts in the state.

**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. This work is rooted in fidelity within a variety of early childhood programs and settings across communities within the state. We are committed to actualizing this work with deep intentionality around addressing equity and the needs of BIPOC students, educators, families and communities as referenced in our Equity Statement.

**Equity Statement for the Maryland Pyramid Model State Leadership Team (SLT)** 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.

**Attendance:** Jenny Afkinich, UMB SSW; Angela Brewer, ESMART Judy Center; Margo Candelaria, UMB SSW; Don Corbin, MSDE; Ashley Fehringer, UMB SSW; Meredith Holmes, Parent's Place of Maryland; Kelly Hutter, Promise Resource Center; Lydia Jones-Nunn, Prince George's County Public Schools; Angelique Kane, UMB SSW; Deborah Langer, MSDE; Laura Latta, UMB SSW; Sheila Maness, Prince George's County Child Resource Center; Mary Manning-Falzarano, Montgomery County Infants & Toddlers Program; Kristen Paul, Parent's Place of Maryland; Candace Place, Anne Arundel Community College; Candace Ricks, UMB SSW; Erin Simmons, MSDE; Whitney Smith, UMB SSW, Kate Sweeney, UMB SSW; Rachel Vannatta, UMB SSW

**To open the annual Equity Retreat SLT Members paused for a [Land Acknowledgement](#) to honor native tribes and read the Vision, Mission, and Equity Statements aloud.**

**The Minutes were reviewed and ratified from the June 2022 meeting.**

### Administrative BoQ Items for 2022

Upcoming Subcommittee Meetings are listed below. *If you are interested in joining any of these meetings, please contact [akane@ssw.umaryland.edu](mailto:akane@ssw.umaryland.edu) and she will align you with the appropriate PIEC team member who can share the calendar invitation for the meeting:*

- Elevating Equity (1<sup>st</sup> Mondays @ 3 PM): August 1<sup>st</sup>, 3 – 4 PM
  - Professional Development (1<sup>st</sup> Wednesdays @ 1 PM): August 3<sup>rd</sup>, 1 – 2 PM
  - Fidelity & Evaluation (2<sup>nd</sup> Thursdays @ 11 AM): August 11<sup>th</sup>, 11 AM – 12 PM
  - Implementation & Demonstration Site (4<sup>th</sup> Mondays @ 2 PM): TBA
  - Family Engagement (4<sup>th</sup> Thursdays @ 1 PM): July 28<sup>th</sup>, 1 – 2 PM
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## SLT Members reviewed the objectives for the retreat.

- For members of the Maryland PM SLT to reflect on White Supremacy Culture and how it effects our work in early childhood
- For members of the Maryland PM SLT to gain exposure to the State Equity Inventory and discuss how it aligns with our state work and set priorities
- For members of the Maryland PM SLT to review and contribute to the development of the Defining Equity in Early Childhood document

## SLT Members participated in a Mindful Moment and established Group Norms before discussing the sensitive topics on the agenda.

### Presentation: Characteristics of White Supremacy Culture

Laura Latta and Whitney Smith shared a presentation on the characteristics of White Supremacy Culture. The presenters facilitated a discussion on paternalism. SLT Members split into Breakout Rooms to answer the following questions:

1. How do you see paternalism showing up in SLT decision making or in workgroups?
  - a. The PIEC Team has an executive role and subcommittees were formed to encourage participation at all levels. Incentives for members outside of the PIEC Team could be offered to maximize participation.
  - b. Strategies for diverse expansion must be intentional since SLT Members are in a lot of the same networks.
2. Have you recognized challenges because of paternalism? How does paternalism reinforce inequities?
  - a. There is a need to collect input from groups not currently represented in the SLT's membership.
  - b. Gatekeeping
    - i. Consideration: Who is qualified to do what work, make decisions, and participate?
3. Which of the "antidotes" to paternalism would you like to use? How do you envision yourself using the antidotes?
  - a. The SLT must brainstorm to develop strategies that include those affected by the decisions.

#### paternalism

Paternalism shows up as:

- those holding power control decision-making and define things (standards, perfection, one right way)
- those holding power assume they are qualified to (and entitled to) define standards and the one right way as well as make decisions for and in the interests of those without power
- those without power are marginalized from decision-making processes and as a result have limited access to information about how decisions get made and who makes what decisions; at the same time they are completely familiar with the impact of those decisions on them

#### antidotes

- make sure that everyone knows and understands the decision-making hierarchy in the community and/or organization (transparency)
- make sure everyone knows and understands their level of responsibility and authority in the organization
- avoid making decisions in the absence of those most affected by those decisions or, said more proactively, always include those most affected in the brainstorming and decision-making
- support people at all levels of power to understand how power operates, their level of power, what holding power responsibly looks like, and how to collectively resist and heal from internalized tendencies to hoard and defend power

## SLT Members split into Breakout Groups (SLT Executive Committee, Professional Development, Implementation & Demonstration Sites, and Evaluation) to review and discuss the alignment of the SLT's priorities alongside NCPMI's SLT Equity Inventory.

1. SLT Executive Committee
    - There are needs and challenges surrounding who is included in the SLT's membership
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- # of members according to NCPMI guidance
  - Families
  - Transparency regarding membership requirements
  - Offerings of public meetings to maximize feedback
  - Accessibility of meetings (time, platform, etc.)
2. Professional Development
- Needs:
    - Diverse recruitment
    - Intentional accessibility and qualifications for participation
    - Sustainability of coaches and training
  - Possible next steps:
    - Facilitation of NAEYC Equity training
    - Exploring resources that are already available
    - Sustainability
3. Implementation & Demonstration Sites
- Future surveys should include questions that inquire about immigration and refugee status.
  - Considerations:
    - What happens to the sites that were already selected in Prince George's County?
    - What happens to the CCRC sites that have already done implementation? What are some possible barriers to progressing into a demonstration site?
4. Evaluation
- Needs:
    - More data needs to be collected since Maryland does not collect BIRS data
    - Parent satisfaction data
    - Data from SSIP counties at the child-level

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

**Adjourned**

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**Next Meeting:** Tuesday, August 2, 2022, 11:30 AM – 1 PM, Zoom