

	2023	2022	2021	2020	2019	
Percent of Indicators Not in Place	12%	20%	27%	33%	33%	0%
Percent of Indicators Emerging/Needs Improvement	35%	33%	29%	41%	37%	0%
Percent of Indicators In Place	53%	47%	45%	27%	31%	0%

Critical Elements	# of Indicators		
	Not in Place	Emerging/Needs Improvement	In Place
State Leadership Team	2	6	19
Family Engagement	1	1	2
Implementation and Demonstration Programs/Sites	2	1	1
Professional Development	1	6	1
Evaluation/Data-Based Decision-Making	0	3	3

Benchmarks Not In Place:							
13					18		
						31	
					42	43	

Critical Elements	# of Indicators		
	Not in Place	Emerging/Needs Improvement	In Place
State Leadership Team	2	6	19
Family Engagement	1	1	2
Implementation and Demonstration Programs/Sites	2	2	0
Professional Development	5	3	0
Evaluation/Data-Based Decision-Making	0	4	2

Benchmarks Not In Place:							
		27				31	
		39	40	41	#REF!	43	

Critical Elements	# of Indicators		
	Not in Place	Emerging/Needs Improvement	In Place
State Leadership Team	2	5	20
Family Engagement	3	0	1

Benchmarks Not In Place:							

Implementation and Demonstration Programs/Sites	3	1	0
Professional Development	5	3	0
Evaluation/Data-Based Decision-Making	0	5	1

		27		29	30	31	32
		39	40	41	42	43	

Critical Elements	# of Indicators		
	Not in Place	Emerging/Needs Improvement	In Place
State Leadership Team	5	11	11
Family Engagement	2	1	1
Implementation and Demonstration Programs/Sites	3	1	0
Professional Development	5	3	0
Evaluation/Data-Based Decision-Making	1	4	1

Benchmarks Not In Place:							
	14						
		27			30	31	32
		39	40	41	42	43	

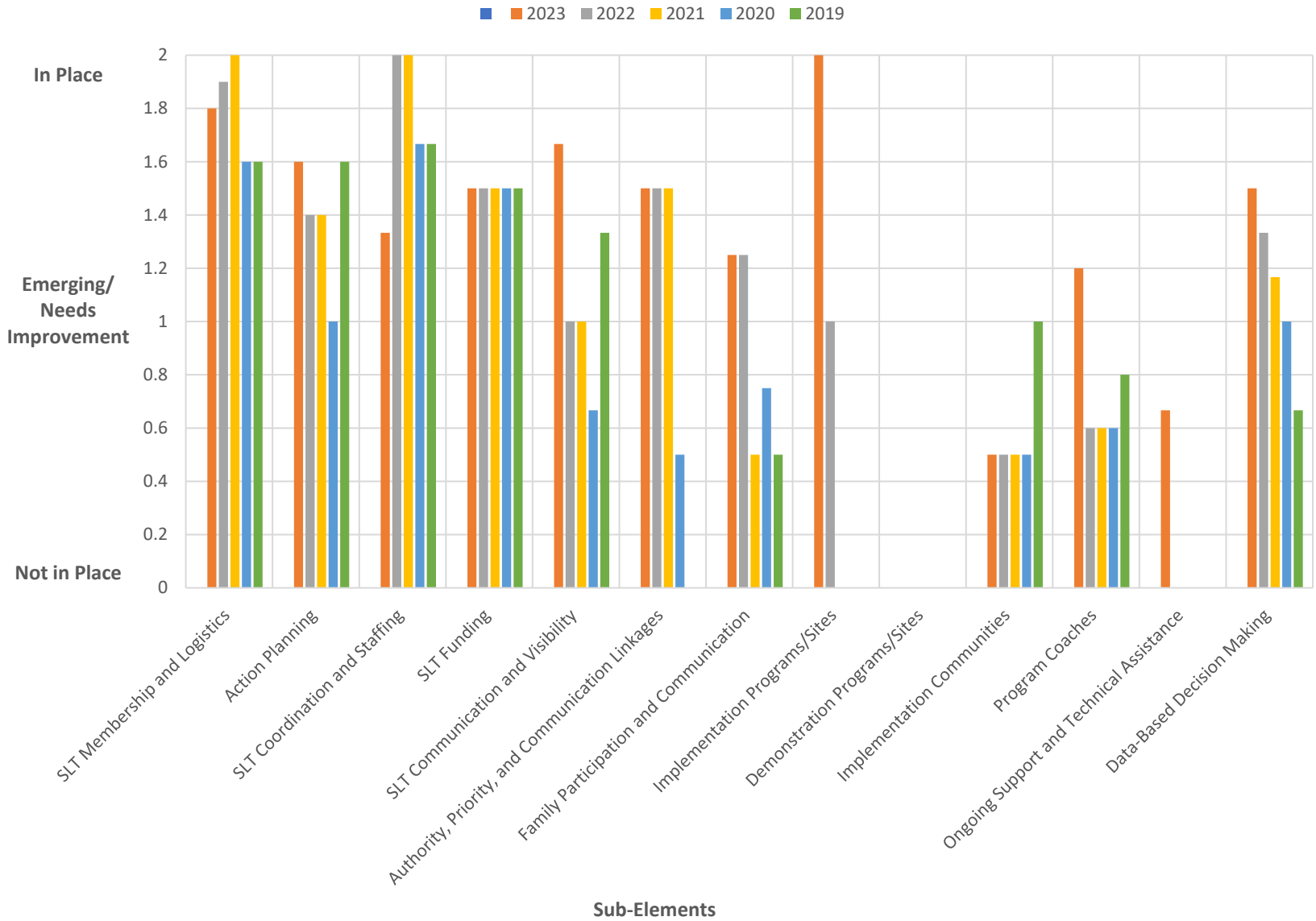
Critical Elements	# of Indicators		
	Not in Place	Emerging/Needs Improvement	In Place
State Leadership Team	4	10	13
Family Engagement	3	0	1
Implementation and Demonstration Programs/Sites	3	0	1
Professional Development	4	4	0
Evaluation/Data-Based Decision-Making	2	4	0

Benchmarks Not In Place:							
25	26	27		29	30	31	32
		39		41	42	43	

Critical Elements	# of Indicators		
	Not in Place	Emerging/Needs Improvement	In Place
State Leadership Team	0	0	0
Family Engagement	0	0	0
Implementation and Demonstration Programs/Sites	0	0	0
Professional Development	0	0	0
Evaluation/Data-Based Decision-Making	0	0	0

Benchmarks Not In Place:							
1	2	3	4	5	6	7	8
13	14	15	16	17	18	19	20
25	26	27	28	29	30	31	32
37	38	39	40	41	42	43	44
49							

State Leadership Team Benchmarks of Quality Sub-Elements



Maryland Pyramid Model State Leadership Team Benchmarks of Quality (2019-2023)

		Black = 2023; Green = 2022	0= not in place, 1= partially in place, 2= in place				
Sub-elements	Benchmarks of Quality	Notes or considerations	2023	2022	2021	2020	2019
State Leadership Team							
SLT Membership and Logistics	1. The SLT has written criteria for membership which ensures broad representation from a range of stakeholders, programs, and agencies (e.g., early childhood special education, early intervention, higher education, Head Start, families, child care, mental health, tribal bureaus, and state equity experts). Demographic representation is consistent with the state. An application and/ or recruitment process for SLT members is intentional to maintain diversity on the SLT		2	2	2	2	2
	2. The SLT establishes a clear, written mission/ vision. Diversity, equity, and inclusion are called out in the SLT's vision and mission statements		2	2	2	2	2
	3. State Leadership Team members are able to clearly communicate the vision and mission of the State Leadership Team		2	2	2	1	1
	4. The SLT adpots written ground rules and logistics including criteria for membership, no substitutes at meetings, agreeing to decisions made in ones' absence, all agencies will share resources, all members attend PM training, uses effective meeting strategies to ensure meetings are engaging and all members' voices are heard		2	2	2	2	2

	5. The SLT records decisions from each SLT meeting		2	2	2	2	2
	6. The SLT evaluates each meeting and uses the data to improve meetings (See SLT Meeting Planning and Evaluation Package)		2	2	2	2	2
	7. The SLT achieves consistent attendance and quality of meetings (75% average attendance over the year; and at least an average of 4 on the 5-point meeting evaluations)	From Qualtrics: I'm not sure about the evaluation points or the attendance consistency. Not all the team members attend all the meetings I put partially in place only because I do not know for sure the attendance and results of the meeting evaluations. attendance may vary due to staff shortages Should review evaluation at quarterly meetings	2	2	2	1	1
	8. The SLT meets at least monthly during Planning and Implementation Stages and as needed during the Scale Up stage		2	2	2	2	2
	9. The SLT has a process in place for membership succession within their own agencies (replacing themselves) that ensures continued commitment, understanding, and progress of State Team work	<p>There is a formal process in place and a few members have gone through this, but not everyone has and a significant portion of committee is not aware of this process. The group decided on the rating of a 1, due to the lack of communication and awareness of this process and because it is not always follow up on for newer/smaller agencies.</p> <p>From Qualtrics: I wonder if we could start each meeting with a review of membership-- which organizations should be represented, who's not (including any recent turnover), call for recruiting new SLT members to fill those spots. I'm not sure that I know the protocol for replacement when there is turnover.</p> <p>I'm not really sure if this is formally in place.</p>	1	1	2	1	1

	<p>10. The SLT has a process in place for orienting new members</p>	<p>Process is in place but need to do a better job of consistently following up with new members .From Qualtrics: I don't recall if there was a "welcome packet" for new members when I joined, as it was a while ago. I think I had learned through attending meetings. But it would be great to have a document that details what the SLT and Pyramid Model in general has achieved in the past year, where we hope to go, and expectations for SLT members.I am unsure if this is in place. I am a new member and do not recall receiving an orientation.</p>	1	2	2	1	1
	<p>11. The location of SLT meetings is accessible (internet access and other necessary technology are available, compensation for mileage and meeting time are provided)</p>		2	2	n/a	n/a	n/a
	<p>12. The time SLT meetings are held is accessible (considerate of family schedules, important religious holidays are avoided, compensation, particularly for members whose agencies are not compenating or for members who do not represent an agency is provided)</p>	<p>There is not a lot of variability in meeting times and some members expressed having conflict with some of the current meeting times of subcommittees From Qualtrics: Still working on compensation for family representative, though have provided compensation for program coaches I am not certain that the meeting are held to meet the best time for families to participate. No compensation</p>	2	1	n/a	n/a	n/a

Action Planning	13. SLT develops an action plan that includes objectives related to all critical elements of these benchmarks. The action plan guides the work of the Team including designation of work groups, if necessary. The action plan has both short- and long-term objectives. <i>The SLT articulates priority outcome areas that highlight indicators of diversity, equity, and inclusion. Diversity, equity and inclusion are embedded into the SLT's strategic plan</i>		2	2	2	2	2
	14. Workgroups include a justice, equity, diversity and inclusion (JEDI) workgroup to review materials		2	2	n/a	n/a	n/a
	15. Individuals who are not members of the SLT are included in workgroups to review materials and plans for equity	<i>We want to think about people outside of the SLT who can review materials and plans specifically considering equity. An example might be meeting with an outside equity consultant, or having other members of the community to offer support around this. The example that resulted in the "1" is having people from MAEC training supporting the curriculum revision process</i>	2	1	n/a	n/a	n/a
	16. The SLT reviews the action plan and updates their progress at each meeting. The action plan has an evaluation component for each action item and the evaluation is reviewed at each meeting		2	1	1	1	2
	17. The SLT includes in the action plan sustainability and scale-up objectives and strategies for increasing the number of settings and services using PMPs with the goal of achieving statewide, high-fidelity implementation over time	Based on new information from NCPMI we do not have this in place yet	0	1	1	1	1

	18. The SLT action plan includes strategies for institutionalizing and embedding PMPs into state infrastructure such as Quality Rating Systems and Early Learning Guidelines, etc.		1	1	1	0	1
	19. The SLT annually reviews its mission/ vision statement, actoin-plan outcomes and other evaluation data, SLT membership, ground rules and logistics, and makes revisions as necessary. The annual review includes a celebration of accomplishments		2	2	2	1	2
SLT Coordination and Staffing	20. A SLT member serves as Team Coordinator or Chair (i.e. lead contact) to represent the Team and work with staff to facilitate the work of the SLT and coordinate Practitioner and Program communication		2	2	2	2	2
	21. The PM initiative and SLT are supported by staff funded to implement the work		2	2	2	2	2
	22. The SLT's sustainability and scale-up planning (in action plan) includes adequate and appropriate professional and administrative staffing	Based on new information from NCPMI we do not have this in place yet	0	2	2	1	1
SLT Funding	23. The SLT identifies funding sources to cover activities for at least three years including additional Program Coaches and sites		1	1	1	1	1
	24. SLT members contribute resources for the work of the action plan (staffing, materials, training, etc)		2	2	2	2	2
SLT Communication and Visibility	25. The SLT develops an annual written report on the progress and outcome data and distributes it to programs, funders, and policy makers		2	2	1	0	1

	26. The SLT identifies and implements dissemination strategies to ensure that stakeholders are kept aware of activities and accomplishments (e.g., website, newsletter, conferences)	Group expressed a need for more information to be disseminated about the specific work that the SLT, PIEC team, and individual jurisdictions/agencies are accomplishing and to do it more frequently. There was a suggestion to include our work highlights in the Impact Newsletter. From Qualtrics: The website would be a great place to post updates and accomplishments, but I can't tell how often it's updated.	2	1	2	2	2
Authority, Priority, and Communication Linkages	27. The SLT develops a written awareness and marketing plan that includes a presentation (e.g., presentation based on annual data and report) to policy makers and current and potential funders. It is used to recruit programs and individuals to participate in the PM initiative		1	0	0	0	1
	28. The PMPs align with the goals and objectives of each agency represented on the SLT		2	2	2	0	0
	29. Each SLT representative is authorized to make decisions for their agency related to the PM initiative and/ or is able to return a decision to the SLT within two-weeks		2	2	2	1	0
	30. SLT members engage in activities within their agency that result in support for the PM initiative (e.g., succession planning, presenting annual reports, orientation presentations)		1	2	2	1	0

	31. The SLT develops written communication protocols for regular feedback from staff who are charged with implementing the PMPs as well as the Program Coaches, demonstration sites, implementation sites, and communities. The protocols focus on bringing to light any challenges that need to be attended to by the SLT that cannot be resolved by individual programs or staff		1	0	0	0	0
Family Engagement							
Family Participation and Communication	32. The SLT includes representation from family organizations	Parents Place of Maryland actively involved in SLT and Family Engagement Subcommittee work.	2	2	2	2	2
	33. The SLT makes training opportunities related to the PMPs available for families	Positive Solutions for Families Facilitator trainings occurring regularly through the SLT and the number of programs actively/regularly offering PSF to families has increased significantly over the course of the past 2 years and continues. Additionally, some PSF offerings are via virtual platforms, and we are seeing increased languages used by facilitators. University of Maryland team is collecting data from Facilitators to enter data when PSF is offered, capturing modality, attendance, etc. And we also collected a survey of all trained at the time as a Maryland Facilitator on barriers and facilitators to the group offerings.	2	2	0	1	0

<p>34. The SLT develops and employs mechanisms for communicating with families about the initiative</p>	<p>This is done, but not consistently. There are potentials through UMB Pyramid Model social media and the MSDE Tuesday Tidbits, but not sure if this is consistently accessed by families (rather providers.) Do use these to disseminate NCPMI family materials when they release new relevant resources. Opportunity here to organize around the local ECACs, local SEACs which is specially designed for families of students engaged in special education, additionally the early intervention teams and family and childcare support programs. Opportunity to develop a PPT for folks to uniformly/consistently present at all of these groups about the PM and family supports.</p>	<p>1</p>	<p>1</p>	<p>0</p>	<p>0</p>	<p>0</p>
<p>35. The SLT develops mechanisms for family members to provide feedback at least annually on the quality of PM implementation experienced by their children</p>	<p>Right now this is not yet happening, subcommittee discussed how hard it is to get feedback/survey responses. Discussed the importance of completing some of the tasks above (informing families about PM) before getting feedback on it. Opportunity to get feedback for those that participate in PSF. More difficult to get feedback from families about in the classroom PM implementation - this is an opportunity now that Maryland has the PM Implementation sites.</p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>0</p>

Implementation and Demonstration Programs/ Sites

Implementation Programs/ Sites	36. 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	SLT developed readiness criteria and selection procedures. The SLT has selection procedures and has begun recruiting. We do not have MOUs created at this time. Readiness criteria includes being open to establishing a Program Leadership Team and practitioner coach.	2	1	0	0	0
Demonstration Programs/ Sites	37. The SLT has recruitment and selection process and MOUs for Demonstration Programs/ Sites and partners with them to provide data that show the effectiveness of PM implementation. The sites provide tours and information for interested parties. Demonstration sites are selected from the Implementation programs/ sites	At this time, the SLT is working towards establishing Implementation sites. The Implementation site is the first step in becoming a demonstration site. Implementation sites need to meet specific criteria prior to becoming a Demonstration site.	0	0	0	0	0
Implementation Communities	38. The SLT (where appropriate) develops readiness criteria, recruitment and acceptance procedures, and MOUs for community entities to participate in the initiative. All participating communities agree to have a Community Leadership Team and Program Coaches to support Program Leadership Teams and Practitioner Coaches	SLT is beginning with individual entities (individual classes/schools first).	0	0	0	0	0
	39. The SLT develops statewide capacity (funding, staffing) for training and supporting new Program and Community Leadership Teams and Program Coaches in the high-fidelity adoption and implementation process while continuing to support the high fidelity of the original implementation and demonstration programs	The SLT's view on support has evolved since 2019. This past year, MSDE has provided additional program coaches to support implementation across MD. Harford braiding funding to focus on SEL. Create communication about how to fund this work.	1	1	1	1	2

40. The demographics of the children and families in the Pyramid Model sites and communities the SLT is working with are considered	The SLT was strategic in choosing Implementation sites.	2	1	n/a	n/a	n/a
41. The composition of the Program-Wide Leadership Team in the sites is representative of the Program-Wide community. Family engagement as authentic partners on the Program-Wide Leadership Team is ensured	Leadership team includes director, teachers, and family members. Other sites have teachers and behavior specialist on the team as well. Family engagement has been a priority and more than 1 family has been included.	2	0	n/a	n/a	n/a
42. The geographic representation of the sites and communities the SLT is working with is considered	<p>The SLT is considering geographic locations from the applications garnered through the recruitment process.</p> <p>There is representation across the state of Maryland at the 5 sites.</p>	2	1	n/a	n/a	n/a
43. The SLT works with sites and communities to identify informal inappropriate discipline practices used and to support implementation sites' use of the Behavior Incident Report System (BIRS) for tracking. The SLT supports implementation site's use of the Equity Coaching Guide to address equity at the classroom and program level, and the BOQ Cultural Responsive Companion to address equity at the classroom and program level	This is something we have been working towards. A document to collect behavior data has been created to be used at implementation sites. Plans are in place to talk with program directors about collecting data.	1	0	n/a	n/a	n/a
44. Inclusionary practices used in the sites and communities the SLT is working with are identified	We have not yet started to collect information/data about behavior. (If we interpret this question about what the program is doing to address behavior). Program coach reports seeing inclusivity at sites.	1	0	n/a	n/a	n/a

	45. The financial/ resource landscape for current and future implementation sites and communities the SLT is working with is identified	MSDE is providing funding support/financial resources of program coaches for implementation sites. Sustainability is a big question mark.	1	1	n/a	n/a	n/a
	46. Implications of community data about inequities in services for implementation site selection are identified	Recruitment process includes accessing data regarding demographics etc. (If data was available) community services provided were considered when looking at sites.	1	0	n/a	n/a	n/a
	47. Resources that support implementation in the sites and communities the SLT is working with are identified. How resources are prioritized for the sites and communities the SLT is working with is considered	We have started to provide resources and trainings for sites.	1	0	n/a	n/a	n/a
Professional Development							
Program Coaches	48. The SLT establishes a statewide network of professional development (PD) experts to build and sustain high-fidelity implementation to serve as Program Coaches and to support Practitioner Coaches. Demographic representation of Program Coaches is representative of the programs served. Barriers that undermine efforts to ensure coaches represent diverse populations are addressed	TOTS currently occurring. We are still working towards building up our coaching workforce. We currently have program coaches, but barriers still exist for applicants. We would like to see coaching imbedded in many programs. Funding for coaches is in question. What internal coaches are out there that we don't know about? Do head starts have PM coaches? Can we support these coaches? Requirements: PBC Coaching trained, PM trained, TPOT + TPITOS trained Potentially offer a stipend for coaches for various programs. Look into group coaching.	1	1	1	1	1
	49. The SLT develops an identification process, recruitment and acceptance criteria, and MOUs for Program Coaches	All of these things were put in place for selecting the current group of	2	1	1	1	1

	implementation site program coaches. Is this the process we will use in the future?					
50. The SLT develops statewide PM training sequence that includes providing ongoing training and support for Program Coaches who, in turn, train and support community and program staff and Leadership Teams. Trainings are offered that support Program Coaches' capacity and competence to have crucial conversations around equity. Trainings are available either online or across the state to ensure access. Training materials are developed and delivered in the languages that are appropriate for providers and the communities they serve	We do have training plans in place for the pool of program coaches. We have been offering training and equity is infused throughout the training. Trainers and coaches might need more professional development opportunities around equity. Training is not available in all languages.	1	1	1	1	1
51. The SLT creates and puts in place a quality-assurance mechanism (e.g., certification, approval) to ensure that Program Coaches are able to provide training in the PM accurately and effectively; and that Practitioner Coaches are able to coach practitioners to implementation fidelity resulting in success for children, families, and providers	This is in place for the implementation site program coaches. Next step, how do we scale this up for across the state?	1	0	0	0	0
52. The SLT implements a plan ensuring that programs and communities statewide have access to Program Coaches, including necessary resources and on-site coaching that result in high-fidelity implementation and sustainability of PMPs	We have this in place for our pilot implementation sites but not statewide.	1	0	0	0	1

	53. Agencies, financial resources, full-time equivalents (FTE), funding for training development, and in-kind resources from various agencies are identified to support the network of Program Coaches	For the year 2023 we had funding, it is not FTE equivalent. But our funds are temporary.	1	1	n/a	n/a	n/a
Ongoing Support and Technical Assistance	54. The SLT employs a technical-assistance plan for ongoing support and resources for the Program Coaches, demonstration sites, implementation sites and communities to ensure high-fidelity implementation and sustainability. Such support includes planning for turn over and succession of key individuals	We currently have this in place for our implementation sites. We do not have succession plans.	1	0	0	0	0
	55. A Program Coach is available to meet at least twice a month with each emerging Program Leadership Team (emerging teams are teams that have not met the high-fidelity implementation criteria) face-to-face or by distance	This is currently in place for implementation sites.	1	0	0	0	0
	56. A Program Coach is available to meet at least monthly by distance and quarterly face-to-face with Program Leadership Teams who have been implementing the PM for at least one year with high fidelity	Implementation sites have not yet been implementing the PM for a year with high fidelity.	0	0	0	0	0
Evaluation/ Data-Based Decision Making							
Data-Based Decision Making	57. All programs, communities, and Program Coaches submit the data agreed upon in their respective MOUs	2022 for those with MOUs and on PIEC.	2	1	1	1	1
	58. Training, materials, and support are available to Program Coaches, programs, and communities on what data to collect, why, and how to use the data for making decisions for improving outcomes for children, providers, programs, and	for those on PIEC and some other places, needs to be stronger and more consistent	1	1	1	1	1

communities as well as how to submit the data						
59. A process is in place for programs and communities to enter and summarize the data elements above as well as training on how to use the data for program improvement	yes, for those who use OMS but will be better with new system and with implementation sites	1	1	1	1	1
60. Child outcome data are examined to determine the need for program and classroom level social and emotional support	could happen with implementation sites; we are collecting data, but we have not yet gotten to the last part	1	0	n/a	n/a	n/a
61. Parent satisfaction data are examined to determine the need for program, classroom, and family-level social and emotional support	Would need to develop a satisfaction survey to send out (get input from the sites)	0	0	n/a	n/a	n/a
62. Inclusion, 619, or IEP data are examined to determine how and if children with disabilities are receiving services in PM implementation programs	could happen with implementation sites	0	0	n/a	n/a	n/a
63. State and local data, BIRs, surveys, and interviews are used to determine how children with severe and persistent challenging behavior and intersecting identities such as gender and race are supported in Pyramid Model programs	could happen with implementation sites; we have the tools we have data from initial site interviews as well.	1	0	n/a	n/a	n/a
64. A process is in place for the SLT to access the data or summaries of the data described above. The SLT uses these data as part of their action plan for regular evaluation as well as the annual evaluation report	only for those using oms, should get better with PIDS	1	1	1	1	0

	<p>65. The SLT annually prepares an evaluation report that describes: a) the extent to which program-and community-wide high-fidelity adoption is being implemented, sustained, and scaled-up; b) the impact of program-wide adoption and/ or community-side adoption on child, provider, and program outcomes; and c) the impact of training and coaching. The SLT uses the evaluation report for their own progress monitoring and planning as well as for providing a public report on outcomes</p>	<p>first report from 2021 done</p>	<p>2</p>	<p>2</p>	<p>1</p>	<p>0</p>	<p>0</p>
	<p>66. The SLT provides a public celebration of outcomes and accomplishments annually</p>	<p>Discussion about how to build this out more and what do we mean by public celebrations?</p>	<p>2</p>	<p>2</p>	<p>2</p>	<p>2</p>	<p>1</p>