Maryland SEFEL Pyramid Model Monthly Leadership Meeting

Date Tuesday, November 2, 2021 | *Time* 11:30 PM – 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*; Margo Candelaria, *UMB SSW*; Don Corbin, *MSDE*; Lacey Egerton, *Maryland Family Network*; Katherine Endy, *UMB SSW*; Martha (Elle) Essenmacher, *Harmony SEL*; Tresa Hanna, *MSDE*; Meredith Holmes, *Parent's Place of Maryland*; Kelly Hutter, *Promise Resource Center*; Marsye Kaplan, *MSDE*; Angelique Kane, *UMB SSW*; Sheila Maness, *Prince George's Child Resource Center*; Mary Manning-Falzarano, *Montgomery County Infant & Toddlers Program*; Lydia Nunn, *Prince George's County Public Schools*; Kym Nwosu, *Howard County Public Schools*; Kristen Paul, *Parent's Place of Maryland*; Melissa Romano, *Harford County Public Schools*; Kate Sweeney, *UMB SSW*; Rachel Vannatta, *UMB SSW*; D'Lisa Worthy, *Behavioral Health Administration*; Lori Yarbrough, *The Judy Center Early Learning Hub at Church Hill Elementary*

Members Shared Updates & Announcements Related to their PM Activities:

- Montgomery County Infant & Toddlers Program's East County Pyramid Model Leadership Team continues to meet monthly, piloting ASQ-SE. Additionally they shared that they have launched a program-wide professional development event kicking off their year focusing on equity.
- Harmony SEL inquired from SLT members about usage of their SEL Kits from their partners as they prepare for national work alongside the National Head Start Association.

Meeting Minutes from October were reviewed and ratified.

Announcements were made related to PM opportunities.

- Fall Registration for NCPMI NTI 2022 (scheduled for April 19-22, 2022) is now full, they opened a wait list, and now re-opened the registration, so the SLT leadership remains unsure how long this will be the case and encouraged interested members to visit https://challengingbehavior.cbcs.usf.edu/Training/Conference/index.html.

- New Updated Visual Supports for Daily Schedules and If/Then Boards
- Pyramid Model Classroom Kit

Reminders for 2021 Administrative BoQ Items were shared.
- SLT members were reminded that the Annual SLT Retreat will be held on December 7th from 11 AM – 4 PM. The agenda will include celebrating success, looking at past data, and completing our annual BoQ review and discuss priorities for our 2022 focus, so that we can start the new year ready to jump into the work plan. *There was discussion about whether to hold the retreat virtually or in-person. Most members expressed a preference for keeping the retreat virtual.*

Subcommittees shared report-outs from the October meetings.
- Fidelity & Evaluation
  - Chair: Don Corbin; Co-Chair: Sheila Maness
  - Elevating Equity Representative: TBD
  - The subcommittee discussed BoQ #48. *(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-wide 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.)* Discussed developing two reports:
    1. Brief for distribution among programs
    2. Report for state leadership to leverage additional funding or partnerships and developing a timeline of activities
- Professional Development
  - Chair: Kym Nwosu
  - Elevating Equity Representative: Martha (Elle) Essenmacher
  - The subcommittee discussed two main items for the focus of their work:
    1. Reformulating the PM curriculum to inherently include, or be framed around, a learning community
       - Regarding the learning community, the idea/ goal is to allow consistent opportunity for learning content, implementation, and reflection. Learning communities were also discussed as great opportunities to hold one another accountable for prioritizing equity and inclusion efforts. Members discussed the logistics of what learning communities might look like and identified the importance of both having a mixed group of people (in terms of location, population served, etc.) while also trying to keep the group somewhat geographically bound so that if members of a learning community wanted to meet up, they could.
    2. Editing the PM training curriculum to include infusion of equity, inclusion, anti-racism, anti-bias, and diversity concepts.
- Family Engagement
  - Chair: Candace Place
  - Elevating Equity Representative: TBD
  - The subcommittee discussed the 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.)* Subcommittee discussed the multi-dimensional nature of this statement - that in order to receive feedback from families, they need to (a) receive EBPs (b) have a
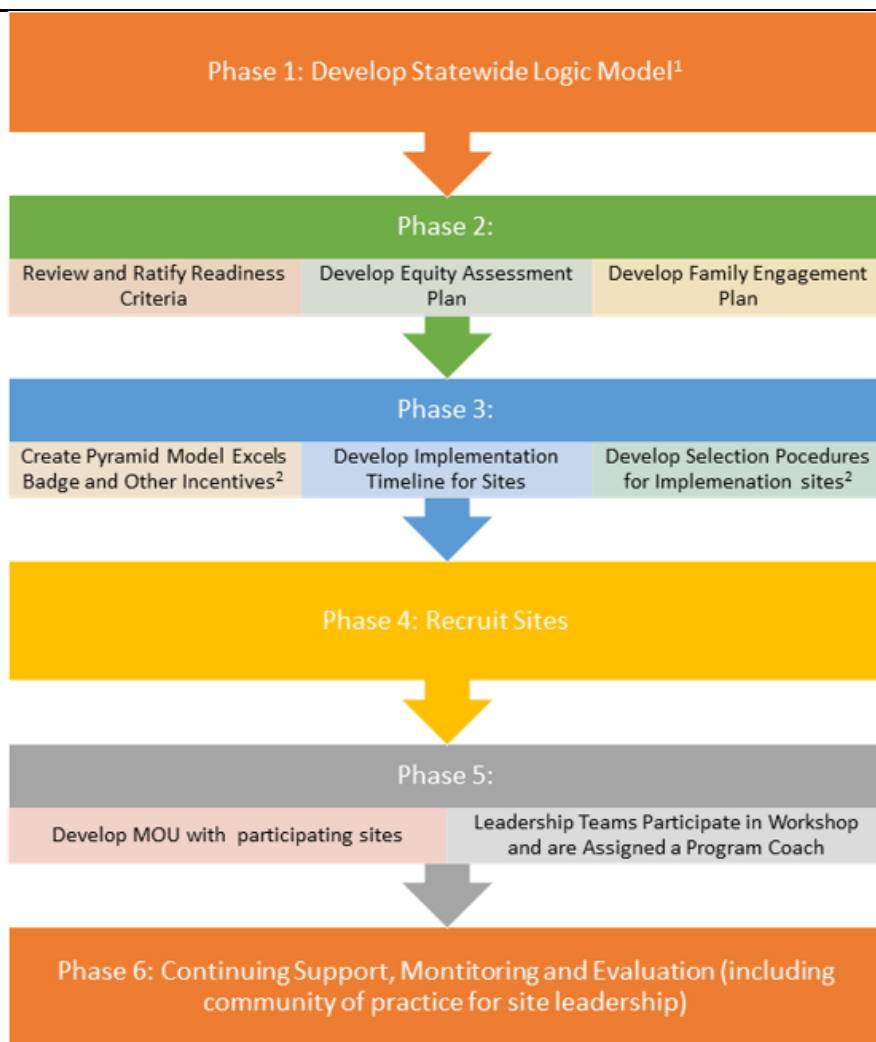
bidirectional communication relationship with the agency to give and receive feedback! Discussed the potential to issue a policy document stating how EC agencies focused on family and child services how to support family engagement. Discussed how this idea of a values-based check list to help operationalize this work for programs. Discussed the importance of engaging family feedback via "communication starters" and not just written formats.

- Implementation & Demonstration Site
  - o Chair: Melissa (Missy) Romano; Co-Chair: Don Corbin
  - o Elevating Equity Representative: Kelly Hutter
  - o The subcommittee discussed 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 (initial implementation stage.)* Committee members discussed the survey that the SLT is planning out to assess current practices. It was also discussed that there are efforts to write PM practices into the childcare standards and the EXCEL processes to support incentivizing childcare care programs, and we can reverse engineer the demonstration site criteria once established into this effort. Committee also discussed the current reality of COVID illustrating itself in stressed teachers and administrators. It was highlighted that we want to emphasize a "phased" or "step wise" guide to achieving "implementation or demonstration site" to support buy in. "The pros of a pilot site approach." The committee settled on the idea of a slow build, both in number of demonstration sites/classrooms to both supports buy in during this time as well as helping programs feel like this is achievable. The importance of highlighting pilots in a range of regions (central and then rural etc.) so that childcare providers can feel like they can "see themselves" in the model demonstration.
- For upcoming November meetings, subcommittees tasks include:
  - o Continuing to decide initial work plan priorities.
  - o Score the related section of the BoQ. Be ready to discuss the score at the Annual SLT Retreat in December.

The Elevating Equity Subcommittee shared a report-out from the October meeting.
- The committee will hold the task of discussing how equity relates to the identified priorities of the subcommittees following the creation of the 4 additional subcommittees.
- The committee will initial the work to develop a document outlining language and definitions of key terms within the field of equity and anti-racism as it shows up in early childhood settings.

The 2021 Priority Logic Model was shared to review the steps toward establishing Implementation & Demonstration sites as outlined in BoQ #32 (*SLT develops readiness criteria, recruitment and selection procedures and MOUs for programs participating in the initiative as Implementation Sites (Sites have program leadership team and at least one practitioner coach)*.

Phase 1: Develop Statewide Logic Model[1]

Phase 2:
Review and Ratify Readiness Criteria | Develop Equity Assessment Plan | Develop Family Engagement Plan

Phase 3:
Create Pyramid Model Excels Badge and Other Incentives[2] | Develop Implementation Timeline for Sites | Develop Selection Pocedures for Implemenation sites[2]

Phase 4: Recruit Sites

Phase 5:
Develop MOU with participating sites | Leadership Teams Participate in Workshop and are Assigned a Program Coach

Phase 6: Continuing Support, Montitoring and Evaluation (including community of practice for site leadership)

The responses from Program Implementation Status Survey Results so far were reviewed and initial reactions discussed.

- The survey was sent out on October 19, 2021 via partners and has been completed by 478 number of respondents (375 answered implementation items). The survey is still open, and the SLT discussed additional ideas to make concentrated efforts to engage respondents in areas where there are low responses.
- Initial reactions to responses:
  - What did you notice about current respondents?
    - "Many concentrated central MD (fewer as you go outward)"
    - "Some zip codes have many more responses"
    - "Children w/IFSP/IEP/504- where are they receiving care?"
    - "Responses were statewide (missing some areas but impressed with spread)"
    - "More family child care providers than other types"
    - "Impressed by the numbers so far!"
    - "A small number of responses received to date based upon the number of licensed child care providers in the state."
    - "Not all jurisdictions full represented; lack results from childcare settings with Latino/Hispanic population"
    - "I just sent it out and am completing for Harford County. We do not have a lot of representation in this area or Cecil."

- - "I was happy to see responses from Southern Maryland but wish there had been more responses from the region. Curious. like other's mentioned, regarding the demographics."
  - o What are some ideas for engaging under-represented categories in the survey?
    - "phone banking"
    - "targeted emails (but would be time-consuming"
    - "Email is hard ... maybe via consultation teams and CCRC events. newsletters, etc?"
    - "Personal, targeted invitations to under-represented populations to respond to the survey."
    - "Send to groups to distribute to their membership and colleagues. i.e. MSDE listserv for ITP directors. county R & Rs, etc."
    - "For Harford County, we need to share it with our Early Childhood Advisory Committee which meets in the next couple of weeks. There is representation from childcare directors, Head Start etc."
    - "Following up, letting under-represented care providers (center-based, early intervention, etc.) know they are under-represented"
    - "I think it is important to share with the Early Childhood Advisory Committees."
    - "Social media, posting the survey on Next Door Neighbor"
    - "Any funding for a "prize" among entries"
  - o How will we know when we have enough responses?
    - "Compare to census results"
    - "Is there a way to track how many times it was shared? This would help with an expectation of %age of responses."
    - "Target a specific percentage of responses based upon the number of licensed providers."
    - "feel like we need to check on state child care licensing data to compare"
    - "Look regionally to try to get a specific number of responses from each region."
    - "when we have tapped all available avenues for putting the survey out"
    - "Can we determine a percentage that we aim for? Responses reflect the different respondents."
    - "I think we need to have least some representation from each county if possible including a range of providers community child care/preschool, public school programs
    - (I& T and preschool) and Head Start if possible"
- A microanalysis could be done to highlight racial implications by zip code using data by MSDEs Division of Early childhood Licensing office.
- [Policy Link's National Equity Atlas](#) was suggested as a resource to explore additional info.

An overview of this quarter's meeting evaluation results were shared with a summary below:

SLT Meeting Evaluation

Topic Area	Mean (n=21)
Logistics	4.5
Content	4.69
Preparation	4.53
Process/Teamwork	4.53
Overall	461

Quotes:

Meetings with the PIEC team are always well organized, collaborative and informational.

I think the subcommittee structure helps us be more productive.

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

Next Meeting: Annual Retreat - December 7, 2021, 11 AM – 4:00 PM, Zoom