

Maryland SEFEL Pyramid Model Monthly Leadership Meeting

Date | Time Tuesday April 6, 2021 | 11:30 AM – 1:00 PM | *Location* Zoom

The **Vision** of the Maryland Social Emotional Foundations for Early Learning (SEFEL) 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.

The **Mission** of the Maryland Social Emotional Foundations for Early Learning (SEFEL) 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.

Attendance:

Jenny Afkinich, *UMB SSW*; Jenice Bruce, *Maryland Coalition of Families*; Margo Candelaria, *UMB SSW*; Mary Rose Catena, *Montgomery County Public Schools*; Ashley Fehringer, *UMB SSW*; Angelique Kane, *UMB SSW*; Marsye Kaplan, *MSDE*; Debbie Langer, *MSDE*; Sheila Maness, *Prince George's Child Resource Center*; Mary Manning-Falzarano, *Montgomery County Infant & Toddlers Program*; Candy Place, *Anne Arundel Community College*; Lisa Spera, *UMB SSW*; Kate Sweeney Wasserman, *UMB SSW*; D'Lisa Worthy, *Behavioral Health Administration*

Prioritizing Activity:

SLT members reviewed the completed BOQ and highlighted their top 3-5 priorities using Padlet.

Meeting Minutes from March reviewed and ratified.

Elevating Equity Subcommittee Work Group Report:

- The Vision and Mission Statements were updated. An Equity Statement was developed. All three statements were reviewed and ratified by a unanimous vote of 14-0.
 - *The Vision* of the Maryland Social Emotional Foundations for Early Learning (SEFEL) 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 Social Emotional Foundations for Early Learning (SEFEL) 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.
 - 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
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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.
- The Training & Curriculum Work Group met to continue work towards the development of a Training Guide with resources to address race and equity to accompany PM training content for state trainers. Also, the workgroup reviewed national policy statements as guidance.
 - Workgroups will continue to coordinate equity efforts with MSDE and IECMH Consultation.
 - Meetings will occur monthly on the 1st Monday at 3pm.

BOQ Review from Previous Years:

BOQ Results from 2018 – 2020 reviewed to justify how we are reviewing elements to monitor quantitative and qualitative progress.

Review of Results from Prioritizing Activity

The priorities highlighted by SLT members were compiled and tallied to determine the next steps for the development of the Action Plan. The top 4 priorities are:

1. #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.
 - a. Develop readiness criteria based on National Pyramid Model guidelines
 - b. Work with EXCELS to create a Pyramid Model Badge based on these criteria
 - Discussions were focused on strategies to include the school systems with special attention surrounding ways to make this accessible for all programs.
 - c. Develop selection procedures for Implementation site(s)
 - d. Recruit site(s)
 - e. Develop MOU with participating site(s)
 - f. Include what they need to do to move towards being a demonstration site
 - g. Deliver leadership workshop for recruited site(s)
 2. #40 – 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 EBPs.
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3. #31 – The SLT develops mechanisms for family members to provide feedback at least annually on the quality of the EBPs experienced by their children.
 4. #35 – 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.

Adjourned

Next Meeting: May 4th, 11:30 AM – 1:00 PM, Zoom