

Maryland SEFEL Pyramid Model State Leadership Team Meeting

Date Tuesday, May 3, 2022 | *Time* 11:30 PM – 1:00 PM | *Location* Zoom Meeting

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*; Ashley Fehringer, *UMB SSW*; Meredith Holmes, *Parent's Place of Maryland*; Kelly Hutter, *Promise Resource Center*; Angelique Kane, *UMB SSW*; Deborah Langer, *MSDE*; Sheila Maness, *Prince George's County Child Resource Center*; Mary Manning-Falzarano, *Montgomery County Infants & Toddlers Program*; Kristen Paul, *Parent's Place of Maryland*; Melissa Romano, *Harford County Public Schools*; Lisa Shanty, *MSDE & IDEALS*; Kate Sweeney, *UMB SSW*; Rachel Vannatta, *UMB SSW*

SLT Member Updates

- Montgomery County Infant & Toddlers Program completed their first Practice-Based Coaching training of 15 of their providers.

The Minutes were reviewed and ratified from the April 2022 meeting with one correction.

Administrative BoQ Items for 2022

- A SLT Team has been created in SharePoint. Collaboration invitations have been sent to every member. Please email akane@ssw.umaryland.edu if you have trouble accessing the link.
 - Please share recommendations for an invitation to potential stakeholders related to the established subcommittee goals and activities.
 - Upcoming Subcommittee Meetings:
 - Elevating Equity (1st Mondays @ 3 PM): June 6th, 3 – 4 PM
 - Professional Development (1st Wednesdays @ 1 PM): May 4th, 1 – 2 PM
 - Fidelity & Evaluation (2nd Thursdays @ 11 AM): May 12th, 11 AM – 12 PM
 - Implementation & Demonstration Site (4th Mondays @ 2 PM): May 23rd, 2 – 3 PM
 - Family Engagement (4th Thursdays @ 1 PM): May 26th, 1 – 2 PM
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Announcements

Webinar Opportunity

- [Parenting While Black Series hosted by Brazelton Touchpoints Center](#)

Elevating Equity Committee Report

- The subcommittee is working to develop a list of components that focus on equity and develop a work plan. As the first step toward accomplishing this goal, the subcommittee has been meeting to define language around anti-racism and equity and illustrate antidotes for how inequity shows up in early childhood. The terms discussed in the most recent meeting are outlined below.

Heterosexism	The assumption that heterosexuality is the social and cultural norm as well as the prejudiced belief that heterosexuals, or “straight” people, are socially and culturally superior to lesbian, gay, bisexual, transgender, Two-Spirit, and queer (LGBTQ) people.	Children with caregivers that are not heterosexual. Intentionality around inclusivity for families. Example: Caregivers who are opposed to boys playing in the kitchen center/girls playing in the blocks center Potential strategy: Highlighting the humanity involved in using people’s names/pronouns as introduced without addressing the personal beliefs of staff & families (as it relates to transgender)
Xenophobia	The fear and hatred of strangers or foreigners or of anything that is strange or foreign	Teaching adults & children to explore and appreciate differences Highlighting the importance to reflect on personal patterns of behavior that may have implications of bias Example: exploring the harm in the colorblind approach Example: shortening someone’s name or granting nicknames without permission because of fear of mispronunciation
Historical trauma	The cumulative emotional and psychological wounding over the lifespan and across generations, emanating from massive group trauma experiences.” ⁷⁸ Examples of historical trauma include the multigenerational effects of White	Example: disparities in health care and quality of life for babies The impact of generational wealth/poverty on families as it relates to access to resources

	supremacy reflected in colonization, genocide, slavery, sexual exploitation, forced relocation, and incarceration based on race or ethnicity.	<p>Considerations: holiday celebrations (Thanksgiving), mass incarceration</p> <p>Example: the stigma attached to families engaging with special education services</p>
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National Training Institute (NTI) 2022 Member Report Out & Discussion

Members of the SLT that attended the recent NTI conference in April shared reflections on the sessions they attended with the SLT:

- Margo Candelaria noticed the progress Maryland has made since her first NTI attendance five years ago.
 - SLT is more organized than before and is aligned with the organization of other states across the country.
 - Equity was a major theme in the sessions.
 - Other states were curious about our Part C and equity work.
 - Lise Gordon commented that she was impressed with the work we've initiated because of being exposed to the content she presented in a prior webinar.
- Jenny Afkinich attended many sessions that focused on equity.
 - Intersectionality between racial equity and the inclusion of children who have disabilities.
 - Maryland is doing well in best practices related to other states.
 - SLT size is larger than recommended but inclusive of a variety of different partners which align with other states.
 - Illinois' SLT structure is similar to Maryland as it relates to working groups.
 - Nebraska shared how conversations with Maryland helped to shape their SLT structure, stakeholder diversity/representation, and family engagement.
 - There were many resources to support the stand-up and sustainability of Implementation & Demonstration sites.
 - Possible Improvement for Maryland: family representative on the SLT
- Rachel Vannatta attended a lot of sessions that focused on coaching.
 - The Equity Coaching Guide should be integrated into trainings such as Practice-Based coaching, for example.
 - The guide released in March has a crosswalk of reflective questions for coaches related to TPOT items.
 - Possible Improvement for Maryland: implementing a culture of coaching and support for coaches that need encouragement such as group coaching.

The June 2022 meeting will be the extended Quarterly SLT Meeting which includes a report-out from each subcommittee sharing progress on their goals and activities.

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

Adjourned

Next Meeting: Tuesday, June 7, 2022, 11 AM – 1 PM, Zoom