

# Maryland Pyramid Model State Leadership Team Meeting

*Date* Tuesday, January 10, 2023 | *Time* 11:30 AM – 1 PM | *Location* Zoom

*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 the 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 (Black, Indigenous, and People of Color) 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:** Angela Brewer, *Judy Center Learning Hub at RME*; Mary Rose Catena, *Montgomery County Public Schools*; Don Corbin, *MSDE*; Lacey Egerton, *Maryland Family Network*; Martha Hartlaub, *UMB SSW*; Meredith Holmes, *Anne Arundel County Public Schools*; Angelique Kane, *UMB SSW*; Mary Manning-Falzarano, *Montgomery County Infant & Toddlers Program*; Kristen Paul, *Parent's Place of Maryland*; Lisa Shanty, *MSDE & IDEALS*; Nyrobi Tyson, *UMB SSW*; Rachel Vannatta, *UMB SSW*; D'Lisa Worthy, *Behavioral Health Administration*

- **The meeting was initiated, and members present were invited to sign in within the chat and add any agency updates to share.**
- **Attendees were asked to share one hope they have for Pyramid Model work for 2023 (locally or statewide).**
  - *Increased involvement of parents*
  - *Integrate Pyramid into all we do*
  - *Focus on joy and play*
  - *Looking forward to teaching pre-service teachers*
    - Expanded discussion was held around the importance of pre-service teachers to have training in the social and emotional development needs of children. Conversation included support for these skills to be elevated above teaching concrete concepts to early learners (ex. letters, numbers).
- **Angelique reviewed her transition into a new role as Equity Coordinator for PIEC, and introduced**

Martha Hartlaub as a new PIEC Program Specialist, who would be taking over as the contact person for the SLT. Martha can be reached at [martha.hartlaub@ssw.umaryland.edu](mailto:martha.hartlaub@ssw.umaryland.edu)

- A prompt was shared that the Bylaws were going to be reviewed and updated, as needed, at a future meeting, per annual practice.
- The December 2022 BOQ Retreat Minutes were reviewed and ratified.

### Administrative BOQ Items for 2023

- The Vision, Mission, and Equity Statements were read and reviewed.
- Reminder to send completed 2023 Membership Pledge & Commitment Letters to [martha.hartlaub@ssw.umaryland.edu](mailto:martha.hartlaub@ssw.umaryland.edu). These documents can be found here: [2023 PM SLT Commitment Letter & Membership Pledge.pdf](#)
- Subcommittee Updates:
  - Looking for ways to encourage others to get involved.
  - Link was shared for interested participants for SLT Subcommittees: [SLT Subcommittee Sign Up](#)
  - Upcoming Subcommittee Meetings
    - Elevating Equity: New time TBD
    - Professional Development (1st Wednesdays @ 1 PM): Wednesday, March 1, 1 - 2 PM
    - Fidelity & Evaluation (2nd Mondays @ 9 AM): Monday, February 13, 9 - 10 AM
    - Family Engagement (4th Thursdays @ 1 PM): Thursday, January 26, 1 - 2 PM
    - Implementation & Demonstration Site (4th Mondays @ 2 PM): Monday, January 23, 2 - 3 PM

### Announcements & New Resources

#### 1. National

- a. NCPMI Resources were shared
  - [Refreshed Implementation Checklist](#)
  - [Refreshed Caregiver Planning Form \(English\)](#)
  - [Refreshed Caregiver Planning Form \(Spanish\)](#)

#### 2. Maryland

- a. Implementation Sites
  - Applications closed on January 3.
  - Implementation & Demonstration Site Subcommittee is reviewing applications.
- b. SLT Chair & Vice Chair Status
  - No nominations received.
  - Participants inquired as to a refresher on the purpose of these positions. Angelique provided background on the initiative, emphasizing the intention that these positions were envisioned to provide equitable voice and opportunity for members to lead. Participants indicated a general interest in the positions, but the consensus was that everyone's plates were too full to take these roles on.
  - Discussion was held around how to proceed.
    - Suggestions included bringing on a parent to co-lead. Angelique provided insight into how the Family Engagement subcommittee is pursuing something similar with caregiver involvement and possible stipends.
    - Comments included investigating additional funding for training/onboarding of any new leadership members to the team.
    - There was support of the PIEC team continuing infrastructure/leadership for the SLT using existing funding.
    - Angelique reinforced the commitment to ensuring that documentation and email communication regarding chair and vice chair status with the group will be handled with care, as those not able to participate in the meeting may have additional input to share.
    - There was agreement that next steps will be determined at a future date, and the topic was tabled.
- c. Sharing the Annual Report
  - Reminder to share the report with any groups that would benefit from it.

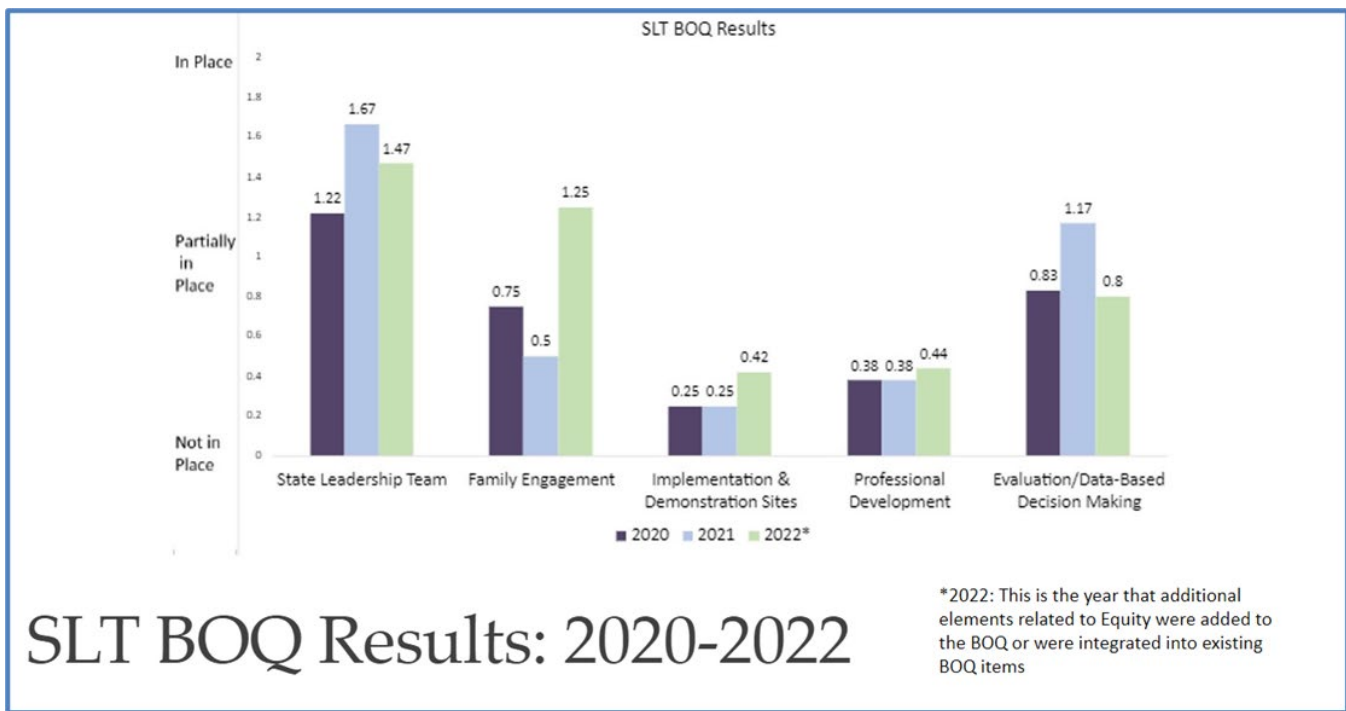
- Complete the link for details of where the report was shared: [Annual Report Sharing Survey](#)

### SLT Bylaws

- Current version of [Bylaws](#) shared ahead of meeting for review.
- Updates have been made over the previous year, but additional review will need to take place per the guidelines within the annual review.
- Members will be asked in the next meeting (February 7) for suggested edits.

### SLT Priorities & Work Plan

- SLT BOQ Results for 2020-2022 were reviewed, illustrated in the chart below.
- Explanation was provided for 2022 results, completed and ratified by the SLT members during the December retreat: This is the year that additional elements related to Equity were added to the BOQ or were integrated into existing BOQ items.



- This graphic was provided to show a big picture of an averaged look at progress to inform decisions around where to focus future work.
- Link was shared to the completed BOQ for detailed viewing: [Completed SLT BOQ](#)

### BOQ Priorities Activity

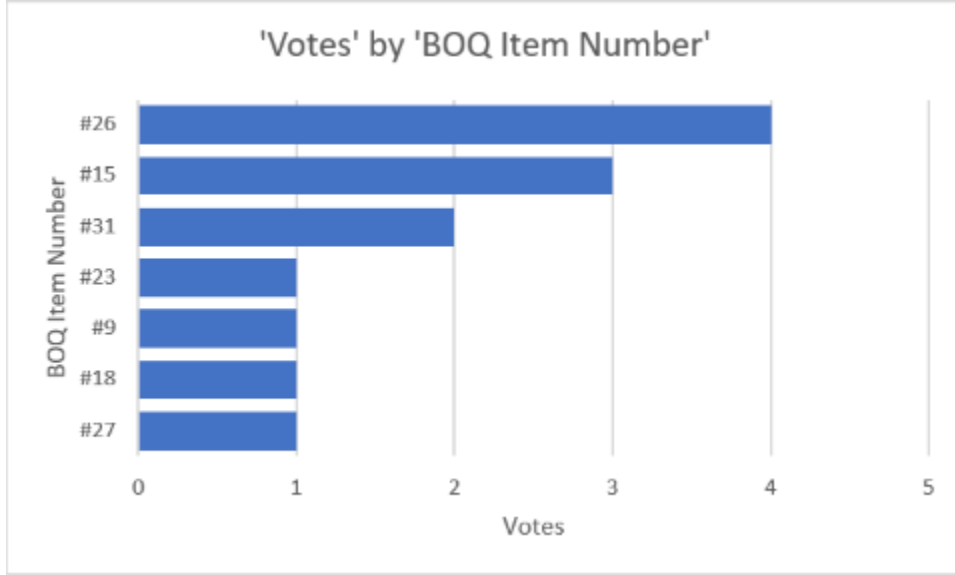
- Padlet link was shared so participants could reflect and enter top 1-2 priorities for each BOQ section.
- Data was synthesized by the PIEC team (see **Appendix A**) and will be reported out at the next meeting, as well as to applicable subcommittees.

### Adjourned

**Next Meeting:** Tuesday, February 7, 2023, 11:30 AM – 1 PM

## Top 3 BOQ Proposed Priorities: SLT Executive Committee

[Full BOQ Scores](#)



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)

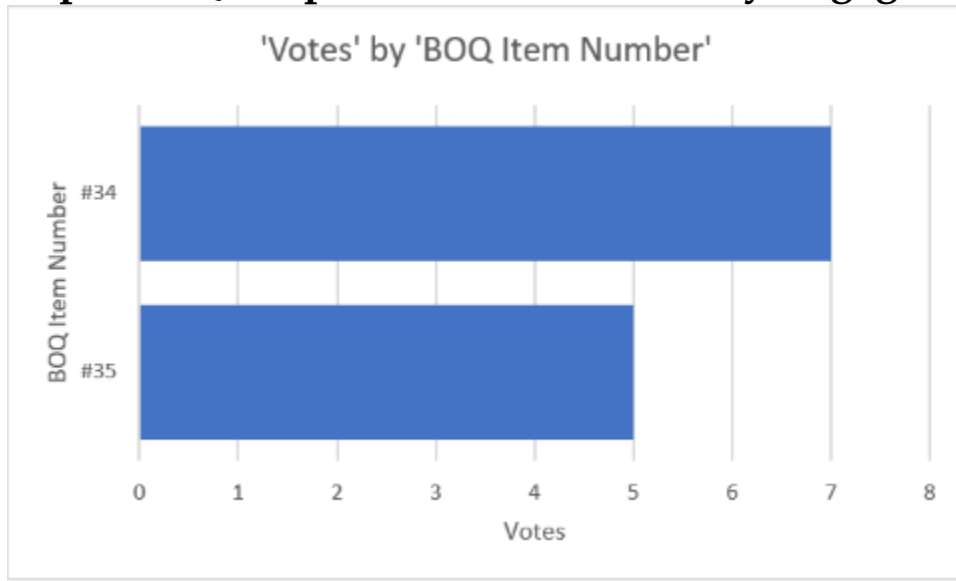
2

15. Individuals who are not members of the SLT are included in workgroups to review materials and plans for equity

3

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

## Top 3 BOQ Proposed Priorities: Family Engagement Subcommittee



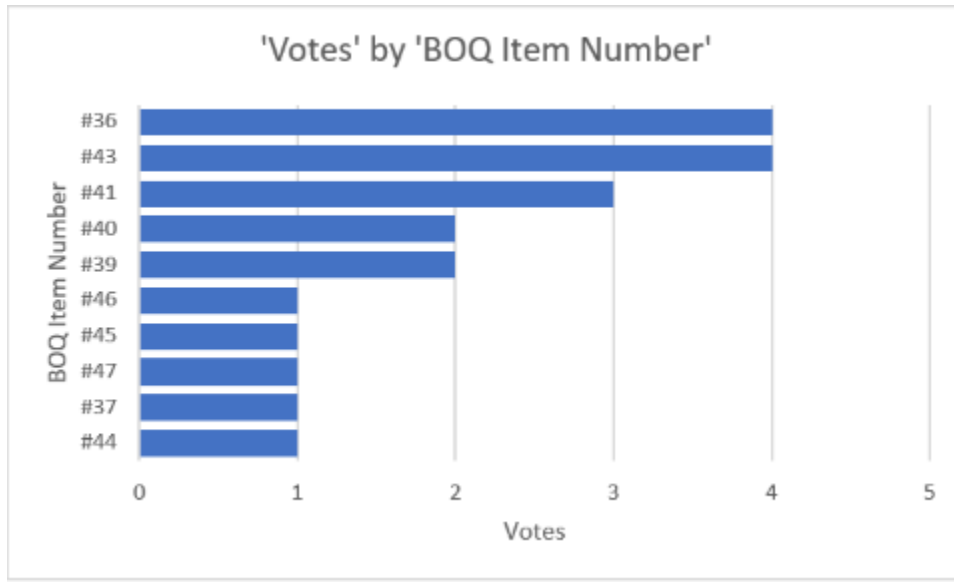
1

34. The SLT develops and employs mechanisms for communicating with families about the initiative

2

35. The SLT develops mechanisms for family members to provide feedback at least annually on the quality of PM implementation experienced by their children

## Top 3 Proposed BOQ Priorities: Implementation & Demonstration Sites Subcommittee



1

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

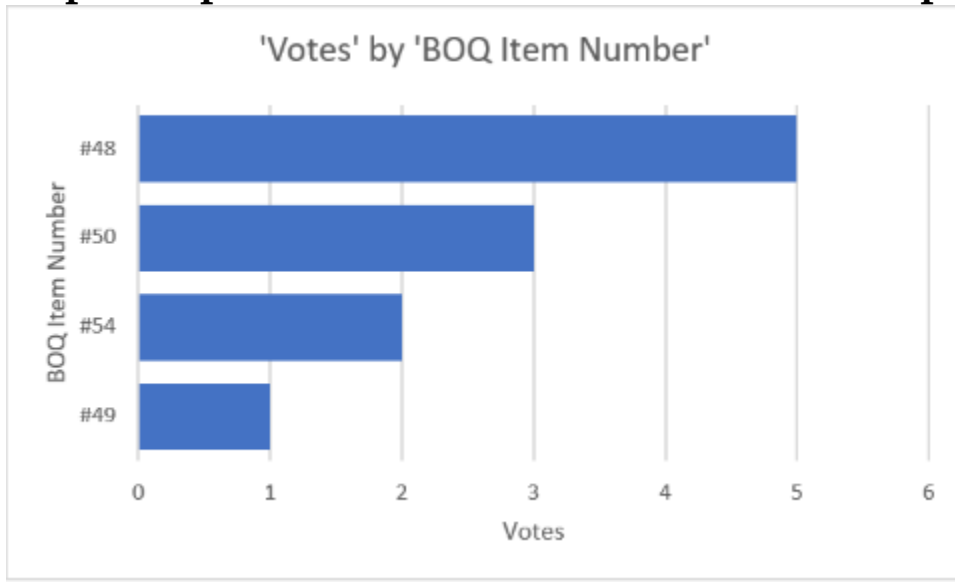
2

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

3

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

## Top 3 Proposed Priorities: Professional Development Subcommittee



1

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

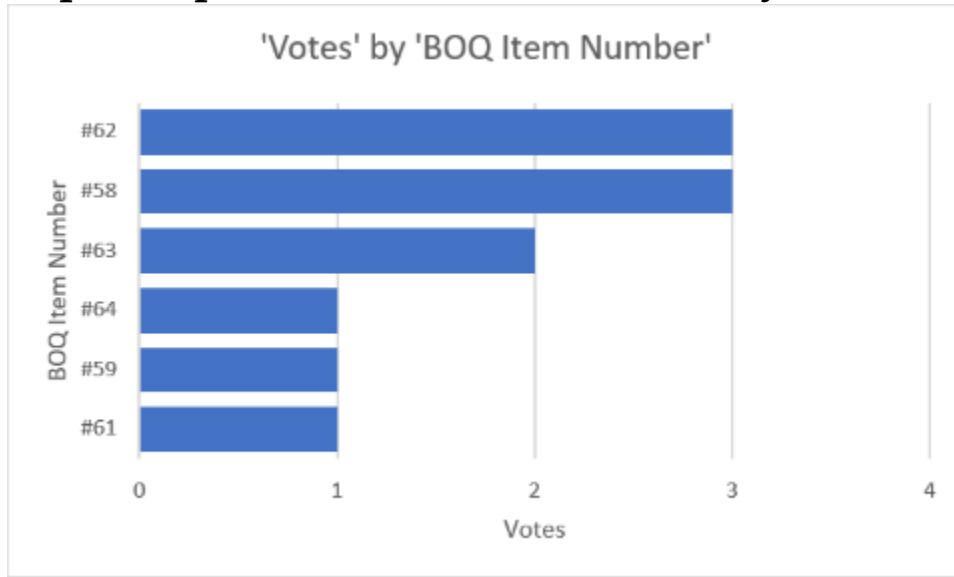
2

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

3

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

## Top 3 Proposed BOQ Priorities: Fidelity & Evaluation Subcommittee



1

62. Inclusion, 619, or IEP data are examined to determine how and if children with disabilities are receiving services in PM implementation programs

2

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 communities as well as how to submit the data

3

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