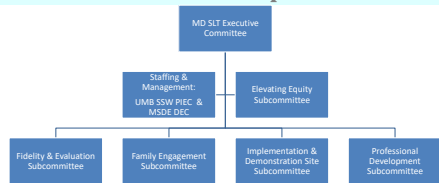


Maryland Pyramid Model 2020 & 2021

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State Leadership Team



SLT priorities over the last two years:

- Created Elevating Equity Subcommittee
- Created formal subcommittees and selected chairs
- Formalized membership including commitment letters
- Surveyed providers on use of and need for PM training and coaching to start implementation & demonstration sites

Current BOQ priorities:

- #14: The SLT action plan includes strategies for institutionalizing and embedding EBPs into state infrastructures such as Quality Rating Systems and Early Learning Guidelines, etc.
- #30: The SLT develops and employs mechanisms for communicating with families about the initiative
- #38: The SLT develops statewide EBPs training capacity that includes providing ongoing training and support for Program Coaches who, in turn, train and support community and program staff and Leadership Teams

Summary of Statewide Activities

Master Cadre

- Maryland's first Master Cadre graduated in 2021 after 3 years of training and coaching
- Cadre members have received training in all elements of the Pyramid Model and are prepared to support programs across the state with their training, coaching and leadership needs
- Graduated Cadre members have become involved in the SLT's subcommittees to support the advancement of the work throughout the state

Release of Updated PSF Training:

- 40 new PSF facilitators trained in August 2021, followed by 6 months of group coaching
- Next round of training scheduled for May 2022
- Plan to conduct training + 6 months of coaching on an ongoing basis

Increasing State Coaching Capacity

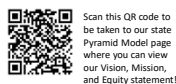
- Offered statewide Practice Based Coaching (PBC) Training
- Currently supporting one year-long Community of Practice for providers who have participated in Practice Based Coach training
- Additional PBC training offered in early April for Part C providers
- Next training to be offered at the end of April/early May for IECMHCs

Increasing State Assessment Capacity

- Provided assessment training in the TPOT, TPITOS and ASQ-SE

Equity Efforts

The Maryland Pyramid Model SLT has been committed to infusing equity in all aspects of our work and this work has been guided by the essential structures laid out by the State Leadership Team Equity Inventory:



Scan this QR code to be taken to our state Pyramid Model page where you can view our Vision, Mission, and Equity statement!

Essential Structure #1: SLT

- Elevating Equity Subcommittee
- Mission, Vision and Equity Statement
- Subcommittee Structure
- Articulated priority of DEI shared through day-long Pyramid Model Equity Retreat modeled after national Equity workgroup content

Essential Structure #2: Professional Development

- Trainers' Equity Survey
- Equity training for trainers
- Spanish Language Translation
- Curriculum Rewrite

Essential Structure #3: Implementation and Demonstration Sites

- Implementation Checklist Survey
- Plan to include in implementation guidelines

Trainings

Pyramid Model Training Attendance in 2020 and 2021		
Training Modules	Live Trainings	Asynchronous Trainings
Preschool Modules	361	1,418
Infant & Toddler Modules	86	1,152
Kindergarten Modules	104	—
Part C Modules	—	562
Positive Solutions for Families	39	—
Parent Modules	14	—
Family Engagement	—	488
Trauma Modules	—	860
Leadership Modules	—	553
Training of Trainers: Pyramid Model Coaching	14	—
Training of Trainers: Infants & Toddlers	20	—
Training of Trainers: Preschool	39	—
Other	1,761	—

7,471 training modules completed in the state 2020 and 2021

Local Pre-K/Kindergarten Implementation

Throughout Maryland, implementation of the Pyramid Model in our publicly funded Pre-K and Kindergarten programs is a priority. Most counties have participated in some level of Pyramid Model implementation, from training and coaching to full high-fidelity implementation, as defined by the BoQ. Below is a quote from one such county about the importance of this work:

"Social emotional learning is essential to young children's development. In Harford County, we have been focusing on our children's social emotional learning and the importance of learning through play for the past few years [in preschool and kindergarten]. However, this was a shift for many of our providers because academics typically were the primary focus Ongoing support focusing on small, manageable goals developed with stakeholders can have a strong impact. Providers need to know they are not alone in this journey. They need to feel heard and supported! In Harford County, we are taking small steps and highlighting our achievements weekly. Over time, providers see the positive impact of implementing the Pyramid Model in their classrooms."

-Harford County Public Schools, Director of Birth to Five Programs

Local Part C Implementation

This mission of the Pyramid Model in Part C is to increase the capacity of early intervention providers to support and address the social emotional needs of children receiving services. Maryland has 24 counties/jurisdictions; see the table below for a summary of Pyramid Model work happening in Part C programs in MD.

Number of Counties Trained in the Pyramid Model for Part C	Number of Counties using the BoQ for Part C Programs	Number of Counties Using the EIPPI*
13	8	5

Next Steps

Implementation and Demonstration Sites

- Using ARPA funds to offer incentives to teachers/ programs
- Providing funding for coaches to support demonstration and implementation sites

Part C Programs

- Infusing new NCPMI Part C training into existing Part C training and expanding training to additional counties/jurisdictions
- Adapting PBC to meet the needs of Early Intervention providers.



Statewide Support

- Working to infuse the Pyramid Model into Maryland's early childhood standards and quality rating system

Infant Early Childhood Mental Health Consultation Integration

- Continuing the ongoing work to integrate Pyramid Model into the state IECMHC programs
- Incorporating Pyramid Model into the onboarding process
- Having consultants in some locations work with programs to become demonstration/implementation sites.