



Maryland State Department of Education
Division of Special Education/Early Intervention Services

Maryland Part C State Systemic Improvement Plan: Phase III, Year 2 Report (January 1, 2017 – December 31, 2017)



The goal of the *Moving Maryland Forward: Sharpen the Focus for 2020* remains the same – to narrow the school readiness and achievement gap between children and youth with disabilities and their non-disabled peers to ensure that youth with disabilities are college, career, and community ready when they complete their schooling.



Maryland Part C State Systemic Improvement Plan

Introduction

As the lead agency for the Maryland Infants and Toddlers Program (MITP), an interagency, family-centered program supporting our youngest learners with disabilities and their families, the Maryland State Department of Education (MSDE) provides innovative leadership, accountability, technical assistance, and resource management to implement a seamless system of services Birth to Kindergarten. The Extended Individualized Family Service Plan (IFSP) Option, required by COMAR, offers families of eligible children the choice to remain on an IFSP after age three and until the beginning of the school year following the child's fourth birthday. This system and infrastructure shift for the State of Maryland served as a major catalyst for a heightened focus on school readiness results. With a laser focus on the Division of Special Education/Early Intervention Services' (DSE/EIS) Strategic Plan, *Moving Maryland Forward*, and in alignment with Results Driven Accountability (RDA), the MITP continues to transform and enhance support

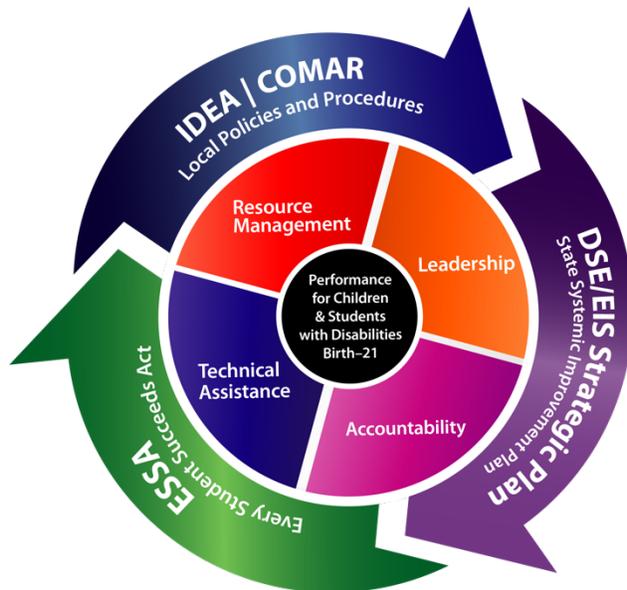


Figure 1. An Integrated System

to local Infants and Toddlers Programs (LITPs) to both comply with regulatory requirements and to implement evidence-based practices in support of the ultimate goal of narrowing the school readiness gap (Figure 1).

With continuous stakeholder guidance, the phased work of Maryland's Part C State Systemic Improvement Plan (SSIP) provides a vehicle to focus on positive social-emotional development and relationships to prepare our youngest learners for kindergarten. Significant progress occurred during Phase III, Year 2 resulting in improved alignment of the theory of action, logic model, evaluation

plan, and data collection activities to build shared understanding in the implementation of Maryland's SSIP. Creating this shared understanding through effective, high-performing teams is evident throughout this year's work and will continue to be essential for full implementation of evidence-based practices. This report outlines Maryland's progress in implementing the SSIP during Phase III, Year 2 and includes a description of the coherent improvement strategies and evidence-based practices employed during the year, a description of how stakeholders have engaged in the SSIP process, data on implementation and outcomes, data quality issues, progress toward achieving intended improvements, and plans for next year.

A. Summary of Phase III, Year 2

1. Theory of action and logic model for the SSIP, including the State-identified Measurable Result (SiMR)

The Maryland Infants and Toddlers Program *Theory of Action* for the Part C SSIP states:

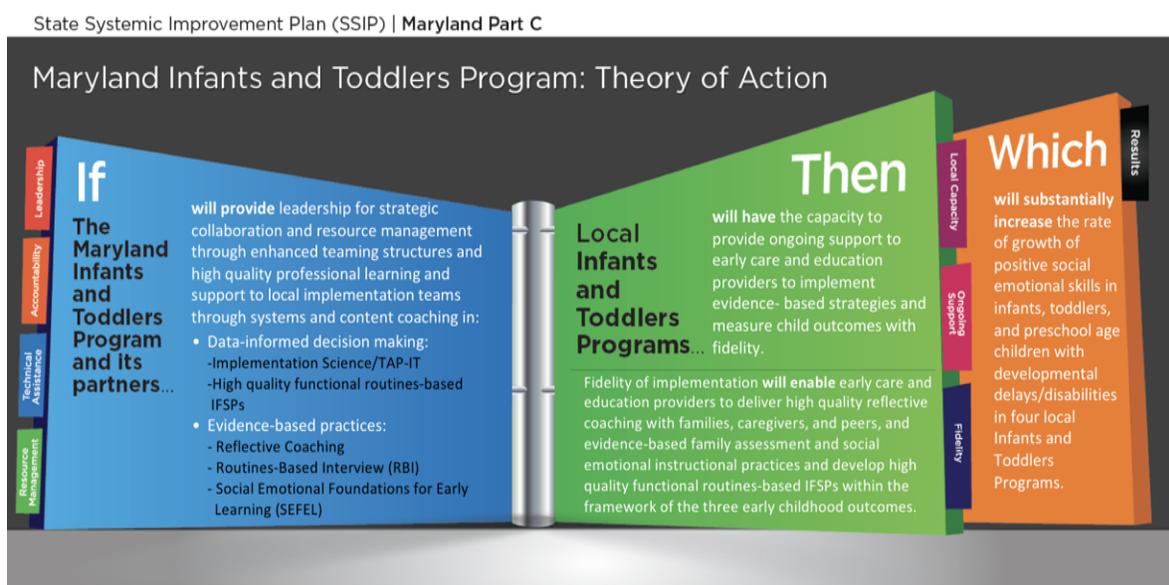
IF the Maryland Infants and Toddlers Program (MITP) and its partners provide leadership for strategic collaboration and resource management through enhanced teaming structures and provide high quality professional learning and support to Local Implementation Teams through systems and content coaching in:

- Data-informed decision-making:
 - Implementation Science/Team, Analyze, Plan, Implement, Track (TAP-IT);
 - Effective, Functional, Routines-Based IFSPs; and
- Evidence-based practices:
 - Reflective Coaching;
 - Routines-Based Interview (RBI); and
 - Social Emotional Foundations for Early Learning (SEFEL).

THEN local Infants and Toddlers Programs will have the capacity to provide ongoing support to early care and education providers to implement evidence-based strategies and measure child outcomes with fidelity. Fidelity of implementation will enable early care and education providers to deliver high quality reflective coaching with families, caregivers, and peers, and evidence-based family assessment and social emotional instructional practices to develop effective, functional, routines-based IFSPs within the framework of the three early childhood outcomes,

WHICH will substantially increase the rate of growth of positive social-emotional skills for infants, toddlers, and preschool age children with developmental delays/disabilities in four local Infants and Toddlers Programs (Figure 2).

Figure 2. Maryland Infants and Toddlers Program: Theory of Action

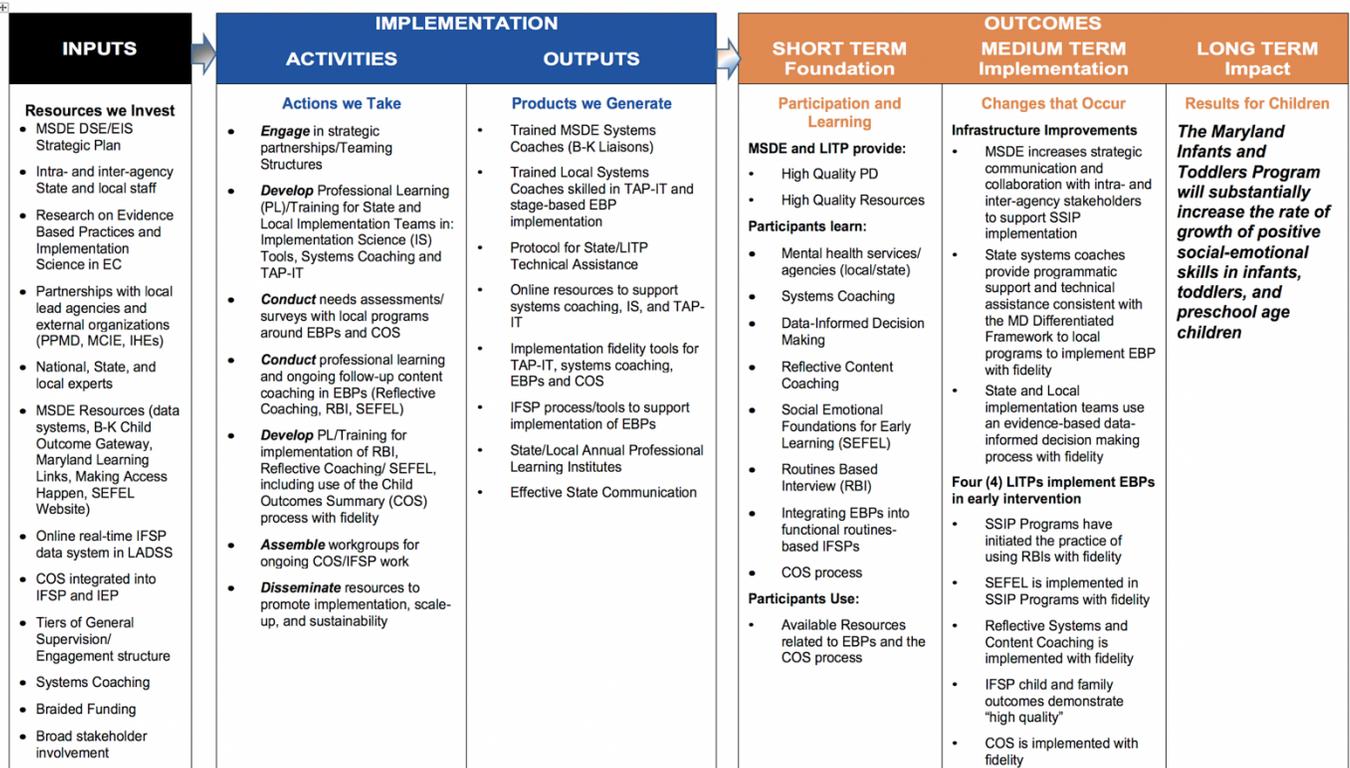


Maryland’s Part C SiMR was developed in consultation with our internal and external stakeholders over a year-long “*leading through convening*” process during Phase I. Additional stakeholder input was gathered during Phase II and Phase III, Year 1 and 2 to build a shared vision around evidence-based practices supporting social-emotional development and realized through a cohesive theory of action. A minor revision was made to the *Maryland Infants and Toddlers Program: Theory of Action* as MSDE and stakeholders identified reflective coaching as the evidence-based adult learning strategy to support the training and ongoing coaching to implement both the Routines-Based Interview (RBI) and Social Emotional Foundations for Early Learning (SEFEL). In previous versions of the *Theory of Action*, reflective coaching was only tied to the implementation of SEFEL.

During Phase III, Year 2, input and feedback from multiple stakeholder groups resulted in further refinement of the *MITP - Part C SSIP Logic Model* with implementation activities and outputs, as well as short and medium-term outcomes emphasizing both infrastructure improvements and the implementation of evidence-based practices (EBPs) (Figure 3). The logic model now serves as the foundation of the evaluation plan with both implementation and outcomes questions, activities, products, short-term and medium-term outcomes, measures of success, data sources, and data collection schedules and responsibilities.

Figure 3. Maryland Infants and Toddlers Program - Part C SSIP Logic Model with SiMR

Maryland Part C Infants and Toddlers State Systemic Improvement Plan: Logic Model and Evaluation Plan



2. The coherent improvement strategies or principle activities employed during the year, including the infrastructure improvement strategies

Three coherent improvement strategies, which focus both on infrastructure improvements and implementation of EBPs, continued to be implemented at the State and/or Local Infants and Toddlers Program (LITP) levels in Year 2 of Phase III (January 1, 2017 through December 31, 2017). In alignment with the *MITP Theory of Action*, *SSIP Logic Model*, and the *DSE/EIS Strategic Plan – Moving Maryland Forward*, infrastructure development and improvement strategies occurred within the areas of **Leadership** with a focus on collaboration and communication, **Technical Assistance** with a focus on building capacity to implement EBPs through systems and content coaching, and **Accountability** with a focus on data-informed decision making.

Coherent Improvement Strategy #1: Leadership (Collaboration/Communication)

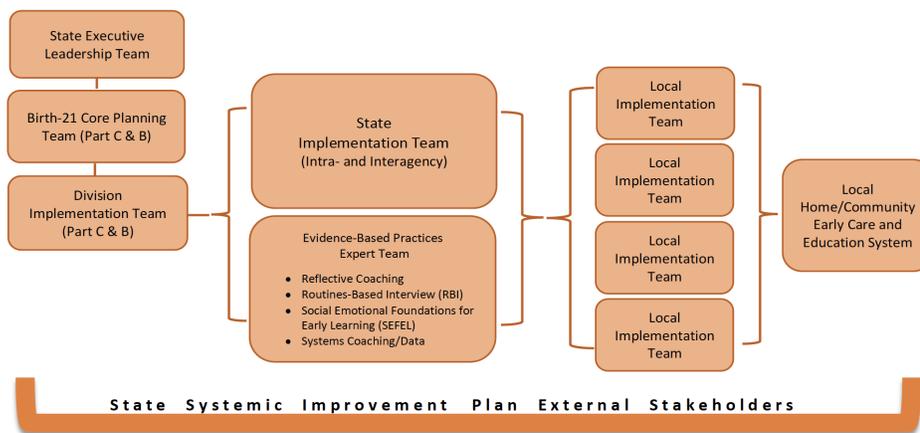
During Phase III, Year 2 the State continued engagement in strategic leadership through regular collaboration and communication with key partners to support and sustain relationships at the State and local level with the Early Childhood Mental Health (ECMH) Steering Committee, the MD ECMHC Technical Assistance (TA) team, Home Visiting programs, SEFEL State Leadership team, health care providers, and child care providers. Additionally, the State sustained teaming structures with interagency partners, within MSDE and the DSE/EIS and the Division of Early Childhood Development (DECD), with LITPs, and with broad stakeholder engagement to provide continued direction and support for SSIP implementation and evaluation as well as implementation and evaluation of a seamless, comprehensive Birth to Kindergarten (B-K) system. During Phase III, Year 2 significant progress was made in sustaining effective, ongoing teaming structures (Figure 4) including:

- Local Implementation Teams (LITs)
- Evidence-Based Practices Expert Teams
- State Implementation Team (SIT)
- Division Implementation Team (DIT)
- SSIP Birth-21 Core Planning Team
- State Executive Leadership Team
- Key External Stakeholder Groups

To measure strategic collaboration and communication within the State Implementation Team, a *Group Functioning Tool* was completed by each member of the SIT with overall positive results as well as areas for improvement. Additional effectiveness measures for the SIT, around high-performing teaming practices, were gathered through the TAP-IT Digital Portfolio (TAP-IT DP) and will continue to be a data source for the SIT and LITs during Phase III, Year 3 implementation.

Figure 4. Maryland Part C SSIP: Implementation Teaming Infrastructure

Maryland Part C State Systemic Improvement Plan (SSIP): Implementation Teaming Infrastructure

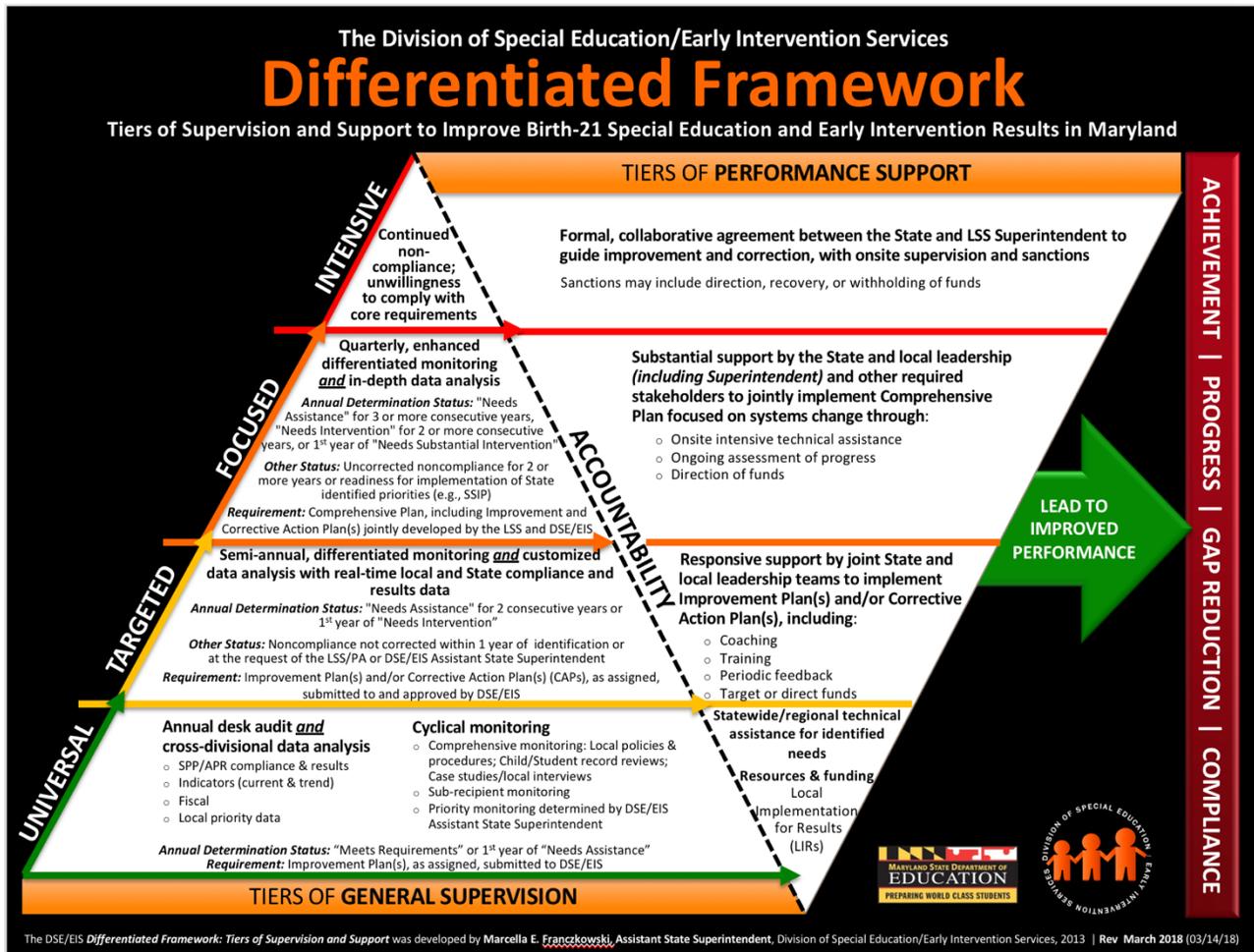


Coherent Improvement Strategy #2: Technical Assistance (Professional Learning)

During Phase III, Year 2 the State continued its technical assistance (TA) focus on supporting LITPs through systems and content coaching to continue building an implementation infrastructure focusing on three EBPs (Reflective Coaching, RBI, and SEFEL) while attending to all three implementation drivers - competency, organization, and leadership.

Systems Coaching: All four of the Part C SSIP programs reside in the Focused tier of support within the *DSE/EIS Differentiated Framework* (Figure 5). Systems Coaching is the TA approach that the DSE/EIS employs for local lead agencies (LLAs) / local school systems (LSSs) to implement the Tiers of General Supervision and Performance Support. According to the State Implementation and Scaling-up of Evidence-based Practices (SISEP) project, Systems Coaches focus on developing the capacity of the LLA/LSS to effectively implement a program, practice, or approach to enhance child, student, and/or family outcomes. There are four Systems Coaching Domains: Engagement and Collaboration, Team Development, Change Facilitation, and Data-Informed Decision Making. Coaches provide more intensive support through the early stages of implementation until the new practices are more skillfully embedded in the local program. Skilled coaches provide practice knowledge that is needed to supplement the formal knowledge and basic skills development that is offered in professional development sessions.

Figure 5. DSE/EIS Differentiated Framework - Tiers of General Supervision and Tiers of Performance Support.



It is the charge of State and Local Systems Coaches to ensure the fidelity of implementation efforts at the local program level and ultimately the local provider level. State Systems Coaches support implementation at the LIT level and Local Systems Coaches support implementation at the local provider level. During Phase III, Year 1, State and Local Systems Coaches were identified. During Year 1 and continuing into Year 2, Systems Coaching training was provided by Barbara Sims from the SISEP Center. The DSE/EIS also collaborated with Barbara Sims to develop a *Usable Strategy* document, which describes Systems Coaching in the context of Maryland’s TA approach, and a fidelity assessment for State and Local Systems Coaches to use to self-assess their practice. Baseline fidelity assessment data was collected for State Systems Coaches during Year 2 as a part of the DIT. The team used the evidence-based data-informed decision-making process (TAP-IT - Team, Analyze, Plan, Implement, Track) to analyze the Systems Coaching fidelity assessment data and the TA Log, including a root cause analysis, to develop an action plan to improve their TA services.

Technical Assistance Log: A TA Log was developed to track the technical assistance that State Systems Coaches were providing to LLAs/LSSs related to the SSIP work and has been expanded to include all TA provided by DSE/EIS. Some of the data captured through this log includes the number of TA interactions with each LLA/LSS, the Branch that the TA was provided by within the Division, the type of TA provided, the mode of interaction and a broad summary of the TA. This log was field tested by the Performance Support and Technical Assistance (PSTA) branch of the DSE/EIS during Year 2, and the DIT reviewed the information gathered to determine what was learned or needs to be adjusted, before it is launched for use by other Division branches.

Technical Assistance Client Survey: During Phase III, Year 2 a *TA Client Survey* was developed and was administered to the Local Systems Coaches in January 2018 to get feedback on TA services provided by State Systems Coaches. This survey provides DSE/EIS feedback on the quality, usefulness, and relevance of the SSIP TA services. This data will be used as a part of stakeholder feedback to inform TA moving forward.

Content Coaching by State Content Experts: During Phase III, Year 2 the State continued to contract with State-level content experts in Reflective Coaching, RBI, and SEFEL in order to provide regular (typically monthly) reflective coaching sessions to the locally identified content coaches, and quarterly face-to-face reflective coaching sessions including State/local content coaches and State/local systems coaches. In June 2017, a *Coaching Feedback Questionnaire* was developed and local content coaches for RBI and SEFEL were surveyed. While the data was very limited, it was shared with the State Content Experts and the SIT to inform the need for ongoing coaching support. An additional survey followed each of the face-to-face reflective coaching sessions to understand knowledge gain, to assess the quality of coaching, and to gather specific feedback for planning future meetings.

During August 2017, an Evidence-Based Practice Institute was held for all of the local content coaches from each of the SSIP jurisdictions, as well as other local RBI certified trainers/coaches, to provide a more in-depth look at social-emotional attachment/relationships and the RBI. A new tool, *Impact of Training and Technical Assistance (IOTTA)*, was introduced by the University of Maryland School of Social Work and administered following the EBP Summer Institute: Digging Deeper into the RBI (2 days) and Social-Emotional Development of Young Children (1 day). Results indicated the training was of high quality, relevant, and useful with a moderate change between pre-post level of competence with the information, tools, and/or skills. The *IOTTA* data not only informed the ongoing local coaching support but was extremely helpful in framing the quarterly face-to-face reflective coaching sessions.

Coherent Improvement Strategy #3: Accountability (Data-Informed Decision Making)

During Phase III, Year 2, the State continued to support an evidence-based data-informed decision-making model, TAP-IT, to assist the MITP and LITPs to use data in a practice to policy feedback loop when implementing EBPs (Reflective Coaching, RBI, and SEFEL), the Child Outcomes

Summary (COS) process, and high-quality, functional, routines-based IFSPs, so that any needed adjustments can be made. The TAP-IT approach is a five-stage decision making process—Team, Analyze, Plan, Implement, and Track. TAP-IT was conceived as a way to use relevant data sources and particular protocols to: 1) analyze child performance, 2) select appropriate interventions/innovations, 3) monitor the quality of innovation implementation, and 4) determine the effectiveness of selected innovations in producing positive outcomes for young children with disabilities and their families. TAP-IT has evolved to include the Implementation Science frameworks, which stimulate routine use of stage-based implementation.

The TAP-IT decision making process was integrated within a digital portfolio, the TAP-IT DP, and was field-tested with several of the Maryland Part B SSIP sites during Phase III, Year 1. This tool exponentially changed how data and information related to school and program progress was collected, stored, and used by State and local staff. The structured features of the TAP-IT DP prompt users to follow step-by-step procedures that are essential components of a data-informed decision making process. Furthermore, the built-in communication functions stimulate

collaboration and feedback loops between MSDE, LITPs, the Johns Hopkins University Center for Technology in Education (JHU-CTE), and other critical stakeholders and partners. These positive outcomes led to continued refinement and expansion of the TAP-IT DP. Predictably, this tool supports a TA approach that will institutionalize the effective, routine use of data to inform decisions at the State and local levels.



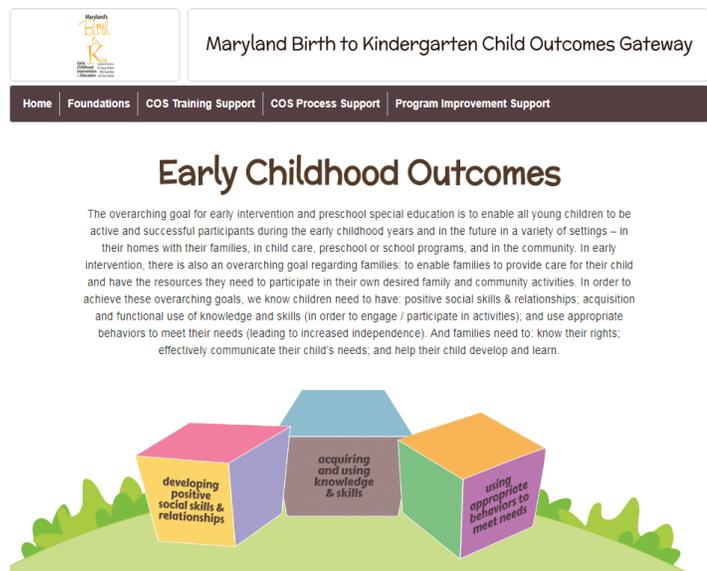
Over the course of Year 2 of Part C SSIP implementation, the TAP-IT DP has been scaled-up for use with the SIT and with all four LITs. During the spring of 2017, the SIT received initial training on the TAP-IT DP and engaged in structured facilitation utilizing the *UNITED protocol* to build a high-performing implementation team. UNITED stands for:

- Unveil beliefs, vision, mission
- Name operating standards
- Identify high performance teaming principles
- Target goals
- Establish team identity
- Determine logistics for working together

Working through the *UNITED protocol* involved the SIT completing specific tasks to come to a shared understanding of beliefs, vision, mission, learning community standards, high performance teaming principles, team performance goals, team roles, team name, and logistics for working together. While this process was time-consuming, the SIT created a team identity (EI Collaborative Change Agents) that inspires partnership and productivity for finding solutions for all three implementation drivers - competency, organization and leadership, and ultimately advances outcomes for our youngest learners. A parallel process was initially implemented by the LITs following a one-day hands-on workshop in September 2017, continuous modeling by the SIT, and follow-up systems coaching by the B-K State liaisons, local leaders, and JHU/CTE partners.

When implemented as intended, the TAP-IT process promotes continuous improvement for child outcomes and system alignment for implementation of EBPs. On a quarterly basis the SIT has started to: (1) review child outcomes data and implementation data; (2) set quarterly child outcomes performance and implementation goals; (3) determine if implementation and child outcomes performance targets were met; and (4) identify any barriers and successes around implementation and child/family outcomes so that provider training and coaching adjustments could be made in order to improve the implementation of the selected EBPs. As part of the implementation process, a TAP-IT Usable Innovation description and fidelity assessment were developed. During Year 2, the TAP-IT implementation fidelity data was collected for the first time at the end of the second TAP-IT cycle completed by the SIT. During Year 3, the TAP-IT implementation fidelity data will be collected at a minimum of twice per year at the end of two TAP-IT cycles, using the fidelity assessment developed by DSE/EIS and JHU-CTE.

Another area of focused support for accountability is ensuring all IFSP team members are considered competent in the COS process. Based on the 2016 COS Implementation Landscape Interviews (see page 22 in the Phase III, Year 1 SSIP Report), the *COS Technical Assistance Bulletin*, and the development of a *Rationale for Maryland's COS Core Components*, the DSE/EIS created the MD Birth to Kindergarten Child Outcomes Gateway website to ensure that early childhood outcomes are integrated into the IFSP and IEP process and that the COS rating process is implemented with fidelity across jurisdictions and programs Birth to Kindergarten. This NEW website includes the Foundations of Early Intervention and Preschool Special Education, COS Training Support including a *Guide to Birth to Kindergarten Child Outcomes and Child Outcomes Summary (COS) Process Training and Support*, COS Process Support emphasizing the four core components for COS fidelity, and



Program Improvement Support to focus on child-level and program data-informed decisions. In June 2017, a Birth to Kindergarten COS Training of Trainers (TOT) was piloted with the four SSIP jurisdictions, and in November 2017 five regional B to K COS TOTs were conducted. The url for the Early Childhood Outcomes website is: <http://olms.cte.jhu.edu/mdcos-gateway>.

The final area of focus to support accountability through infrastructure development are the revisions to Maryland's IFSP process and document to support the implementation of EBPs. It became apparent with the initial implementation of the SSIP, that the Maryland IFSP did not support the implementation of EBPs, specifically related to authentic assessment, understanding family resources, priorities, and concerns, developing functional routines-based IFSP outcomes, and providing routines-based intervention through an evidence-based teaming model. During the spring and summer of 2017, the MITP in collaboration with JHU/CTE reviewed IFSPs from 30 other states and convened an IFSP workgroup, with representation from across the State including the four SSIP jurisdictions. Additional stakeholder input sessions were held and recommendations were finalized for a revised IFSP process, document, and online tool to be released July 1, 2018. Readiness activities began in the fall of 2017 and will continue this spring, with hands-on IFSP TOTs planned for June 2018.

The quality of IFSP outcomes continues to be reviewed by the four SSIP jurisdictions utilizing the *Functional, Routines-Based IFSP Outcomes Review for Evidence of Standards* and was expanded this year to all LITPs as part of a self-assessment activity in preparation for regional professional learning opportunities. An additional IFSP review tool was developed to specifically identify social-emotional outcomes, services, and linkages.

3. The specific evidence-based practices that have been implemented during Phase III, Year 2

During Phase III, Year 2, the SIT and four LITs continued to support the installation and initial implementation of evidence-based practices (reflective coaching, RBI, and SEFEL). In November 2016, the SIT agreed to adopt the Sheldon & Rush model of coaching families and colleagues, with five distinct characteristics of coaching - joint planning, observation, action/practice, reflection, and feedback. This led to consensus around using reflective coaching as the evidence-based adult interaction style to support any early intervention strategy.

During Phase III, Year 1, reflective coaching was only paired with SEFEL training and implementation. However, identifying a specific coaching model highlighted the need for more in-depth training of all RBI and SEFEL trainers/coaches around reflective coaching practices. The quarterly face-to-face coaches follow-up meetings, established during Phase III, Year 1, supported RBI trainers/coaches in the morning and SEFEL coaches in the afternoon. During Phase III, Year 2, beginning in February 2017, the quarterly face-to-face meetings were renamed *EBP Reflective Coaching Sessions* and were combined to include the cadre of RBI trainers/coaches and SEFEL coaches described below.

Over the past two years, with the assistance of the State RBI Content Expert, a cadre of local RBI trainers/coaches from each of the four SSIP jurisdictions have been trained to fidelity using the *RBI Implementation Checklist* (see pages 15-18 in Phase III, Year 1 report). The local RBI trainers/coaches in each of the four SSIP jurisdictions are utilizing the RBI to complete evidence-based child and family assessment and are at various stages with training and coaching local early intervention providers. An additional seven jurisdictions have at least one local RBI trainer/coach who has been trained to fidelity and are at various stages of RBI implementation. The State RBI Content Expert is currently developing a database of all State-trained/local RBI trainers/coaches as well as those who have been nationally trained.

In collaboration with the State SEFEL Content Expert, a cadre of SEFEL coaches were identified and trained (see pages 18-19 in Phase III, Year 1 report) from the SSIP jurisdictions and continue to be supported through virtual and face-to-face follow-up coaching in the four SSIP jurisdictions. This cadre of local SEFEL coaches are providing ongoing coaching at the local level to early intervention providers who have also been trained in the SEFEL model. The *Family Coaching Checklist* has been utilized to some extent as the ongoing self-reflective fidelity tool and as the foundation for coaching conversations. Continued implementation work during Year 3 by the SIT and LITs will focus on the rationale, purpose, and frequency of utilizing the *Family Coaching Checklist* by local early intervention staff. Additionally, the *Benchmarks of Quality (BOQ)*, completed twice during Phase III, Year 2, by local leaders and local SEFEL coaches, gauges the fidelity of SEFEL implementation in each local SSIP jurisdiction and assists the State SEFEL Content Expert with the focus of her follow-up coaching sessions. Continued work by the SIT and LITs in Year 3 will focus on how and with whom the *BOQ* is completed to gather accurate, actionable data to dynamically support sustainable infrastructure shifts for full implementation of the SEFEL model. During Year 2, an additional eight jurisdictions were trained in the MITP Home Visiting SEFEL model with follow-up coaching initiated in four of the local infants and toddlers programs. Further expansion of systems and content coaching support for SEFEL implementation will continue in Year 3.

Table 1 displays a brief overview of each of the four SSIP jurisdictions, the three EBPs, the implementation stage of each EBP during Phase III, Year 2 and a few of the key implementation activities.

Table 1. Key Activities/Implementation of Evidence-Based Practices

Evidence-Based Practice	Year 2 Implementation Stage	Year 2 Key Activities/ Implementation of Evidence-Based Practices
Cecil County (CC)		
Reflective Coaching	Initial Implementation	<ul style="list-style-type: none"> Added an additional Service Coordinator position to allow for a lower caseload and time to coach for RBI and SEFEL with regular coaching sessions & documentation occurring Developed Local RBI training plan
Routines-Based Interview	Initial Implementation	<ul style="list-style-type: none"> Professional Development: RBI; Theory of Practice for Service Coordinators; developing functional outcomes; overview of EBPs Planned PD for next year to include expanding to all district service providers Developed a Cecil County Public Schools Pyramid of social-emotional supports
SEFEL	Installation	<ul style="list-style-type: none"> Established a systematic request system for requesting support from a school psychologist (consultative or direct) Linked all resources through internal ITP resource system Implemented universal screening using ASQ-SE at six month reviews Continued regular ongoing reflective coaching sessions facilitated by State content expert in SEFEL with local SEFEL coaches Rush and Shelden: Three webinars, two on-site days, and six months of follow up Participated in EBP face-to-face (F2F) Reflective Coaching Sessions
Frederick County (FC)		
Reflective Coaching	Initial Implementation	<ul style="list-style-type: none"> Hired a local Systems Coach to coordinate all EBP activities Met monthly with the LIT to guide the EBP implementation work and began utilizing the TAP-IT DP process in the Fall of 2017
Routines-Based Interview	Initial Implementation	<ul style="list-style-type: none"> Retrained all staff utilizing the revised B-K COS training protocol with follow-up coaching (i.e., additional scenarios using age-anchoring resources and COS Rating Prep Tool) Began development of onboarding process for reflective coaching (staff previously trained by Shelden & Rush) and COS Created a local RBI Training and Coaching Plan Trained all staff in content area for RBI and IFSP Outcomes Writing Began reflective coaching support for RBI coaching sessions with local providers (individually) and now have 10 early intervention providers trained to fidelity
SEFEL	Installation	<ul style="list-style-type: none"> Continued regular ongoing reflective coaching sessions facilitated by State content expert in RBI with State-trained local RBI trainers/ coaches Continued regular ongoing reflective coaching sessions facilitated by State content expert in SEFEL with local SEFEL coaches Began ongoing reflective coaching support around SEFEL strategies with local providers during designated regional teaming time Began discussing system level changes (i.e., social-emotional screening and assessment tools) based on Benchmarks of Quality data

Howard County (HC)

Reflective Coaching	Initial Implementation	<ul style="list-style-type: none"> • Participated F2F training with Shelden and Rush - February 20-21, 2017 • All staff completed six coaching logs and participated in team-based webinars with Rush and Shelden to review those logs. Once the work was complete, the final data indicated that 27 providers met full fidelity, five were approaching fidelity and three did not demonstrate fidelity July 1- Nov 30, 2017 • Conducted initial RBI on-boarding with two new providers. Each provider has had an opportunity to observe and participate in several RBIs. A coach will schedule to complete a fidelity checklist with each prior to the end of the school year • Coaches met with State RBI content expert to discuss needs and attended the MSDE EBP reflective coaching sessions this year. All staff are fully trained excluding the new providers • ITP Leadership and LIT examining practices, particularly those in Tier 1 of SEFEL • Teams are in the process of analyzing data looking at correspondence between identified 25% delay in social-emotional development and IFSP outcomes • Early Intervention Assessment Team is looking at best practices to infuse further screening of social-emotional needs for all referrals • Local SEFEL coach attended the MSDE EBP meetings this year and ITP director has had additional meetings with State SEFEL content expert and B-K Liaison to discuss next steps regarding professional learning needs
Routines-Based Interview	Full Implementation	
SEFEL	Exploration/ Installation	

Montgomery County (MC)

Reflective Coaching	Installation/ Initial Implementation	<ul style="list-style-type: none"> • The LIT met twice a month to guide installation and implementation work. • Shelden and Rush presented introductory material to all MCITP providers (~280-300 providers) in Fall 2016 • Shelden and Rush returning for Spring Institute with more in-depth material for two days in April 2018 • MCITP planning to train six teams of six master coaches each with Shelden and Rush using our Professional Learning Opportunities (PLO) Grant in conjunction with the Montgomery County Public Schools in Fall/Winter 2018/2019 • Local RBI coaches attended the quarterly EBP Reflective Coaching Sessions • Trained 24 RBI coaches (in addition to the five or six trained by MSDE initially) between August and December 2017 • Began training of first cohort of 48 RBI Interviewers in February 2018 - training is being offered in triads • Next cohort is targeted to begin training in Fall 2018 • All MCITP staff were SEFEL trained between September 2016 and the present • Monthly coaches' meetings were initiated, but have been held inconsistently until recently due to multiple transitions of state EBP experts • Local SEFEL coaches have attended the quarterly EBP Reflective Coaching Sessions
Routines-Based Interview	Installation/ Initial Implementation	
SEFEL	Installation	

4. Brief overview of the year's evaluation activities, measures, and outcomes

Maryland and its partners developed the MITP SSIP evaluation plan in Phase II and made minor revisions to its plan in Phase III, Year 1 with the aid of external evaluators. During Year 2, continued work with external evaluators and stakeholders aligned the evaluation plan to the revised logic model which maps implementation activities and performance measures to the short, medium, and long-term outcomes. The evaluation includes formative data collection to support continuous improvement of SSIP implementation and to assess progress toward achieving (1) increased intra- and interagency collaboration and communication, (2) high quality professional learning and support to LITs through systems and content coaching in data-informed decision-making and EBPs, (3) increased capacity of LITPs to implement evidence-based strategies, (4) increased capacity of LITPs to measure child outcomes with fidelity, and (5) increased engagement of families as evidenced by functional, routines-based IFSP outcomes.

The evaluation is conducted by MSDE in collaboration with external evaluators and partners. During Year 2 implementation, evaluation activities focused on assessing (1) the quality of the professional development provided, (2) level of knowledge gained by participants, (3) identification of needs for follow-up and support, and (4) progress on implementation of data-informed decision making and EBPs. Details of the results are included in section B.1.b and section C of this report.

5. Highlights of changes to implementation and improvement strategies

The MSDE and the SIT continually assess implementation and improvement strategies and make adjustments based on intra- and interagency stakeholder feedback and results of efforts. In Year 1 of implementation, the SIT added a face-to-face retreat to the meeting structure and lengthened the monthly virtual meeting to 1.5 hours. Further adjustments to the SIT meeting structure were made in Year 2 by alternating a 1.5-hour virtual meeting with a 3-hour face-to-face meeting each month. The 1.5-hour meetings are for updates from LITs, the EBP Expert Teams, the MSDE, and other SIT members. The 3-hour in-person meeting allows for the SIT to receive joint training, engage in in-depth conversations, and complete the quarterly TAP-IT cycles. Additional changes to implementation and improvement strategies have in large part been a result of the discussions at the face-to-face meetings, including the TAP-IT process.

One significant change centered on the identification and implementation of EBPs. Initially, reflective coaching was paired with SEFEL training and implementation. However, there was consensus that reflective coaching was the preferred evidence-based adult interaction style that should be employed to support any early intervention strategy. It also became very apparent that there were many interpretations and versions of what reflective coaching looked like in practice. The SIT agreed to adopt the Shelden & Rush model of coaching families and colleagues, with five distinct characteristics of coaching, as the reference for all trainings and conversations. This identification of a specific coaching model highlighted the need for more in-depth training of all

RBI and SEFEL trainers/coaches to create a shared language and understanding of reflective coaching practices. Therefore, the quarterly EBP sessions that were split with RBI trainers/coaches meeting in the morning and SEFEL coaches in the afternoon were combined, beginning in February 2017, and the focus shifted to building coaching capacity and integration of practices across all EBPs.

The need for additional training on reflective coaching and support in integrated implementation of the EBPs also led to a change in planning for the annual summer RBI Institute, based on feedback from SSIP directors, local RBI and SEFEL trainers/coaches, and the State EBP expert team. Rather than bringing in a new third cohort for a week of RBI training and certification, the decision was made to bring the existing cohort of local RBI trainer/coaches (trained in August 2015 and 2016) together for a two-day EBP Summer Institute to deepen the level of understanding of RBI practices and the continued support around reflective coaching. A third day of this EBP Summer Institute focused on additional training on social-emotional development for both RBI and SEFEL coaches.

Finally, as the MSDE continued to attempt to collect implementation fidelity data, ongoing feedback received during the SIT meetings revealed that the timelines to complete fidelity checklists identified in the original evaluation plan were not realistic in practice. Initially, there was agreement that providers would complete fidelity checklists to be used primarily as a guide to reflective coaching conversations and the RBI or SEFEL checklist would be completed on alternating months. The frequency of completing the RBI checklist has been addressed within the context of developing a *Guide to RBI Training and Coaching Support* and adjusted to include the initial checklist needed for certification and then use of a reflective checklist (either the *RBI Implementation Checklist* or the *RBI-Fidelity Coach*) twice annually. The frequency of completing the *Family Coaching Checklist* for SEFEL strategies will be addressed within the SEFEL TAP-IT cycle, to begin March 2018, with input from the model developers, State EBP expert team, SSIP directors, and the SIT.

	<p>1.1.2 The MITP staff facilitates Statewide opportunities to learn more about ECMH Consultation Project, Home Visiting programs, and specific healthcare provider initiatives related to mental health.</p> <p>1.1.3 The MITP staff facilitates robust stakeholder communication around the importance of supporting social-emotional needs through SSIP one-pager, other postings, and guidance.</p> <p>1.2 In collaboration with partners, MSDE ensures that childcare providers are informed about the early intervention, preschool special education, and ECMHC process by building awareness of support and resources among State and local early intervention leaders through Maryland EXCELS so that more children in MITP receive their services in a high quality inclusive child care environment.</p> <p>1.2.1 A childcare representative from the DECD participates in monthly DSE/EIS cross-divisional meetings, including the monthly SIT meeting and the monthly EC Collaborative meeting.</p>	<p>Three focusing on the financing of ECMH services; DSE/EIS staff participating as a core member of the MD ECMHC T/TA team receiving intensive TA from the Substance Abuse and Mental Health Services Administration (SAMHSA)'s Center of Excellence (CoE) for Infant and Early Childhood Mental Health Consultation (IECMHC) provides the opportunity to build cross-system collaboration with the ECMHC project.</p> <p>1.1.2 Specific State/local collaborative efforts are shared as part of the SIT virtual meetings (every other month). Beginning in early 2017, the SICC established an ECMH task force focusing on State/local collaboration. The task force's specific focus is breaking down barriers associated with social-emotional development screenings, silos, and stigma.</p> <p>1.1.3 The DSE/EIS released version 2 of its Strategic Plan - <i>Moving Maryland Forward: Sharpen the Focus for 2020</i> with a full page highlighting the SSIP - Leveraging EBPs through the MITP SSIP and the School-Age SE SSIP (November 2016).</p> <p>Additionally, during the 2017-2018 school year, the <i>Early Learning Assessment (ELA)</i>, Maryland's statewide early learning formative assessment (for children ages three through kindergarten) began requiring the administration of seven learning progressions from the social foundations domain to preschoolers with disabilities; a clear alignment to the Part C SSIP focus.</p> <p>1.2 Continued collaboration at the State/local level through regular participation in State-level collaborative meetings with Division of Early Childhood Development (DECD) and other partners to build awareness of EI/ECSE, ECMHC, EXCELS, and the importance of high-quality inclusive early childhood settings, including attendance at regional Professional Learning Opportunities (PLOs) (October 2017) focused on implementing a B-K System of Services for infants, toddlers and preschoolers with disabilities through evidence-based teaming practices, natural and inclusive learning opportunities, and effective coaching.</p> <p>1.2.1 During the Fall of 2016, a DECD representative who attended both the SIT and EC Collaborative meeting resigned from MSDE and returned to her previous role as a Child Care Center Director. Another DECD team member began attending the monthly collaborative meetings with our JHU/CTE partners in September 2016. The DECD team member provides regular updates on the developmental screening initiative as well as other early childhood initiatives and activities. A DECD representative who leads</p>	<p>Met and Continuing</p> <p>Met and Continuing</p> <p>Met and Continuing</p> <p>Met and Continuing</p>
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<p>Engage in Teaming Structures - The SSIP Implementation Structure</p>	<p>1.2.2 Making Access Happen (MAH) provides online “<i>just in time, just for me</i>” tool kit and training/TA to better address the needs of early care and education professionals in supporting young children with disabilities/ developmental in natural/inclusive settings.</p>	<p>both the ECMH consultation project and serves as the MSDE Head Start liaison is now a member of the SIT.</p> <p>1.2.2 Additional resources were added to the online “<i>just in time, just for me</i>” MAH toolkit focusing on Authentic Assessment (specifically RBI) and Reflective Coaching (specifically a reflective coaching conversation between an early intervention provider and a childcare provider).</p>	<p>Met and Continuing</p>
	<p>1.3 The MSDE creates teaming infrastructure with stakeholders to provide guidance and support for implementation of EBPs to fidelity in each of the four ITPs.</p>	<p>1.3 The MSDE has created and sustained its robust teaming infrastructure with continuing work with stakeholders and partners through:</p> <ul style="list-style-type: none"> • Four LITs with regular attendance by MSDE B-K systems coach • SIT monthly meetings • EBP Expert Teams monthly/bi-monthly meetings • DIT monthly meetings • SSIP B-21 Core Planning Team quarterly meetings • Executive Leadership Team monthly meetings • Key Stakeholder Groups (SICC, IFSP Users, etc.) quarterly meetings 	<p>Met and Continuing</p>
	<p>1.3.1 MSDE Cross-Departmental Executive Team, DSE/EIS B-21 Core Leadership Planning Team, and the DIT provide guidance and support of the SSIP work, including designating specific cross-departmental team members to the SIT.</p>	<p>1.3.1 The MSDE Cross-Departmental Executive Leadership Team meets regularly to address MSDE priorities in alignment with the <i>Every Student Succeeds Act (ESSA)</i>, which emphasizes the implementation of evidence-based interventions and practices. The MSDE, DSE/EIS <i>Strategic Plan</i> is aligned with ESSA and provides the foundation of the SSIP work.</p> <p>Formation of the Division Implementation Team (DIT) consisting of the Part B and C programmatic staff and monitoring staff was completed during Year 1. During Year 2, this team continued to meet monthly.</p> <p>In February 2017, a new member was identified and added to the SIT team from the Division of Educator Effectiveness. This member was identified through the Executive Leadership Team, which recommended staff from other divisions for both Part C and Part B teams.</p>	<p>Met and Continuing</p>
	<p>1.3.2 MSDE creates a SIT comprised of family advocate, cross departmental State leaders, local lead agency leaders, EBP content experts, and the SICC Chair to guide the provision of high quality TA and performance support through a system coaching approach to implement the EBPs to fidelity in four local</p>	<p>1.3.2 Utilizing the <i>UNITED protocol</i> within the TAP-IT process, the SIT has transformed into a high performing team and made collaborative decisions regarding meeting structure and format. The SIT meets every month alternating between a F2F 3-hour meeting and a webinar/updates 1.5-hour meeting.</p>	<p>Met and Continuing</p>

	ITP programs. 1.3.3 MSDE supports the development of a LIT comprised of local program leaders and decision-makers in each of the four ITPs.	1.3.3 All four LITs are meeting on a monthly basis and the MSDE assigned B-K systems coach attends these meetings regularly. Starting in the Fall of 2017 the LITs began utilizing the TAP-IT DP to facilitate the <i>UNITED protocol</i> to ensure a high-performing team and are actively engaged in installation and initial implementation of the EBPs.	Met and Continuing
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Table 3. SSIP Action Plan: Strategy #2 - Implementation Progress

Action Plan			
STRATEGY #2: Provide technical assistance and programmatic support with a focus on family partnership and evidence-based practices: a) Systems Coaching, and b) Content Coaching			
LOGIC MODEL Implementation Activity	Long and Short Term Activities	Status What has been accomplished? What milestones have been met?	Timelines Met/Completed Met/Continuing Not Met
Develop Professional Learning (PL)/Training for LITs in - Implementation Science (IS) Tools, Systems coaching, and TAP-IT	2.1 State and local liaisons provide systems coaching to support implementation of EBPs to fidelity in each of the four LITPs.	2.1 Systems coaching installation began in Year 1 with the identification and training of an MSDE B-K systems coach and two local systems coaches supporting each LITP. During Year 2, systems coaching is supporting the implementation of EBPs to fidelity in each of the four LITPs (see accomplishments below).	Met and Continuing
	2.1.1 MSDE invites four local infants and toddlers programs to participate in the SSIP. Each program agrees to implement ongoing and new key initiatives/EBPs as agreed upon by stakeholders in the SSIP.	2.1.1 The invitation to join as an SSIP jurisdiction was completed during Year 1. The four SSIP jurisdictions continue to provide competency, organization, and leadership support to implement EBPs.	Met and Continuing
	2.1.2 MSDE develops a protocol and timelines for TA activities aligned to the DSE/EIS <i>Differentiated Framework</i> .	2.1.2 A DSE/EIS TA log was piloted and a draft TA manual was developed during Year 2 in alignment with the DSE/EIS <i>Differentiated Framework</i> and includes content about Systems Coaching.	Met and Continuing
Develop PL/Training for implementation of	2.1.3 MSDE provides professional learning opportunities to increase the knowledge and skills of the four Birth to K State Liaisons and 2 LITP leaders (per jurisdiction) of their role as system coaches.	2.1.3 Division Implementation Team members (State regional B-K liaisons, School Age liaisons & B-21 monitors) and two members from each of the four LITPs began training in Systems Coaching during Year 1 and continued during Year 2 with a post-assessment completed in May 2017. A <i>Systems Coaching Practice Profile</i> and <i>Fidelity Assessment</i> were developed in Year 2 with baseline systems coaching fidelity data collected for State systems coaches during Year 2.	Met and Continuing
	2.2 Providers implement Routines Based Interviews (RBI) with fidelity to better	2.2 In the fall of 2017, the SIT began engaging in the quarterly TAP-IT process and chose to focus on increasing the number of staff implementing RBIs with fidelity. The	Met and Continuing

<p>Reflective Coaching, RBI, SEFEL</p>	<p>engage families in the IFSP process.</p>	<p>SIT as part of the TAP-IT Cycle 1 created an implementation data sheet documenting the number of staff in training, the number of staff trained to fidelity, the number of staff in reflective coaching with peers, the number of staff implementing the strategies, and the number of staff implementing with fidelity as measured by ongoing self-reflective checklist and annual fidelity review. During Year 2, the number of providers trained to fidelity in the 4 SSIP jurisdictions increased, with approximately 17% of all providers implementing RBI across all 4 SSIP jurisdictions.</p>	
<p>Conduct professional learning and ongoing follow-up content coaching in RBI</p>	<p>2.2.1 MSDE conducts RBI professional learning and follow-up coaching for SSIP local program trainers and leaders.</p> <p>2.2.2 MSDE implements an RBI certification process to ensure RBI certified trainers are available.</p> <p>2.2.3 RBI training is conducted by certified trainers in each of the SSIP jurisdictions.</p>	<p>2.2.1 During the Summer 2017 EBP Institute and at quarterly EBPs Reflective Coaching sessions (February 2017, May 2017, November 2017), MSDE, in collaboration with a State RBI Content Trainer/Coach (a nationally trained RBI expert), provided ongoing professional learning and follow-up coaching for SSIP local RBI trainers/coaches and their leaders.</p> <p>2.2.2 The RBI certification process (for MD State-approved RBI Trainers/Coaches) established during Year 1, continued during Year 2 with the adoption of the <i>RBI-with-EcoMap Checklist</i>. Revisions were made to the certification process by having only the nationally trained State RBI Content Trainer review videos for fidelity.</p> <p>During Year 2, after identifying RBI as an area of focus through the TAP-IT process, the SIT established an action step to gather stakeholder input and finalize the draft document - <i>Guide to RBI Training and Coaching</i>.</p> <p>2.2.3 During Year 2, all four LITPs conducted RBI training using either the nationally trained State RBI Content Trainer and/or MD State-approved local RBI trainers/coaches. The largest SSIP jurisdiction found it necessary to train an additional cadre of 24 RBI trainers/coaches in order to expand RBI training and follow-up coaching to all providers during Year 3.</p>	<p>Met and Continuing</p> <p>Met and Continuing</p> <p>Met and Continuing</p>
<p>Disseminate resources to promote implementation, scale-up, and sustainability</p>	<p>2.2.4 MSDE provides online tools, resources, and fidelity measure to support RBI professional learning and content coaching.</p> <p>2.2.5 MSDE implements follow-up coaching with a cadre of trained RBI coaches to ensure RBI trainers/coaches have the knowledge and skills to provide follow-up reflective coaching around the RBI.</p>	<p>2.2.4 All MD State-approved local RBI trainers/coaches received all the RBI training materials on a thumb drive. During Year 2, additional online resources were added to the MAH/Authentic Assessment online toolkit and the MD B-K Child Outcomes Gateway to support professional learning and follow-up coaching on the RBI.</p> <p>2.2.5 During Year 2, the cadre of MD State-approved RBI trainers/coaches who were trained in 2015 and 2016 continued regular follow-up coaching sessions with the nationally trained State RBI Content Trainer/Coach and attended the quarterly EBP reflective coaching sessions to gain knowledge/skills for colleague to colleague reflective coaching around the RBI.</p>	<p>Met and Continuing</p> <p>Met and Continuing</p>
<p>Conduct professional learning and</p>	<p>2.3 Providers implement SEFEL with fidelity to build capacity to address social-</p>	<p>2.3 While MITP SEFEL training has been provided to all four SSIP LITPs, based on the <i>Benchmarks of Quality</i>, LITPs are not yet implementing the SEFEL model with</p>	<p>Not Met and Continuing with Revisions</p>

<p>ongoing follow-up content coaching in SEFEL</p> <p>Disseminate resources to promote implementation, scale-up, and sustainability</p>	<p>emotional needs.</p> <p>2.3.1 MSDE conducts professional learning on SEFEL in each SSIP jurisdiction.</p> <p>2.3.2 MSDE provides follow up reflective coaching with a cadre of trained SEFEL coaches to ensure SEFEL coaches have the knowledge and skills to provide follow-up reflective coaching around social emotional outcomes for young children in each local SSIP program.</p> <p>2.3.3 MSDE provides online tools, resources, and fidelity measures to support SEFEL for early intervention professional learning and follow-up coaching.</p> <p>2.4 Local RBI trainers/coaches and local SEFEL coaches support the implementation of EBPs through colleague to colleague reflective coaching.</p>	<p>fidelity. Additionally, while an extra day of professional development was provided to SEFEL coaches about reflective coaching, MSDE and stakeholders acknowledge that reflective coaching is the evidence-based adult learning interaction style to support the training and ongoing coaching to implement both RBI and SEFEL and must be a parallel process to reflective coaching happening with families/caregivers.</p> <p>2.3.1 All MITP SEFEL training was provided to the four SSIP LITPs during Year 1 and Year 2, along with regular follow-up coaching. During the August 2017 EBP Summer Institute, a full-day training on <i>Social and Emotional Development in Early Childhood</i> was presented to both RBI and SEFEL coaches.</p> <p>The past two years have seen numerous staffing changes around the delivery of the SEFEL content and the follow-up coaching by the MSDE hired SEFEL experts. Additionally, the SSIP staff trained in SEFEL indicated the need for a stronger focus on reflective coaching within the training itself as well as the need to employ follow-up colleague to colleague reflective coaching around the SEFEL fidelity measures - <i>Family Coaching Checklist</i> and the <i>Benchmarks of Quality</i>.</p> <p>2.3.2 During Year 2, the cadre of SEFEL coaches who were trained during Year 1 and Year 2 continued regular follow-up reflective coaching sessions with the State SEFEL Trainer/Coach and attended the quarterly EBP reflective coaching sessions to gain knowledge/skills for colleague to colleague reflective coaching around SEFEL.</p> <p>2.3.3 The MSDE has a MD SEFEL website to support the implementation of SEFEL in all early childhood programs throughout Maryland. https://theinstitute.umaryland.edu/sefel/</p> <p>Additionally, the MITP SEFEL online training modules are housed on the University of Maryland’s Institute for Innovation and Implementation website: https://theinstitute.umaryland.edu/onlineTraining/programCategoey.cfm?ottype_id=37&track=1</p> <p>2.4 As noted above, quarterly EBP reflective coaching sessions were held to specifically support colleague to colleague reflective coaching around both RBI and SEFEL. The <i>Coaching Practices Rating Scale</i> was completed during the June and November 2017 session but produced limited data due to the number completed and the lack of understanding of how to complete. Further understanding of and practice in using the <i>Coaching Practices Rating Scale</i></p>	<p>Met and Continuing with Revisions</p> <p>Met and Continuing</p> <p>Met and Continuing</p> <p>Not Met and Continuing with Revisions</p>
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	2.4.1 MSDE provides online tools, resources, and fidelity measures to support reflective coaching.	will be emphasized during the Year 3 reflective coaching sessions. 2.4.1 Several online resources support the implementation of reflective coaching including: Making Access Happen/Coaching Support at: https://medium.com/mah-coaching-support ; and Early Childhood Coaching and Teaming webinar by Sheldon & Rush https://marylandlearninglinks.org/early-childhood-plo-resource-evidence-based-teaming-practices/	Met and Continuing
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Table 4. SSIP Action Plan: Strategy #3 - Implementation Progress

Action Plan			
STRATEGY #3: Ensure accountability with a focus on results through data-informed decision-making			
LOGIC MODEL Implementation Activity	Long and Short Term Activities	Status What has been accomplished? What milestones have been met?	Timelines Met/Completed Met/Continuing Not Met
Develop Professional Learning /Training for LITs in - Implementation Science (IS) Tools, Systems coaching, and TAP-IT	3.1 The LITs conduct fidelity checks for the EBP they are implementing and use that data along with formative data during quarterly TAP-IT meetings to create a practice to policy feedback loop that ensures change happens and that EBPs are implemented with fidelity.	3.1 The LITs are in the initial stages of implementation as they begin to institutionalize data-informed decision making through quarterly TAP-IT cycles in order to create a practice to policy feedback loop that ensures change happens and that EBPs are implemented with fidelity.	Not Met and Continuing
	3.1.1 The SIT and LITs understand the five implementation science frameworks, including the TAP-IT data decision-making cycle.	3.1.1 Training was provided to the SIT/LITs in TAP-IT and implementation science in Year 2. Ongoing training and coaching are provided through the monthly SIT/LIT meetings and through the use of the TAP-IT DP. A companion site http://olms.cte.jhu.edu/dp-tapit-implement was created to support TAP-IT and stage-based implementation. A knowledge assessment on Implementation Science/TAP-IT was administered before Systems Coaching training began with a post-training knowledge assessment was administered in May 2017.	Met and Continuing
	3.1.2 The LIT identify exploration stage activities for the implementation of EBPs- reflective coaching, RBI, SEFEL, and data-informed decision-making.	3.1.2 For the most part, exploration stage activities were completed by the LITs during Year 1 or prior to Year 1. During Year 2, LITs continue to guide the installation and initial implementation work of RBI, SEFEL, reflective coaching, and data-informed decision-making through the use of the TAP-IT DP.	Met and Completed
Disseminate resources to promote implementation, scale-up, and sustainability	3.1.3 The SIT and LITs utilize the usable strategies framework	3.1.3 During Year 2, the SIT produced a <i>Draft RBI Training and Coaching</i> document that has been shared with the LITs	Met and Continuing

<p>Assemble workgroups for ongoing IFSP work</p>	<p>to specify the implementation of EBPs and agree on the selection and frequency of fidelity measures.</p> <p>3.1.4 The SIT and LITs understand the relevance of the implementation drivers in relation to implementation of the evidence-based practices.</p> <p>3.1.5 The State and local systems coaches provide ongoing support to LITs around the use of TAP-IT and EBPs with fidelity.</p> <p>3.2. Families with all other IFSP team members are engaged in evidence-based family assessment to develop high-quality, functional, routines-based IFSPs.</p> <p>3.2.1 MSDE and JHU/CTE meet at least monthly to support the work around high-quality IFSPs.</p> <p>3.2.2 MSDE finalizes and disseminates the IFSP Reflection Tool, along with three training modules.</p> <p>3.2.3 MSDE gathers information through multiple sources to assemble a High-Quality IFSP Workgroup to review the current IFSP process and documentation to make recommendations for revisions that reflect the integration of EBPs.</p> <p>3.2.4 MSDE in collaboration with JHU/CTE make revisions to the IFSP process and</p>	<p>and will be finalized in the early part of Year 3 to support the implementation of the RBI with fidelity. Continued work in Year 3 will center around the implementation of the SEFEL model with fidelity as well as further integration of all three EBPs.</p> <p>A Systems Coaching Usable Strategies document was created by the DIT as well as a <i>State and Local Systems Coaching Fidelity Self-Assessment</i>. Both of these documents will be shared and reviewed by the SIT in Year 3.</p> <p>3.1.4 With the initial implementation of the quarterly TAP-IT Cycles through the Digital Portfolio, the SIT and LITs are recognizing the need to not only support the Competency Drivers but are now considering Organization and Leadership Drivers to support implementation. This should become even more evident during Year 3 implementation.</p> <p>3.1.5 During Year 2, State Systems Coaches provided support to the LITs through the TAP-IT DP and participating in on-site LIT meetings. Local systems coaches experienced the work of the SIT and began to support a parallel process with the LITs through the use of the TAP-IT DP and quarterly TAP-IT cycles.</p> <p>3.2 In each of the SSIP LITPs, families along with other team members are at least beginning to engage in the RBI to develop high-quality, functional, routines-based IFSPs. Over the past two years, stakeholders and MSDE identified the need to revise the IFSP in order to support the implementation of EBPs.</p> <p>3.2.1 The MSDE and JHU/CTE meet on at least a monthly basis to support the implementation of high-quality IFSPs.</p> <p>3.2.2 This activity was completed during Year 1 and will need to be revisited once the revisions to the MD IFSP are implemented.</p> <p>3.2.3 During the Spring of 2017, the MSDE in partnership with JHU/CTE reviewed over 30 IFSPs and had multiple meetings with the High-Quality IFSP Workgroup, the Online IFSP Users Group and SSIP leaders to recommend revisions to the current IFSP that reflects integration of EBPs with a strong focus on child and family assessment.</p> <p>3.2.4 During the summer and fall of 2017 the MSDE and JHU/CTE have worked collaboratively to make revisions to the IFSP document and process and translate these revisions</p>	<p>Met and Continuing</p> <p>Met and Continuing</p> <p>Met and Continuing</p> <p>Met and Continuing</p> <p>Met and Revisit during Year 4</p> <p>Met and Completed</p> <p>Met and Continuing</p>
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<p>Conduct needs assessments/surveys with local programs around EBPs</p>	<p>documentation and provide statewide training and TA.</p> <p>3.2.5 LITPs integrate the use of reflection and fidelity tools into systems coaching practices.</p> <p>3.2.6 MSDE analyzes functional routines-based IFSP outcomes annually for four SSIP jurisdictions.</p> <p>3.2.7 In collaboration with the Maryland Department of Health, MSDE will publish written guidance to provide clarification around Medical Assistance (MA) billing specific to EBPs.</p> <p>3.3 LITPs ensure that all IFSP Team members are considered competent in the COS process.</p>	<p>into the online IFSP. Readiness activities occurred during fall and winter IFSP User’s Group webinars, with a walk-through of the revised IFSP document and process at five regional F2F meetings in October 2017. Statewide IFSP training and TA will occur through regional TOTs in June 2018.</p> <p>3.2.5 LITPs are at various places with regard to the use of reflection and fidelity tools. While fidelity tools have been identified for each of the EBPs, the purpose and frequency of using these tools is still part of the SIT and LIT work during Year 3. A survey designed to gather local jurisdiction’s implementation stage in the implementation of the EBPs as well as the integration across EBPs will guide this work in Year 3.</p> <p>3.2.6 During Year 1 the MSDE analyzed IFSP outcomes for the four SSIP jurisdictions. In Year 2 this activity was completed by the four SSIP jurisdictions and was expanded as a self-assessment activity for all LITPs in preparation for regional PLOs in October 2017. This data is currently being integrated into the annual grants application for all LITPs.</p> <p>The MSDE now incorporates the <i>Functional, Routines-Based IFSP Outcomes Evidence of Standards</i> tool as part of comprehensive tri-annual monitoring.</p> <p>3.2.7 With the upcoming revisions to the MD IFSP, specific work on this activity has not yet started but will begin during Year 3.</p> <p>3.3 During Year 2, the MSDE conducted a pilot B-K COS TOT with the 4 SSIP jurisdictions and five regional B-K COS TOTs to retrain all trainers to complete the COS process with fidelity through ensuring all staff are completing the COS core components. It is the expectation that all B-K programs will re-train their staff prior to the beginning of the FY 2018-19 school year. COS Competency will be written into program grants in Year 4.</p>	<p>Partially Met and Continuing</p> <p>Met and Continuing</p> <p>Not Met, To begin in Year 3</p> <p>Not Met and Continuing</p>
<p>Assemble workgroups for ongoing COS work</p>	<p>3.3.1 MSDE and JHU/CTE meet at least monthly to support the work around COS-Birth - K.</p> <p>3.3.2 MSDE conducts interview and surveys with SSIP jurisdictions to identify training, TA, and fidelity issues around the COS process and integration of COS processes into the IFSP.</p>	<p>3.3.1 Regular monthly MSDE-JHU/CTE Early Childhood Collaborative meetings are scheduled for the first Monday and a standing agenda item is to review progress on the COS B-K work.</p> <p>3.3.2 This activity was completed during Year 1 and based on the results shaped the revised B-K COS TOT and NEW MD B-K Child Outcomes Gateway website.</p>	<p>Met and Continuing</p> <p>Met and Completed</p>

Disseminate resources to promote implementation, scale-up, and sustainability	3.3.3 MSDE will define key COS implementation requirements and provide training materials and resources to support the implementation of COS with fidelity.	3.3.3 Over the course of Year 1 the MSDE defined key COS implementation requirements through dissemination of the <i>COS TA Bulletin</i> and a <i>Rationale for the Four Core Components</i> . During Year 2, the MSDE revised the B-K COS TOT and in collaboration with JHU/CTE designed a NEW website to house training materials and resources to support the implementation of COS with fidelity. The revised COS B-K TOT was piloted with the four SSIP jurisdictions in June 2017 and after revisions were made the training rolled out through five regional TOTs in November 2017.	Met and Continuing
	3.3.4 When ECTA finalizes the Child Outcomes Summary-Competency Check (COS-CC), MSDE makes COS-CC available for local use and requires all local staff to be COS competent.	3.3.4 The MSDE still anticipates the release of the Child Outcome Summary - Competency Check (COS-CC). When the MITP developed Phase I of the SSIP, it intended to ensure that all staff participating in IFSP meetings were COS-CC trained by the end of FFY 2016. However, it is still unclear when the COS-CC will be released by OSEP TA Centers. During Phase III Year 2, the MSDE developed a MD COS-CC based on the revised training and it has been piloted by the COS trainers statewide. The expectation is that all staff will complete the MD COS-CC once they have completed the revised B-K COS Training. If the COS-CC is not released this year, the MSDE will require the MD COS-CC to be completed by all staff as part of the annual grant process in 2019 - Year 4.	Not Met and Continuing
	3.4 MSDE will support and monitor documentation of quality personnel standards for early intervention providers.	3.4 The SSIP work has highlighted the need to revise the personnel standards for early intervention providers to ensure all providers have knowledge and skills around evidence-based and recommended practices. MSDE in collaboration with stakeholders will begin revising the MITP Suitable Qualifications process during Year 3.	Not Met - To begin in Year 3
	3.5 MSDE will continuously analyze data and modify implementation and evaluation activities, as necessary	3.5/3.5.1/3.5.2 The State, in collaboration with internal and external stakeholders, view the development, implementation, and evaluation of the SSIP as an iterative process. With this in mind, minor revisions have been made to the Theory of Action, the Logic Model, the Action Plan, and the Evaluation Plan during Phase III Year 2. These revisions have been vetted through stakeholders and are being included as part of this APR submission.	Met and Continuing
	3.5.1 Modifications will be vetted through stakeholders. 3.5.2 Modifications will be submitted to the OSEP as part of the APR submission.		

b. Intended outputs that have been accomplished as a result of the implementation activities

SSIP activities and progress made toward implementation of those activities was described in the previous section. What follows is a description of the logic model outputs with levels of accomplishment aligned to the implementation activities.

Table 5. Implementation Outputs/Accomplishments/Level of Accomplishment

Implementation Output	Accomplishments	Level of Accomplishment
Effective State Communication	<ul style="list-style-type: none"> • Monthly SIT meetings held • Regular attendance by B-K Liaisons at monthly LIT meetings • Regular attendance at meetings with numerous collaborative partners 	<input type="checkbox"/> Not started <input type="checkbox"/> Started and making adjustments <input checked="" type="checkbox"/> On target & continuing <input type="checkbox"/> Completed
Systems Coaches Trained	<ul style="list-style-type: none"> • Five (Birth - K) State Systems Coaches Trained • Six Local Systems Coaches Trained initially, 3 additional Local Systems Coaches serving in this role with limited onboarding 	<input type="checkbox"/> Not started <input type="checkbox"/> Started and making adjustments <input checked="" type="checkbox"/> On target & continuing <input type="checkbox"/> Completed
Protocol for State/Local Technical Assistance	<ul style="list-style-type: none"> • Met over the course of the year with TA providers from National Center for Systemic Improvement (NCIS) to develop TA Manual and TA Log 	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> Started and making adjustments <input type="checkbox"/> On target & continuing <input type="checkbox"/> Completed
Online resources to support systems coaching, Implementation Science, and TAP-IT	<ul style="list-style-type: none"> • Developed the TAP-IT Digital Portfolio and companion site supporting systems coaching, Implementation Science and TAP-IT • SIT and 4 LITs have TAP-IT Digital Portfolios in place 	<input type="checkbox"/> Not started <input type="checkbox"/> Started and making adjustments <input checked="" type="checkbox"/> On target & continuing <input type="checkbox"/> Completed
Fidelity tools administered (TAP-IT, systems coaching, EBPs, COS)	Fidelity Tools: <ul style="list-style-type: none"> • <i>TAP-IT Fidelity Assessment</i> • <i>Systems Coaching Fidelity Self-Assessment</i> • <i>RBI Implementation Checklist</i> • <i>SEFEL Family Coaching Checklist</i> • <i>SEFEL Benchmarks of Quality (BOQ)</i> • <i>Coaching Practices Rating Scale</i> • <i>MD COS Competency Check</i> 	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> Started and making adjustments <input type="checkbox"/> On target & continuing <input type="checkbox"/> Completed
IFSP process/tools to support implementation of EBPs	<ul style="list-style-type: none"> • Engaged in stakeholder workgroups to make major revisions to the IFSP document, process, and online tool for release July 1, 2018 • <i>Evidence of Standards IFSP Outcomes Review</i> tool utilized as part of data reviews supporting the regional EC PLOs. • Reviewed IFSPs for social-emotional assessments, outcomes, services and linkages 	<input type="checkbox"/> Not started <input checked="" type="checkbox"/> Started and making adjustments <input type="checkbox"/> On target & continuing <input type="checkbox"/> Completed
State/Local annual professional learning opportunities	<ul style="list-style-type: none"> • Annual EBP Summer Institute conducted for all local RBI trainers/coaches and SEFEL coaches • Five Early Childhood PLOs (October 2017) were conducted regionally with leadership teams (5-10 participants) attending from all four SSIP jurisdictions 	<input type="checkbox"/> Not started <input type="checkbox"/> Started and making adjustments <input checked="" type="checkbox"/> On target & continuing <input type="checkbox"/> Completed

2. Stakeholder involvement in SSIP implementation

a. How stakeholders have been informed of the ongoing implementation of the SSIP

During Phase III, Year 2, stakeholders continued to play an integral role in the implementation of the SSIP. Stakeholders have been informed of the ongoing implementation of SSIP through face-to-face communication, publications, and website content. The following is a list of external stakeholder groups that continued to provide feedback and guidance, along with dates that they participated in SSIP discussions:

- State Interagency Coordinating Council (SICC)
 - Members included parents, birth through five administrators and providers, a state legislator, representatives from institutes of higher education, medical personnel/pediatricians, personnel preparations staff, and State staff responsible for special education/early intervention, health insurance, Head Start, child care, homeless education, foster care, mental health, home visiting, and Medicaid.
 - Dates: January 12, 2017, March 2, 2017, May 25, 2017, September 14, 2017, and November 2, 2017.
- IFSP Users Group
 - Members included LITP Directors, service providers, DSE/EIS staff, JHU/CTE staff, and data managers.
 - Dates: March 30, 2017, June 21, 2017, September 20, 2017, and December 20, 2017.
- Early Childhood Mental Health Steering Committee (ECMHSC)
 - Members included parents, child and family advocates, childcare providers, the Assistant State Superintendent of the DSE/EIS and other DSE/EIS staff, DECD staff, LITP Directors, the Department of Health and Mental Hygiene (DHMH) staff, Department of Human Resources (DHR), Center for Infants Studies staff, institutes of higher education representatives, researchers, local health department administrators, a representative from the Social Security Administration, local mental health providers, private practitioners, staff from the Maryland Family Network, ZERO to THREE staff, and physicians.
 - Dates: February 7, 2017, April 4, 2017, May 2, 2017, June 6, 2017, September 5, 2017, October 3, 2017, November 7, 2017, and December 5, 2017.
- DSE/EIS Regional Early Childhood Professional Learning Opportunities (PLO) Attendees
 - Attendees included LITP Directors, Preschool Coordinators, Directors of Special Education, representatives from general education, parents, advocates, legislators, State Board members, SICC members, local superintendents, MSDE staff, representatives from Institutes of Higher Education (IHE), and other statewide partners/experts.
 - Dates: October 11, 2017, October 13, 2017, October 17, 2017, October 18, 2017, and October 19, 2017.
- SEFEL Leadership Group
 - Attendees include DSE/EIS staff, DECD staff, Maryland Family Network staff,

University of Maryland School of Social Work staff, LITP staff, and IHE representatives.

Information related to the SSIP is included in the DSE/EIS Strategic Plan: *Moving Maryland Forward-Sharpen the Focus for 20/20*, the *DSE/EIS Birth to Kindergarten Booklet*, which is disseminated to the Maryland State Legislature annually, and regularly posted on the MSDE websites, including marylandpublicschools.org, marylandlearninglinks.org, mdideareport.org, and mdchildoutcomesgateway.com. Including SSIP information in a variety of publications and websites has helped ensure widespread stakeholder awareness.

b. How stakeholders have had a voice and been involved in decision making regarding the ongoing implementation of the SSIP

The State has made a thorough effort to ensure that stakeholders at all levels are involved in each Phase of the SSIP process. Feedback from stakeholders has continued to shape the State’s evolving plan and implementation of SSIP. For example, in Phase III, Year 2, stakeholders at all levels have been directly involved in decision making about revisions to the IFSP to better support EBPs. Additionally, communication feedback loops between the SIT and LITs have supported decision making around the B-K COS work, the decision to make reflective coaching the evidence-based adult interaction style to support all EBPs, and guidance on training and coaching for RBI implementation with fidelity. Stakeholders on the DSE/EIS B-21 Core Planning Team also identified the need for alignment among initiatives and specifically with the MSDE DSE/EIS strategic plan through the installation of a SSIP Coordinator and external evaluators. In Year 2, stakeholders have also been actively involved with suggested modifications to the evaluation plan, which is discussed later in this report.

To actively involve stakeholders in decision making regarding ongoing implementation, a SSIP teaming infrastructure was proposed in Phase II and installed in Phase III. These teams continue to play a critical role in guiding the process in Phase III, Year 2. Some teams consist solely of internal stakeholders (MSDE, DSE/EIS staff): SSIP B-21 Core Planning Team (Part C and Part B) and DIT. Other teams consist of both internal and external (non-MSDE, DSE/EIS) stakeholders: State Executive Leadership Team, SIT, EBP Expert Teams, and LITs (see Figure 4, pg. 6).

SSIP B-21 Core Planning Team

The SSIP Birth-21 Core Planning Team had regular meetings beginning on 3/11/16. In Phase III, Year 2, this team met on 1/19/17, 3/24/17, 8/14/17, and 10/27/17. This team consists of DSE/EIS leadership, Birth to 21. Meetings focused on preparing materials to inform external stakeholder groups, reviewing and providing input on initial implementation activities, planning of the Phase III, Year 2 submission, and discussions on how Part C and B can continue to align efforts.

Division Implementation Team

The DIT held monthly meetings beginning in Phase III, Year 1 on 8/5/16. In Phase III, Year 2, this team met on 1/6/17, 2/2/17, 3/17/17, 4/6/17, 5/16/17, 6/23/17, 8/3/17, 9/7/17, 10/6/17, 11/1/17, and 12/1/17 and focused on SSIP implementation, the development of a Birth - 21 technical assistance protocol/manual for DSE/EIS, and the development of the systems coaching fidelity check. Baseline fidelity assessment data was collected for State Systems Coaches and the team used the TAP-IT process to analyze the TA Log and Systems Coaching fidelity assessment data, including a root cause analysis, to develop an action plan to improve their TA services. This team consists of compliance/results monitors, programmatic TA providers, fiscal specialists, family support staff, and dispute resolution staff to provide programmatic support and technical assistance as described in the DSE/EIS Differentiated Framework: Tiers of Supervision and Performance Support to Improve Birth-21 Special Education and Early Intervention Results (see Figure 5, pg. 7).

State Executive Leadership Team

The State Executive Leadership Team meets almost monthly and is comprised of the State Superintendent of Maryland Schools, Assistant State Superintendents, the Chief Performance Officer, the Chief Academic Officer, and the Chief Operating Officer. Meetings occur to provide departmental updates and to ensure alignment between all divisions. In Phase III, Year 2, the Executive Team implemented a new method of tracking divisional priorities, including the Part C and Part B SSIP. SSIP progress is tracked monthly, reported to the Superintendent, and discussed at meetings when appropriate. For example, in February 2017, the Executive Leadership Team identified a staff member from the Division of Educator Effectiveness to join the SIT. Additionally, in July 2017, the DSE/EIS Assistant State Superintendent led a discussion on the Division's Strategic Plan *Moving Maryland Forward: Sharpen the Focus for 2020*, as well as its plan for ensuring cross-divisional implementation of equity. Included in this discussion was the status of both Part C and Part B SSIPs and the importance of fostering positive social-emotional development.

Statewide Implementation Team (SIT)

The SIT has had regular monthly meetings since September, 2015. The SIT includes MSDE staff across the department including the MITP Program Director, the Preschool Special Education Coordinator, the Program Director in the Division of Educator Effectiveness, and staff from the Division of Early Childhood Development (DECD). External stakeholders include LITP Directors and Systems Coaches from each SSIP jurisdiction, the SICC Chair, a representative from Maryland's federally funded Parent Information and Resources Center - Parents' Place of Maryland, and representatives from each identified EBP. Initially, SIT meetings occurred primarily through virtual participation. However, changes were made to the team structure because the team recognized the lack of time for work at virtual meetings. Therefore, in January 2017, the team began meeting bimonthly virtually, for 1 ½ hours, and bimonthly, for 3 hours, via face-to-face participation. Face-to-face participation gives meeting participants more opportunity to make

decisions and guide the work compared to the 1 ½ hour virtual meetings which consist primarily of member updates.

Stakeholders on the SIT have been particularly involved in decision-making related to infrastructure and professional development and building coherence across jurisdictional SSIP work. For example, specific feedback was gathered from the SIT around requirements for RBI training, certification, and ongoing support and fidelity and incorporated into a guidance document. Additionally, this group voiced concerns regarding the level of integration around the EBPs and an initial meeting was held in January 2018 to address the feasibility of an integrated approach to the implementation of EBPs in ongoing practice. A survey was created by the University of Maryland School of Social Work to gather data around the current level of integration of EBPs and in Phase III, Year 3 this data will be reviewed by the SIT to continue to inform SSIP implementation and evaluation.

Evidence-Based Practice Expert Teams

EBP Expert Teams are small working teams responsible for the major planning from dissemination to implementation of each evidence-based practice. Birth - K liaisons, as well as external contracted partners, are part of these teams in order to help integrate EBPs and existing practitioner wisdom. Data analysis by these teams lead to the development of the EBP Reflective Coaching Sessions and continues to inform the work of the Core Planning Team, the SIT, and Key Stakeholder Groups. Initially, there were three EBP expert teams but the RBI and SEFEL teams combined and meet the first Friday of each month. Additional meeting times are scheduled to collaboratively plan for and execute the EBP Reflective Coaching Sessions to build coaching capacity across EBPs. The Systems Coaching/Data Informed Decision-Making team (including COS and IFSP Quality) meet the first Monday of each month and include updates from the RBI State Content Coach.

Local Implementation Teams

Each of the four SSIP jurisdictions has created a LIT, with stakeholders from the local level, including local early intervention leaders, service providers, and community partners. In addition to local staff, birth to kindergarten liaisons from the DSE/EIS routinely attend LIT Meetings. Attendance helps align State-level priorities with local-level processes and ensures a communication loop back to the State-lead Teams. LITs meet monthly to guide the work at the local level. In Phase III, Year 2, each LIT began the TAP-IT process within the LIT to help guide local implementation of evidence-based practices. In Phase III, Year 3, each LIT will continue to use TAP-IT to examine the effectiveness of implementation, to embed policy-practice feedback loops, and support the components of infrastructure needed to implement EBPs with fidelity.

C. Data on Implementation and Outcomes

1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan

During Phase III, Year 2, the State monitored and measured outputs to assess the effectiveness of the implementation plan. This was accomplished by revising both the SSIP Logic Model and Evaluation Plan, by aligning the Logic Model with the Evaluation Plan, and by initiating the measurement of most key performance measures.

a. How evaluation measures align with the theory of action

The MITP evaluation plan was designed and revised, through a participatory evaluation process in which MITP staff and stakeholders worked with the external evaluators to develop and refine the activities and performance measures to monitor effectiveness of implementation. The resulting plan aligns outcomes found in the MITP SSIP Theory of Action with the SSIP Logic Model and Evaluation Plan through implementation and outcome evaluation questions, and measures of success, data sources and data collection procedures to assess progress (Attachment #2).

b. Data sources for each key measure

c. Description of the baseline data for key measures

d. Data collection procedures and associated timelines

The MITP SSIP Logic Model and Evaluation Plan includes short, medium, and long-term outcomes and corresponding performance measures for each. The short-term outcomes are foundational to the effective implementation of the SSIP and are about learning that is taking place. As we move into the medium-term outcomes, the focus is on implementation of the knowledge and skills learned as well as infrastructure improvements. Finally, long term outcomes address the impact and reflect child level improvements. The charts that follow describe the measures for each outcome as well as data collection procedures and timing. While all measures are essential to gauging success of SSIP implementation, baselines were established for the medium and long-term measures only. However, the short-term outcomes play a part in the effective implementation, so *outcome* data for those are reported in the chart.

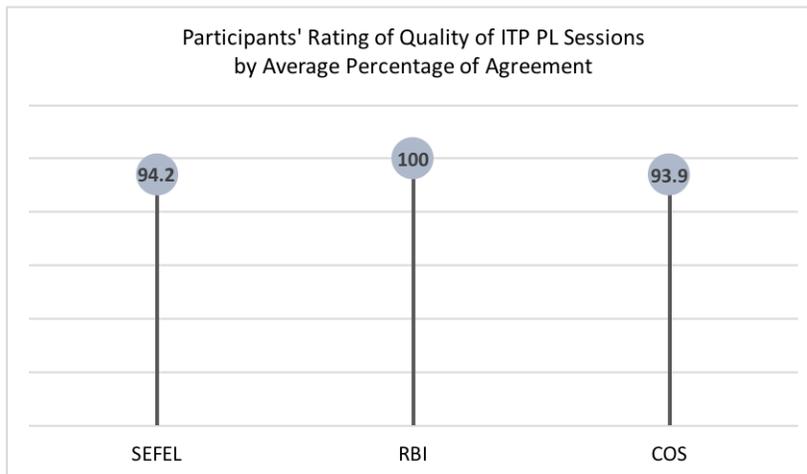
Short-Term Outcomes

Outcome	Measure of Success (performance measure)	Data Source(s)	Data Collection Schedule	Outcome Data
Participation and Learning: Provide high quality professional learning (PL) and resources	% of participants who rate PL as high quality	End-of PL Survey	At the end of each professional learning session for PL (1-4 day events); Results summarized 2x/year	Phase III Y2: 96%

	% of PLs observed are rated as high quality	Observation of PL for content fidelity and <i>HQPD</i> indicators	Administered for at least 2 PL sessions/year	Phase III Y2: 100%
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The results of the end-of-PL surveys administered in Year 2 indicate that participants found the sessions were of high quality. The three PL sessions for which the end-of-session survey was administered were SEFEL, RBI, and COS. The survey for each session or set of sessions included items that addressed the *trainer credibility* (note: this was asked of only RBI and SEFEL session participants), *training organization*, and the *extent to which the training held participants' attention*. For each of these aspects of quality, respondents were asked to provide a rating using a scale of 0 to 10, for SEFEL and RBI sessions and an agreement rating for the COS sessions. The results were analyzed so that ratings of "5" and above were included in the calculation of the overall average for the SEFEL and RBI sessions. For the COS sessions, the percentage agreement

(i.e., responses of *strongly agree* and *agree*) was reviewed and calculated. Results for Year 2 indicate of those responding to the SEFEL survey, 94.2% rated it high quality and for the RBI session, 100% did so. COS session results indicate that 93.9% agreed that the sessions were high quality. Taken together, the overall rating of high quality PL for Year 2 is 96%.



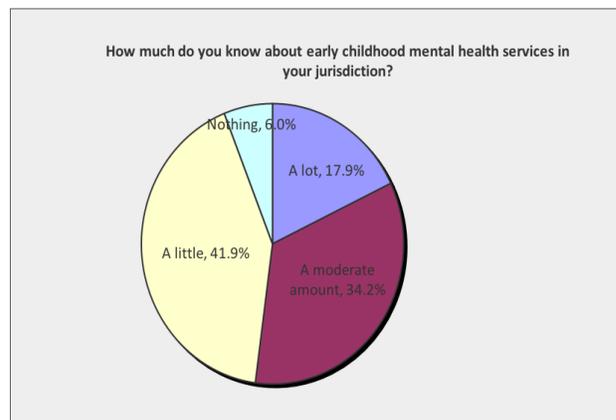
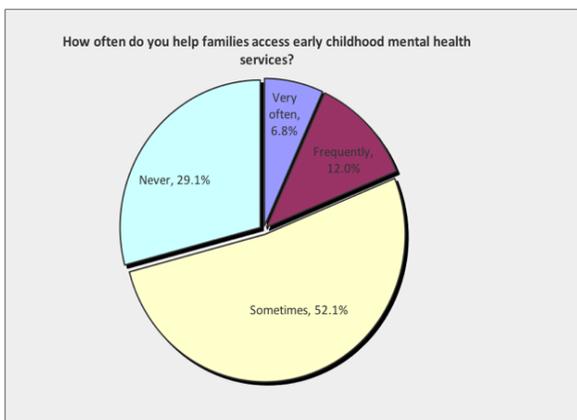
The chart *Participants' Rating of Quality of ITP PL Sessions by Average Percentage of Agreement* depicts the results of quality for the RBI, SEFEL, and COS sessions.

In addition to participant survey results, MITP staff and/or the external evaluator conduct observations of at least two of the PL sessions using a checklist that includes the intended objectives for the session and a set of high quality effective adult learning strategies. The observer attends the PL and completes ratings on the checklist based on her/his experience. To be considered high quality, the session must not have more than one missed rating for each of the domains. In Year 2, all (100%) of the PL sessions were rated as high quality.

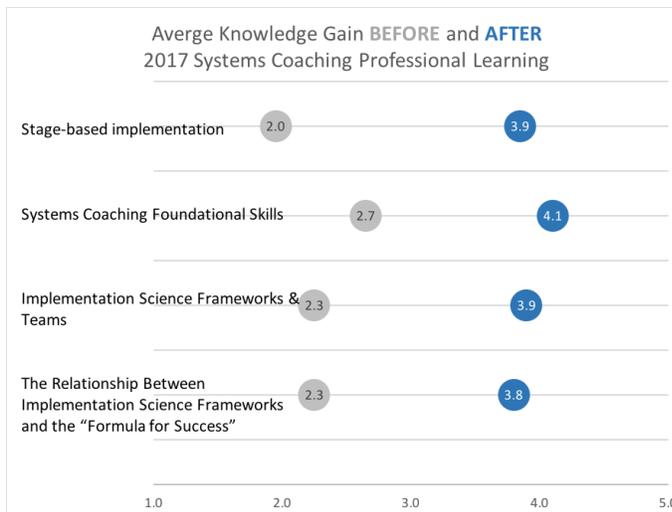
Short-Term Outcomes (continued)

Outcome	Measure of Success (performance measure)	Data Source(s)	Data Collection Schedule	Outcome Data
Participation and Learning: Learning about mental health services, evidence-based practices and processes, including COS	Frequency of referral	Mental Health Services Survey of providers	Annually, Years 2 and 3 of SSIP.	Phase III Y2: 18.8% of providers <i>very often</i> or <i>frequently</i> helped families access mental health services.
	% of systems coaches increase their knowledge	End-of PL survey	At the end of each professional learning session for PL (1-4 day events); results summarized 2x/year	Phase III Y2: 100%
	% of EI Providers who increase their knowledge of Reflective Coaching, RBI, and SEFEL	End-of PL survey/ <i>IOTTA</i> , End-of Reflective Coaching Session surveys	At the end of each professional learning session for PL (1-4 day events); results summarized 2x/year	Phase III Y2: 100% (RBI & SEFEL) Phase III Y2: 67.8% (reflective coaching)
	% of EI Providers who increase their knowledge of COS	End of PL survey	At the end of each regional TOT session	Phase III Y2: 89.7%

In June 2017, a survey was distributed to all MITP providers to collect data on the frequency and type of referrals related to mental health services. Of the 117 responses, 18.8% indicated they “helped families to access mental health services” either *frequently*, or *very often*. In addition, the majority of respondents (52.1%) indicated they knew either a *moderate* amount or a *lot* about early childhood mental health services in their jurisdiction. These two pie charts provide additional details of the results of the mental health survey.



To gain an understanding of the increased knowledge attained by systems coaches, MITP and the DSE/EIS administered a survey to State/local systems coaches asking that they reflect on the supports provided to them over the past year. In that survey, were items addressing perceived knowledge gain regarding specific topics related to systems coaching and implementation science. The survey items used a rating scale of 1 (very low) to 5 (very high). Overall, State/local systems coaches increased their average knowledge and in general moved from *low* to *moderate approaching high* levels of knowledge as a result of the systems coaching professional learning opportunities.

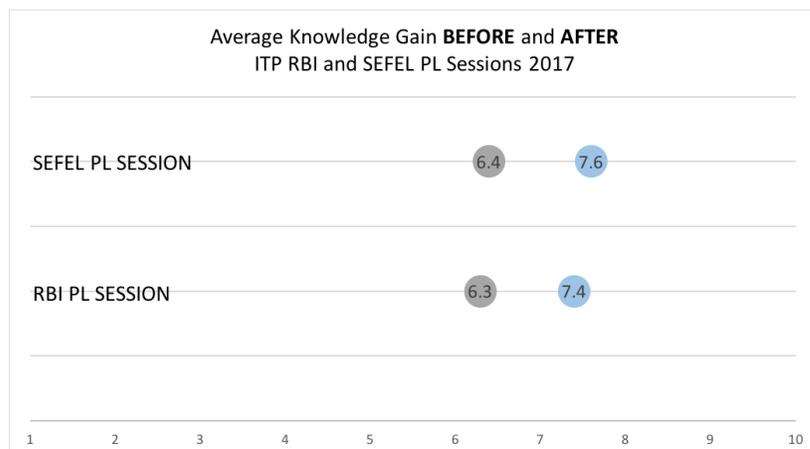


The **foundational skills** average knowledge AFTER the systems coaching was the highest (4.1 average) which aligns with ensuring the systems coaches have a solid foundation necessary to support local teams as they move forward with implementing EBPs. The average knowledge level of **stage-based implementation** BEFORE was *low* (2.0) but increased to an average of 3.9 AFTER the professional learning. This is another essential foundational aspect to equipping the State/local systems coaches with skill

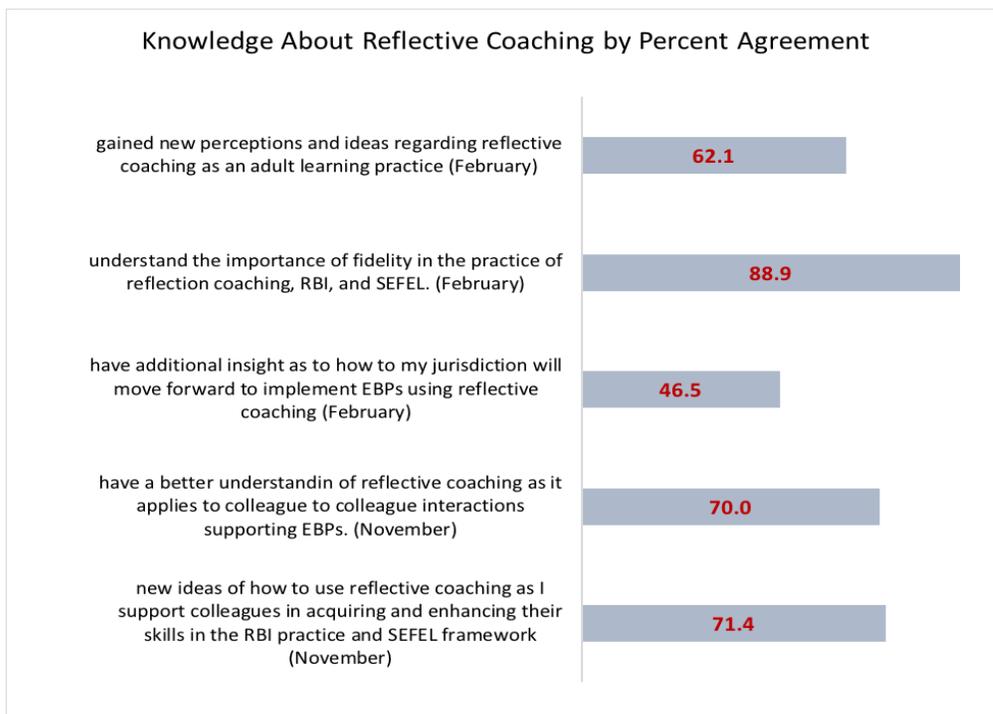
and knowledge needed to support implementation teams.

In the summer of 2017, the MITP and consultants provided multi-day professional learning on SEFEL and RBI to support local implementation teams as they apply these practices to social-emotional development. For each of these institutes, an end-of-session survey was administered to which 23 participants attending the RBI session and 43 attending the SEFEL responded. An item on the survey addressed perceived mastery or confidence in tools, and skills/knowledge related to the particular training BEFORE and AFTER the session. The rating scale used was 1 through 10 with anchor points of: 1 (complete beginner)/ 5 (intermediate)/ 10 (fully expert). The average knowledge level of the survey respondents is depicted in the chart *Average Knowledge Gain BEFORE and AFTER ITP RBI and SEFEL PL Sessions 2017*.

As depicted in the chart to the right, participants came to each of the institutes with knowledge at just above the *intermediate* level (6.4 for SEFEL, 6.3 for RBI). After the institutes the knowledge level was slightly higher (7.6 and 7.4, respectively).



In addition to the RBI and SEFEL coaching received at the individual jurisdiction level, all RBI trainers/coaches and SEFEL coaches were supported through quarterly EBP F2F Reflective Coaching Sessions. Following each session each local coach had the opportunity to complete a participant feedback survey through Survey Monkey. Results of the survey responses from the February and November 2017 coaching sessions indicate that EI providers increased their knowledge of reflective coaching. The survey items included an agreement rating scale of *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree*. For each survey item, responses of strongly agree and agree were combined into an overall agreement percentage which was used to indicate positive knowledge gain. There were 43 respondents to the February session survey and 23 to the one in November.



As represented in the chart *Knowledge About Reflective Coaching by Percent Agreement*, local providers agreed they had knowledge about most of the aspects of reflective coaching addressed in the coaching sessions. The area with the least agreement was about “having insight as to how my jurisdiction will move forward to implement EBPs using reflective coaching” which has more to do with application at a system level rather than application of individual skills, so may explain the lower agreement. To calculate the outcome data related to this aspect of the performance measure, the percentages across all five survey items were averaged, yielding an overall agreement about knowledge of 67.8%.

Another component of data collection for this measure about increased knowledge comes from survey results related to Child Outcomes Summary (COS) training-of-trainers (TOTs) sessions conducted in November 2017. For each of these COS sessions, a survey was administered to gather input on participants’ agreement regarding specific topics addressed in the training. Ratings of agreement on a five-point scale (including a *neutral* option) for six (6) items on the survey were

analyzed and an overall average percentage agreement about knowledge of the COS after the training was calculated using the responses of *strongly agree* and *agree*. The overall agreement percentage is 89.7% and this represents the outcome data for Year 2.

The chart below depicts the individual agreement percentages for each of the COS topics. As illustrated in this chart, there was over 85% agreement for each of the items except one: “I feel comfortable providing training on measuring early childhood outcomes, including the four core components for fidelity,” which had only 77.3% agreement.

	Overall Agreement % about Knowledge After the COS-TOT
The review of the ECTA/DaSy COS online modules provided a depth of knowledge that prepared me to receive and engage in the interactive session.	86.0%
The information provided during the COS TOT has helped me to recognize how the domains of development are all part of each of the three early childhood outcomes.	100.0%
I am able to explain how the language of the three early childhood outcomes can be integrated throughout the IFSP/IEP process.	95.5%
I have a clearer understanding of Authentic Assessment and how to apply it to the IFSP/IEP development process to improve results for children and their families.	90.9%
I feel comfortable providing training on measuring early childhood outcomes, including the four core components for fidelity: (1) Authentic, functional child and family assessment (2) Age-anchoring tools (3) COS Rating Prep Tool (4) Decision Tree.	77.3%
My understanding of the process of using age anchoring tools to identify established age expectations (AE, IF, F) will enable me to provide professional learning and support other staff.	88.6%

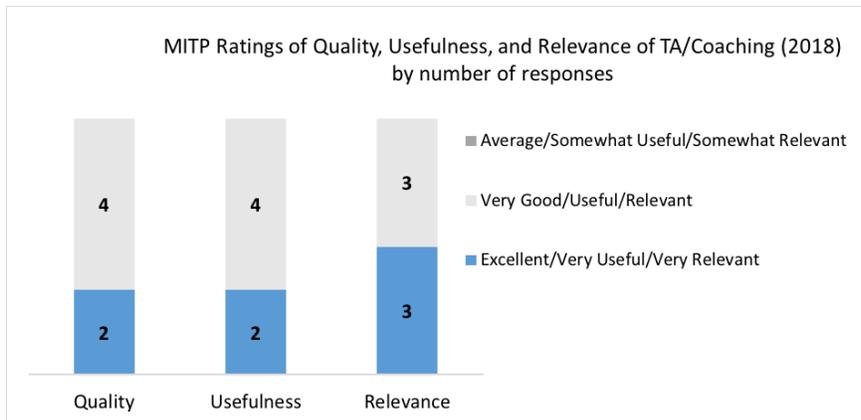
Medium-Term Outcomes

Outcome	Measure of Success (performance measure)	Data Source(s)	Data Collection Schedule	Baseline Data
Change in Behavior: Infrastructure improved: effective communication, TA, and teaming.	% of Systems Coaches providing high quality systems coaching	<i>Client Survey</i> <i>Systems Coaching Fidelity Self-Assessment</i> MSDE TA Log	Survey: 2x/yr in January and July Fidelity Assessment: Twice a year Quarterly reports	Phase III Y2: 83.3% satisfied with TA/coaching 25% Systems Coaches Proficient

The MSDE TA Log was implemented in July 2017 and the information from the log was used by both Part C (MITP) and Part B staff to review and reflect on the amount and type of TA provided to each SSIP jurisdiction. The TA Log went through some usability testing and clarification was

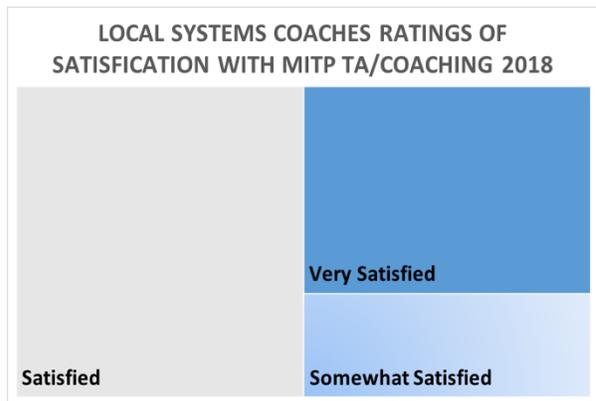
provided on how data is entered to ensure consistency across the DIT (Part C & B) staff. For this reason, data from the last quarterly report of TA is included here as those data reflect the most accurate picture of TA/Coaching provided. In the last quarter (October/November/December 2017) MITP provided 119 instances of TA, most often using phone calls, email, and face-to-face meetings as the interaction mode. Of these, 5% were coded as related to supporting the SSIP. After further review of the TA Log, these data do not accurately reflect the SSIP work based on inconsistent coding of TA activities. For example, the B-K Liaisons did not code numerous instances of LIT meetings and local support as related to SSIP. Additionally, the broad regional Early Childhood PLOs (October 2017) and COS TOTs (November 2017) included the SSIP jurisdictions but this was not reflected in the documentation provided through the TA Log.

In January of 2018, the MITP distributed a survey to local systems coaches to gather data on their perceptions of the quality of coaching supports from the state systems coaches. The survey asked



for local coaches to reflect on the support they received from the state systems coaches over the past year. Items on the survey addressed frequency and types of TA/Coaching accessed as well as the quality, relevance, and use of the TA/Coaching. Six of the eight local systems

coaches representing all four of the SSIP sites responded to the survey, yielding a return rate of 75%. Responses to the survey indicate that the local systems coaches find the TA/Coaching of **high quality, useful and relevant**. Of note, all respondents selected one of the two highest options on each of the items' rating scale (e.g., *excellent* or *very good* for the quality rating). Another item on the survey asked about **overall satisfaction** with the TA/Coaching. The graphic on the right depicts the relative satisfaction reported by respondents. The majority of respondents were *satisfied* with the TA/Coaching they accessed. Combining the ratings of very satisfied and satisfied, the baseline for this measure was calculated as 83.3% satisfaction with quality of the coaching.



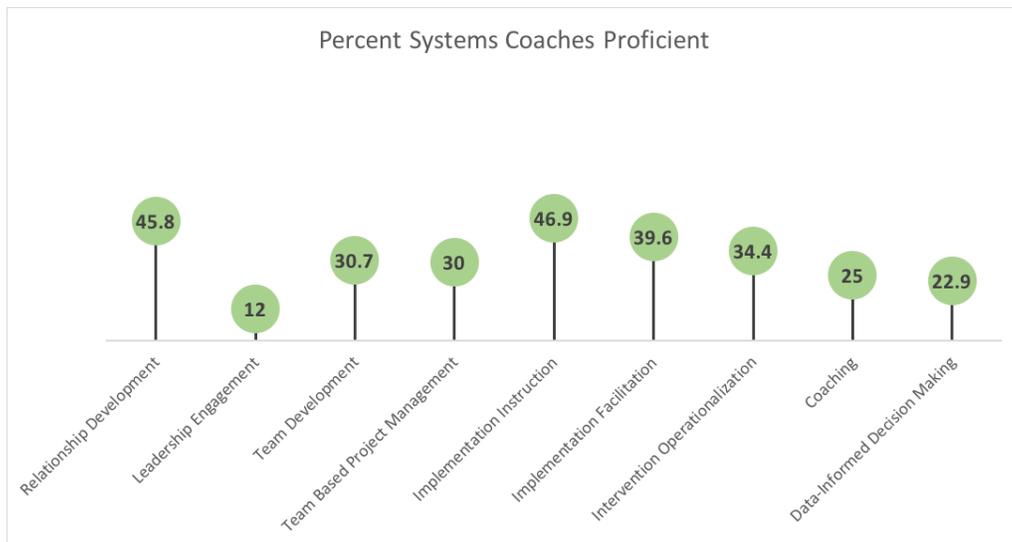
In October, 2017, the State Systems Coaches used the *Systems Coaching Fidelity Self-Assessment* to rate their level of proficiency regarding components of quality systems coaching. The self-assessment included criteria across four major components: 1) Engagement and Collaboration, 2)

Building Effective Teams, 3) Facilitating Change, and 4) Diagnosis and Analysis. Within each of these is a set of indicators and criteria for the coaches to rate their level of proficiency. The scale for this assessment is *proficient* (2), *emerging* (1), or *novice* (0). Based on these ratings, the overall proficiency was calculated by a percentage score based on level and optimal score possible. For example, the *Engagement and Collaboration* component includes 10 indicators, therefore an optimal score for that component would be 20, meaning a rating 2 (*proficient*) for all 10 items. A score range was set for the overall proficiency levels as follows:

- Proficient: 80% and above
- Emerging: 50-79%
- Novice: 0-49%

For the self-assessment conducted in October, two of the eight state systems coaches scored above 80%, yielding a baseline of 25% for this measure.

In addition to using the data from the *Systems Coaching Fidelity Self-Assessment* for reporting on the performance measure, the Maryland DSE/EIS reviewed the results by component/indicator to identify areas where coaches may need more support to reach proficiency. The results by each of the self-assessment indicators are displayed in the chart *Percent Systems Coaches Proficient*.



Medium-Term Outcomes (continued)

Outcome	Measure of Success (performance measure)	Data Source(s)	Data Collection Schedule	Baseline Data
Change in Behavior: Infrastructure improved: effective communication, TA, and teaming.	% of teams using the TAP-IT process for data-informed decision making.	<i>TAP-IT Fidelity Assessment</i>	Quarterly	Phase III Y2: 20% 1 out of 5 SIT/LITs

In March of 2018, the MITP State Implementation Team conducted the *TAP-IT Fidelity Assessment* based on reflection of their team’s progress-to-date. The fidelity assessment provides an indication of the extent to which the data-informed decision-making process (TAP-IT) is being implemented. The assessment addressed each component of the process: Team, Analyze, Plan, Implement, and Track, as well as their use of technology in that process. The intention is that the MITP SIT and the LITs in each SSIP jurisdiction will complete the fidelity assessment after each cycle in their process to review where they may need to improve and/or change their processes and practices related to data-informed decision making as they support SSIP implementation. In Year 2, the fidelity assessment was conducted only at the State level so that members could learn and practice the process before conducting the fidelity assessment with the local teams.

The process includes agreeing to and assigning rating of *In Place (3)*, *Partially in Place (2)*, *Emerging (1)*, or *Not Evident (0)* for each item within the components of the assessment. A summary of results of the MITP SIT TAP-IT Fidelity Assessment are displayed in the chart below.

COMPONENT	TOTAL SCORE/TOTAL POSSIBLE SCORE
<u>T</u> eam	30/33
<u>A</u> nalyze	19/21
<u>P</u> lan	17/21
<u>I</u> mplement	15/15
<u>T</u> rack	6/9
Technology	12/15

In general, the SIT is making progress on their data-informed decision-making process and have the majority of the components *In Place* or *Partially In Place*. Moving forward, the SIT may need to be more consistent in their process or perhaps routinize some aspects to better focus their efforts. For example, in the PLAN component, the team indicated they have *annual* fidelity and child outcome goals but didn’t have these established for each TAP-IT cycle.

Medium-Term Outcomes (continued)

Outcome	Measure of Success (performance measure)	Data Source(s)	Data Collection Schedule	Baseline Data
Change in Behavior: Infrastructure improved: effective communication, TA, and teaming.	% of State coaches providing high quality content coaching	<i>Coaching Feedback Questionnaire</i> <i>EBP F2F Reflective Coaching Session Participant Feedback Survey</i>	Annual in June Following sessions - 2/16/17 and 11/29/17	Phase III Y2: 68.6%

In July 2017, the *Coaching Feedback Questionnaire* was distributed to local level content coaches to collect data on the coaching they had received to date. The questionnaire asked them to reflect on the coaching approaches utilized and to indicate knowledge gains and continued needs. In reflecting on the limited responses, the SIT also questioned if the wording of statements in the questionnaire really asked what we need to know. It was determined that the responses were not sufficient to determine actions necessary to improve and/or offer different coaching supports and strategies. In Year 3, the *Coaching Feedback Questionnaire* will be revised to better align with the information MITP needs from the local RBI/SEFEL coaches to support high quality content coaching from the State level.

As described previously, in addition to the RBI and SEFEL coaching received at the individual jurisdiction level, all RBI trainers/coaches and SEFEL coaches were supported through quarterly EBP F2F Reflective Coaching Sessions. Following each session each local coach had the opportunity to complete a participant feedback survey through Survey Monkey. Survey results specific to reflective coaching and respondents' agreement about their knowledge gain was reported in a previous performance measure. For this measure, the overall agreement for each of the items on the survey responses was analyzed to add to the picture of the quality of the content coaching provided by MITP content coaches through these sessions. An overall average for each session was calculated and then combined to yield a baseline of 68.6% agreement that these sessions led by the state content coaches were *high quality*. For each of the sessions in February and November, the overall agreement percentage was about the same (67.2% and 69.5% respectively).

Medium-Term Outcomes (continued)

Outcome	Measure of Success (performance measure)	Data Source(s)	Data Collection Schedule	Outcome Data
Change in Behavior: Infrastructure improved: LITPs implement EBPs with fidelity	% local coaches providing high quality content coaching	<i>Coaching Practices Rating Scale</i>	November, February, and May	Phase III Y2: not available at this time

The *Coaching Practices Rating Scale (CPRS)* adapted from Rush & Shelden (2006) is used to gather data on the quality of local coaches' content coaching. The self-assessment is a tool for local RBI and SEFEL coaches to reflect on their opportunities to implement specific practices and then rate the frequency with which they did this. The scale used is: 0 (none of the time) to 4 (all of the time). In November 2017, the *CPRS* was administered at an EBP F2F Reflective Coaching Session and approximately 19 out of 70, or 27% of local content coaches completed it. Results were analyzed and reported by University of Maryland School of Social Work in February 2018 and highlights of that analysis are provided in the chart below.

CPRS Items with HIGHEST Scores (mean of 3 and above)	CPRS Items with LOWEST Scores (mean of 2.38 and lower)
<ul style="list-style-type: none"> • Interacted in a non-judgmental and constructive manner (#2) • Observed the learner demonstrate knowledge and understanding of the targeted skill or practice (#5) • Observed the use of the targeted skill or practice (#6) 	<ul style="list-style-type: none"> • Engaged the [learner] in reflection on the usefulness, effectiveness, and need for continuation of coaching (#14) • Promoted use of multiple opportunities for the [learner] to practice implementation of the targeted skill(s) or practice(s) (#14) • Prompted [learner] to reflect on his or her knowledge and use of the targeted skill(s) and practice(s) compared with research-based practice standards (#11) • Provided feedback about the learner's] knowledge and skills following [facilitated self-] reflection on his or her performance (#12)

[MDSE Social & Emotional Foundations for Early Learning (SEFEL) Infant and Toddler Training and Coaching Activities Report February 2017 to February 2018, p. 11]

Due to the fact that only 27% of local content coaches completed the *CPRS*, and the need to interpret and report results of this self-assessment in a way to appropriately address the SSIP performance measure, MITP is not reporting baseline in Year 2. A process for ensuring broader response and procedures for collecting and reporting these data will be addressed in Year 3.

Medium-Term Outcomes (continued)

Outcome	Measure of Success (performance measure)	Data Source(s)	Data Collection Schedule	Baseline Data
Change in Behavior: Infrastructure improved: LITPs implement EBPs with fidelity	% of LITP providers implement EBPs with fidelity	<i>RBI Implementation Checklist</i>	# trained to fidelity reported twice per year	Phase III Y2: 17% (RBI)
		<i>SEFEL Benchmarks of Quality</i>	2x/year	Tier 1: 1.14, Tier 2: 1.76, Tier 3: 1.00 (<i>SEFEL BOQ</i>)

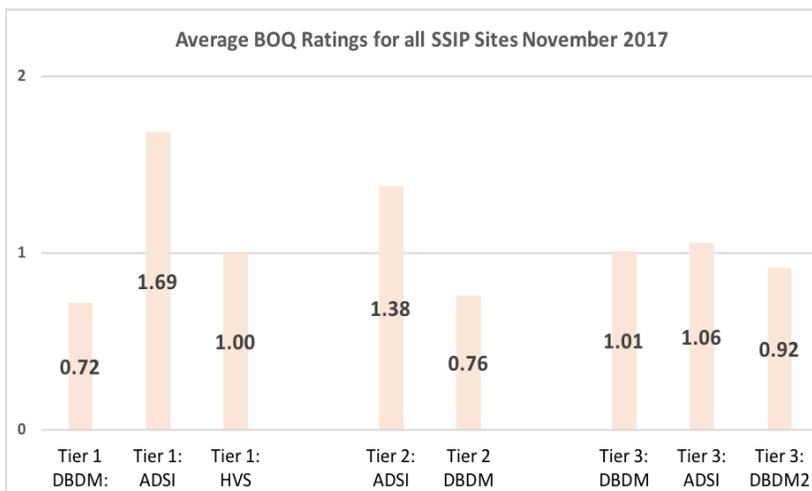
		<i>Family Coaching Checklist</i>	To be determined	55% of practices implemented with fidelity (<i>Family Coaching Checklist</i>)
		SIT/LIT progress Updates	Quarterly analysis of monthly reports	N/A

Each staff person who was trained in RBI by the nationally trained State RBI Content Trainer/Coach or by a Maryland State-approved RBI Trainer/Coach passed a knowledge assessment with 90% accuracy and completed the *RBI Implementation Checklist* with at least 90% accuracy. While each of the four SSIP jurisdictions are in different stages with RBI implementation, 17% of providers across the SSIP jurisdictions have been trained to fidelity and are utilizing the RBI within practice.

To address the aspect of the performance measure related to implementation of SEFEL components at the program level, the *BOQ* results for the SSIP sites were collected and analyzed by consultants from the University of Maryland School of Social Work. As described in their report to the MDSE, the *BOQ* was published in 2011, authored by Lisa Fox and Erin Barton, and in brief are:

“...designed to help programs evaluate their progress toward implementing the Pyramid Model within their early intervention home visiting services. The structured questionnaire facilitates those completing the form through each tier of the pyramid and corresponds with best practices that align with SEFEL competencies, focusing on data-based decision making and assessment-driven supports and intervention.” (UMSS, p. 14)

While the LITs in the SSIP sites administered the *BOQ* at the same points in time (June and November), two of the four administered the *BOQ* an additional time. To ensure analysis of the results is based on like data, the results from only the November point in time are reported here. The *BOQ* includes rating options of 0 (not in place), 1 (emerging), or 2 (in place) across a set of



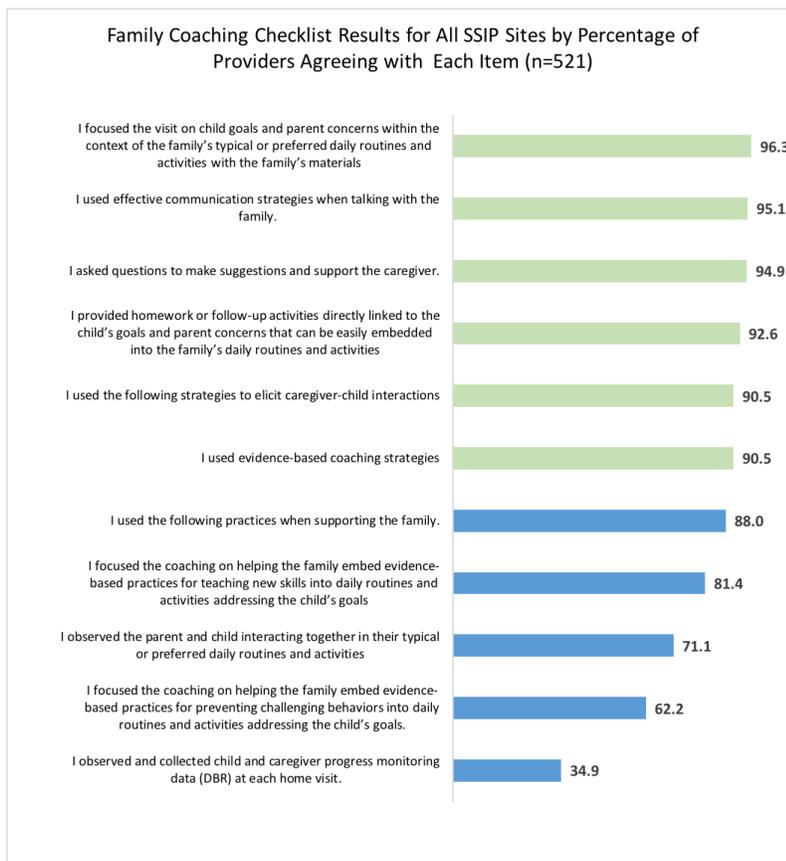
indicators for each tier. The indicators are separated into those for Data-Based Decision Making (DBDM), Assessment-Driven Supports and Interventions (ADSI), and for Tier 1, Home Visitor Support (HVS). The average ratings across the components in each tier for all of the SSIP sites are displayed in the chart *Average BOQ Ratings for all SSIP Sites*

November 2017. Of note, one large SSIP site has multiple LITs and the *BOQ* ratings for those were averaged to calculate a single rating for the SSIP site. Also, there were missing data for two of the four sites.

For purposes of reporting on this measure, the average for each *BOQ* SEFEL tier are used. These are 1.14, 1.75, and 1.00 respectively. The *BOQ* results provide a picture of fidelity of SEFEL implementation at the program level, rather than individual provider level, but nonetheless it is essential to have these infrastructure indicators in place to support reaching individual fidelity at the practitioner level.

The *Family Coaching Checklist* is the primary fidelity tool for SEFEL at the provider level. The checklist is to be completed by the home visitor/early intervention provider (coach) who is implementing SEFEL strategies, or an observer, and scores are based on the direct interactions of the coach with the family. The 11-item checklist was completed by 521 providers across all four

of the SSIP sites in 2017. Each item is scored either Yes or No and fidelity of each item is determined by the overall percentage of providers indicating *yes*, with 90% representing fidelity for the item. The results of the Year 2 observations indicate that 6 out of the 11 items (55%) were being implemented with fidelity. These results are displayed in the chart *Family Coaching Checklist Results for All SSIP Sites by Percentage of Providers Agreeing with Each Item*. Please note the MITP is reporting the percentage of practices being implemented with fidelity rather than the percentage of providers implementing SEFEL strategies with fidelity.



Medium-Term Outcomes (continued)

Outcome	Measure of Success (performance measure)	Data Source (s)	Data Collection Schedule	Baseline Data Phase III Y2
Change in Behavior: Infrastructure improved: LITPs implement EBPs with fidelity	% of IFSPs with social-emotional specific linkages, assessment tools, and outcomes	Initial IFSPs with eligibility based on social-emotional delays	Sample reported annually in October	95% with social-emotional outcomes 5% with social-emotional services or linkages
		Initial IFSPs with entry COS #1 ratings of 3 or less		63% with social-emotional outcomes 9% with social-emotional services or linkages

In December 2017, MITP staff reviewed two samples of IFSPs from the four SSIP sites. The first review was 5 IFSPs from each jurisdiction (20 total), randomly chosen from the total number of new IFSPs developed in 2017, where the child was made eligible with delays in social-emotional development. The second sampling looked at initial IFSPs developed in 2017, with entry COS ratings for outcome #1 of a three or below (no age-expected skills for social-emotional development and relationships). This sample size was 22 IFSPs across 3 of the 4 jurisdictions. One jurisdiction did not have any IFSPs that met the criteria. It should be noted that limitations on the report running dictated that only those IFSPs that also had an exit rating in October-December 2017, could be identified with an entry COS rating for review.

In both samples, the review consisted of identifying the number of IFSP outcomes specific to social-emotional development and then whether any linkages to social-emotional specific supports and/or services were apparent. Nineteen of the 20 IFSPs reviewed in the first sample included social-emotional outcomes (95%). Of those, only one was identified as having services and/or linkages to supports specifically related to social-emotional needs (5%). The review also included looking at subsequent IFSPs to see if the data changed. Two of the original IFSPs added services and/or linkages related to social-emotional needs at later IFSPs. In the second sample of IFSPs reviewed, those with entry COS ratings for outcome #1 of three or below, 14 of 22 IFSPs had outcomes related to social-emotional development (63%). Two of those had services and/or linkages specifically related to social-emotional needs (9%).

g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

In Phase III, Year 2, the MITP made the decision to no longer use Indistar as it became duplicative with other data collection methods. Data are currently being managed in several ways. First, a

State and Local Implementation Team Monthly Reporting Google Sheet is completed by each member of the SIT on a monthly basis to obtain current information on recent activity, related data, follow-up needed, and the person responsible across the following improvement strategies/initiatives: State/Local Implementation Teams, State/Local Collaboration (ECMHC, EXCELS, Health Care, MAH, Family Advocacy) Systems Coaching, Routines-Based Interview, Social Emotional Foundations for Early Learning, Reflective Coaching, Other EBP, Implementation Science, TAP-IT, IFSP Process and Tools, and COS Competency. Each of the four SSIP jurisdictions has a separate chart and the State level chart is shown below. Utilization of a Google Sheet (image below) allows for data collection that is shared with each member of the SIT as well as the State’s external SSIP evaluator.

State Level				
Improvement Strategy/Initiative	Recent Activity	Related Data	Follow Up Needed	Responsible Person(s)
State Implementation Teams				
State Collaboration (ECMHC, Home Visiting, EXCELS, Health Care, MAH, Family Advocacy)				
Systems Coaching				
Routines-Based Interview				
Social Emotional Foundations for Early Learning				
Reflective Coaching				
Other EBP				
Implementation Science				
TAP-IT				
IFSP Process & Tools				
COS Competency				

The second tool for managing data is the DSE/EIS web-based storage system which has been organized and customized to reflect all of the “buckets” of work around the Part C SSIP. Specific folders are aligned to the implementation activities (e.g., Implementation Teams and Stakeholder Groups, EBPs - Reflective Coaching/RBI/SEFEL, Systems Coaching, TAP-IT, COS, IFSP, etc.) by implementation year. Finally, the evaluation plan now includes two data collection columns with schedule/date and person responsible. To support implementation of the evaluation plan, a SSIP Part C Gantt Chart was created in Google Sheets (image below) to document data collection activities by month.

Activity	January	February	March	April	May	June	July	August	September	October	November	December
SEFEL Training/EBP Institute								X				
RBI Training/EBP Institute								X				
TAP-IT Digital Portfolio Training									X			
TAP-IT Fidelity Assessments - SIT			X			X					X	
SIT Meetings	X	X/V	X	X/V	X	X		X/V	X	X/V	X	X/V
SIT Group Functioning Tool						X						
IFSP SE Analysis Tool Administered – Sampling TBD*												X
Child Outcome Data Collected										X		
Child Outcome Summary - Competency Check										X (2018)		
ITP Family Survey	X											
Mental Health Services Survey						X						
Systems Coaching Client Survey - TBD*	X											
Systems Coaching Fidelity Self-Assessment	X			X			X			X		
Technical Assistance (TA) Log	X	X	X	X	X	X	X	X	X	X	X	X
State Content Coaching Feedback Questionnaire	X					X						
Website Analytics Collected - MLL, Gateway, SEFEL, MAH												X
SIT/LIT Progress Updates	X	X	X	X	X	X	X	X	X	X	X	X
LIT Meetings	X	X	X	X	X	X	X	X	X	X	X	X
TAP-IT Fidelity Assessments - LIT					X							
IFSP Outcomes Review for Evidence of Standards Tool										X		
RBI Checklist Data Collected** (# staff certified)				X		X				X		X
SEFEL Family Coaching Checklist** (considering integrated tool)	X	X			X		X		X		X	
Summary of SSIP Activities - CLIG Submission & Final Report					X				X			
State Content Coaching Log	X			X			X			X		
SEFEL BOQ					X						X	
Coaching Practices Rating Scale Administered		X			X						X	
TA Log - EEC Quarterly Summary for Annual Report	X			X			X			X		
SIT/LIT Progress Updates - EEC Summary for Annual Report	X			X			X			X		
LITP Interviews – SIT Team						X	X					
KEY:												
ORANGE - STATE SYSTEMS COACHES												
YELLOW - LOCAL SYSTEMS COACHES												
BLUE - STATE CONTENT COACHES												
GREEN - EVERGREEN EVALUATION & CONSULTING												
*TBD - To Be Developed												

Data analysis is an ongoing process that allows for continuous improvement of professional learning, implementation of EBPs, and data-informed decision making. For purpose of the SSIP work, TAP-IT is a 5-stage process in which the SIT and LITs utilize effective *Teaming* strategies and protocols to *Analyze* data, *Plan* through implementation and child level target setting, *Implement* with an action plan to advance progress, and *Track* results. State and local implementation teams are currently using the TAP-IT process to make decisions based on the data collected during implementation and have started documentation within the TAP-IT Digital Portfolio. Numerous examples of this recursive data-informed decision-making process, utilized to support revisions and planned modifications of implementation and improvement strategies, will be discussed in the next section.

2. How the State has demonstrated progress and made modifications to the SSIP, as necessary

The MITP is monitoring and measuring outputs to assess the effectiveness of the implementation plan as clearly documented and described in Section C.1. above. The State specifically focused on key short and medium-term outcomes to demonstrate progress and make modifications to the SSIP, as necessary. The following questions are addressed for each of the key short and medium-term outcomes, as appropriate:

- a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR?**
- b. Evidence of change to baseline data for key measures**
- c. How data support changes that have been made to implementation and improvement strategies?**
- d. How data are informing next steps in the SSIP implementation?**
- e. How data support planned modifications to intended outcomes (including the SiMR) - rationale or justification for the changes or how data support that the SSIP is on the right path?**

Short-Term Outcome: Foundations

Participation and Learning - Provide high quality professional learning (PL) and resources

As reviewed by the Birth - 21 Core Leadership Team and the EBP Expert Teams for RBI, SEFEL, and COS, the State continued to provide high quality PL as measured by *Impact of Training and Technical Assistance (IOTTA)*, the Child Outcomes Summary TOT Survey, and the *High Quality Professional Development (HQPD)* indicators. This data justifies the need to continue evaluating the quality and usefulness of all professional learning opportunities implemented by the State. The introduction of the *IOTTA* during Phase III, Year 2 provided valuable information for ongoing coaching with the RBI/SEFEL coaches from each local jurisdiction and shaped the content and activities for the quarterly face-to-face Reflective Coaching Sessions. The information from the COS Survey suggests the regional format for statewide training was beneficial for the participants

and will be utilized for the IFSP Training-of-Trainers later in Spring/Summer 2018.

Short-Term Outcome: Foundations

Participation and Learning - Learning about mental health services

The results of the statewide *Early Childhood Mental Health Survey* conducted in June 2017, were reviewed by the SIT as part of the TAP-IT Cycle 1 data review in September of 2017. While this data indicates the need for an increase in knowledge around mental health services and referrals, this statewide data was not seen as specifically actionable by the SIT, therefore, other data sources served as the foundation for the TAP-IT Cycle 1 Goal Setting and Action Plan. Additionally, the MSDE in collaboration with the external evaluator may want to consider a clarification to the survey to include a qualifier about “*How often are referrals made to ECMH services when there is an indication or need?*” instead of “*How often do you help families access ECMH services?*”

The Mental Health Survey provides a “big picture” baseline of the knowledge and utilization of local mental health resources, which in turn, can assist State/local SEFEL coaches, systems coaches, and LITs to recognize the importance of knowing how local mental health services and supports are accessed in each local jurisdiction. As part of each SIT webinar meeting there is a State/local “*share out*” about collaborative early childhood mental health efforts. Specific local examples of this collaboration include: the development of a pyramid of social-emotional supports within their jurisdiction, establishing a systemic request for accessing consultative or direct support from a psychologist, and linking all resources through an internal online system. Continued discussions and documentation of State/local collaborative efforts around early childhood mental health will continue to be a priority topic at SIT webinar meetings and addressed through State and local-level engagement with early childhood partners.

Short-Term Outcome: Foundations

Participation and Learning - Systems Coaching

The results of the Systems Coaching Survey were reviewed by the DIT which includes all of the State-level Birth-K Liaisons/State Systems Coaches working with the Local Systems Coaches in each of the four SSIP jurisdictions. This data clearly indicated the significant knowledge shift for both the State and Local Systems Coaches with regard to: Stage-based implementation, data-informed decision making (TAP-IT) and systems coaching. While increasing knowledge was an important step in this work, follow-up work with Dr. Barbara Sims assisted the DIT with the creation of a *Systems Coaching Practice Profile* and *Fidelity Tool*. This iterative process was started in the spring of 2017 and continued into early fall when a *Systems Coaching Fidelity Self-Assessment* was finalized and baseline was gathered by the State Systems Coaches. Over the course of the next year, the Local Systems Coaches will be introduced to and begin utilizing this *Systems Coaching Fidelity Tool* as they continue to support local implementation efforts around evidence-based practices.

Short-Term Outcome: Foundations

Participation and Learning - Summer Institute for RBI and SEFEL

The results of the *Impact of Training and Technical Assistance (IOTTA)* were reviewed by the EBP Expert Team for Reflective Coaching, RBI, and SEFEL. While the level of mastery before and after the training showed growth, the level of mastery is still in the intermediate range, indicating the strong need for continued follow-up coaching and support from the State content coaches. This is consistent with anecdotal feedback from the State content coaches indicating that local content coaches still need time to integrate the RBI and SEFEL into their ongoing practice and continued, regular support to feel confident and competent with coaching their colleagues.

Short-Term Outcome: Foundations

Participation and Learning - EBP F2F Reflective Coaching Sessions

The results of the surveys following the reflective coaching face-to-face sessions were reviewed by the EBP Expert Team for Reflective Coaching, RBI, and SEFEL and were specifically utilized to facilitate the ongoing, regular coaching occurring with each SSIP jurisdiction as well as the EBP F2F Reflective Coaching Sessions with both RBI and SEFEL coaches. The February 2017 survey assisted in framing the Reflective Coaching Sessions in May and November 2017 as participants asked for more explicit information, direct training, and concrete examples to see reflective coaching with colleagues in action as well as more opportunities to practice and reflect on their own coaching skills. The February 2017 survey also highlighted the importance of the SIT/LIT policy-practice feedback loop work as the lowest survey item was around “having insight as to how my jurisdiction will move forward to implement EBPs using reflective coaching.” It is interesting to note that survey results in November 2017 seemed to suggest a better understanding of and how to use reflective coaching to support colleagues to acquire and enhance skills in the RBI process and the SEFEL framework. In collaborative work with the SIT this year, reflective coaching was identified as the evidence-based adult learning strategy to support the training and ongoing coaching of all evidence-based practices, which in turn has provided more consistent messaging around the importance of colleague-to-colleague reflective coaching. Continued work with local implementation teams will focus on further capacity building to support the consistent use of reflective coaching with colleagues and reflective practices in general.

Short-Term Outcome: Foundations

Participation and Learning - Regional Child Outcomes Summary Birth - K Training of Trainers

The results of the COS TOT Survey were reviewed by the COS Expert Team and indicated the need for continued support around the implementation of the four core components for COS fidelity. Additional practice examples, videos, and content were added to the Early Childhood Outcomes Gateway website following the November training, with a particular focus on authentic assessment. Follow-up technical assistance to support the retraining of all Birth-Kindergarten staff, the use of the *Guide to Birth to Kindergarten Child Outcomes and Child Outcomes Summary*

(COS) Process Training and Support, and the implementation of COS to fidelity continues to be addressed by regional Birth-Kindergarten Liaisons/Systems Coaches.

Medium-Term Outcome: Infrastructure Improvements

Change in Behavior - High quality systems coaching

Technical Assistance Log - The DIT agreed in November 2017 to review the TA Log data on a quarterly basis as one data source to monitor and inform ongoing systems coaching. In Phase III, Year 3 the TA Log will be expanded to include all TA provided by DSE/EIS. Additional discussions with the B-K Liaisons around how to document SSIP TA will assist in providing a more accurate reflection of the Part C SSIP work.

Technical Assistance Client Survey - Another data source developed and administered during Phase III, Year 2, to get feedback on TA services provided by State Systems Coaches to Local Systems Coaches, was the *Technical Assistance Client Survey*, administered in January 2018. This survey information was reviewed by the DIT in March 2018 and provides the DSE/EIS feedback on the quality, usefulness, and relevance of the SSIP TA services. This data will be used as a part of stakeholder feedback to inform TA moving forward and to showcase the successful implementation of systems coaching within the overall SSIP efforts.

Systems Coaching Fidelity Self-Assessment - The final data source around high-quality systems coaching is the *Systems Coaching Fidelity Self-Assessment* created by the DIT. In December 2017 and then again in March 2018, the DIT used the data to identify areas of "opportunity for growth," to complete a root cause analysis, and to develop an action plan to increase capacity in systems coaching. Based on these data, the team decided to focus on developing an action plan around a specific indicator showing novice/emerging in both the Engagement and Collaboration - Leadership Engagement and Guidance and Diagnosis and Analysis - Data-Informed Decision Making area. The specific indicator of focus is "*Institutionalizing policy-practice feedback loops between levels in the system, including Leadership and Implementation Teams.*" Specific action steps involve a deeper understanding about policy-practice feedback loops and the use of the TAP-IT DP in order to confidently facilitate this work with leadership and implementation teams.

Medium-Term Outcome: Infrastructure Improvements

Change in Behavior - Data-informed decision making

The TAP-IT process and the documentation of the TAP-IT process through the Digital Portfolio provides a structured step-by-step method for reviewing key data around the implementation of the SSIP. The *TAP-IT Fidelity Assessment* completed by the SIT at the end of TAP-IT Cycle 2 clearly indicates that the data-informed decision-making process was implemented with fidelity. The SIT engaged in transparent discussions when completing this fidelity assessment and recognized the overall need for several of the processes, particularly in plan and track to become more routinized. The success of TAP-IT implementation with the SIT will hopefully translate to

successful implementation with the LITs as these teams will begin completing this same fidelity assessment. As the SIT and LITs move forward with future implementation and sustainability activities, the TAP-IT process will provide the evidence to support continuation or modification of SSIP activities. During Year 3, continuation of the TAP-IT process and documentation in the TAP-IT DP will guide and ultimately justify that the SSIP is on the right path.

Medium-Term Outcome: Infrastructure Improvements

Change in Behavior - High quality State content coaching

During Year 2, the State content coaches for both RBI and SEFEL met with local content coaches to facilitate reflective problem solving, model the reflective coaching process, support application to practice, and address current needs. The RBI coaching activities supported all four SSIP jurisdictions to conduct RBI training as well as follow-up colleague to colleague coaching, as documented in the *State and Local Implementation Team Monthly Reporting*. In one of the SSIP jurisdictions (which serves over 20% of the children and families in Maryland), the State RBI content coach conducted another full RBI Institute to enable an additional cadre of 24 RBI trainers/coaches to become RBI trained to fidelity. With regard to SEFEL coaching activities, information about coaching sessions was maintained through qualitative notes documenting coaching content, activities, and next steps. After transitioning to a new State SEFEL content coach, local coaching sessions occurred (monthly or every other month) in each of the four SSIP jurisdictions.

To collect data on the quality of the State coaching received, a *Coaching Feedback Questionnaire* was distributed to local level content coaches in July of 2017. The data from this questionnaire were reviewed by the EBP Expert Team (Reflective Coaching, RBI, and SEFEL), which acknowledged the limited usefulness of this data, with less than 25% of local coaches responding. In Year 3, with assistance from the external evaluator and the EBP Expert Team, the *Coaching Feedback Questionnaire* wording will be revised to better elicit information around high quality content coaching needs. The MITP is developing strategies for improving the response rate and will consider distributing this questionnaire twice a year to elicit additional feedback about the quality of State content coaching.

Another data source to assess quality of the State coaching received was the *EBP F2F Reflective Coaching Session Participant Feedback Survey*. These surveys were again reviewed by the EBP Expert Team and utilized by the State content coaches to gauge the quality of the reflective coaching sessions and to plan for future sessions. While the data from the *Participant Feedback Survey* served as the baseline for providing high quality State content coaching, this will need to be revisited as the *Coaching Feedback Questionnaire* is reworked and more thought is given to how to best measure this outcome.

Medium-Term Outcome: Infrastructure Improvements

Change in Behavior - High quality local content coaching

The *Coaching Practices Rating Scale* provides self-assessment data around the implementation of the five key characteristics of reflective coaching. Originally, this measure was to gauge the fidelity of local content coaching across both RBI and SEFEL, however, data collection was challenging and limited. While adjustments to the form and to collection methods have been made, there is question as to whether this tool measures coaching fidelity and/or the quality of the local content coaching provided. As noted earlier, the MITP will not report baseline on this performance measure but will gather more information on the intended use of this tool. Additionally, the MITP will work with the SIT to consider the best ways to measure the quality of the reflective coaching that local providers are receiving.

Medium-Term Outcomes - Evidence-Based Practices Implementation

Change in Behavior - Implement EBPs with fidelity

RBI Implementation - The SIT made the collaborative decision to focus on RBI implementation during TAP-IT Cycle 1 and created an implementation data Google sheet to collect current RBI fidelity data around training and coaching. This data indicated that across all four SSIP jurisdictions, 12% of providers had been trained to fidelity. The SIT completed annual/quarterly goal setting and created specific action steps to increase RBI implementation. This included the development of a draft statewide guide to RBI training and coaching along with a survey to gather feedback from local leaders and RBI trainers/coaches about this guide.

At the start of the next quarterly data informed decision-making cycle, TAP-IT Cycle 2, implementation data was again reviewed with a 5% increase across all four SSIP jurisdictions for a total of 17% of providers trained to fidelity and utilizing the RBI within practice. While the SIT celebrated this increase in RBI implementation data, the team realized through honest, open discussions, it was necessary to allow more time for State and local stakeholders to come to consensus on the guide to RBI training and coaching. Additional action steps were taken to finalize the plan and review other RBI fidelity resources. At the end of TAP-IT Cycle 2 the SIT finalized the *Guide to Routines-Based Interview (RBI) Training and Coaching*. This document will serve as the foundation for the initial, full, and ongoing implementation of the RBI with fidelity in Maryland.

SEFEL Implementation - During Phase III, Year 2, data on the *SEFEL Benchmarks of Quality* (BOQ) and the *Family Coaching Checklist* were collected across all four SSIP jurisdictions. Both of these data sources informed the ongoing coaching provided by the State SEFEL coach to the local cadre of SEFEL coaches. These data confirm the exploration/installation stage of SEFEL implementation across jurisdictions as shared by local leaders/Local System Coaches (see Table 1, pgs. 13-14). Since the SIT focused on RBI implementation during TAP-IT Cycle 1 and 2, the specific fidelity data gathered by the *BOQ*, the *Family Coaching Checklist* and the *Coaching*

Practices Rating Scale will be reviewed by the SIT beginning in March 2018 with TAP-IT Cycle 3 and continuing into the next cycle. The SIT will need to address the alignment of the SEFEL performance measure and the data sources. These data will guide the next steps for SEFEL work in each of the four SSIP jurisdictions, as well as the scaling-up and sustainability of the SEFEL model statewide. Specific guidance around SEFEL Training and Coaching and the utilizing of the *BOQ* to support infrastructure shifts may need to be created to support the implementation of the SEFEL/Pyramid model within each local jurisdiction and at the State level. Additional guidance around the *Family Coaching Checklist* will need to address the frequency of completion, how to best utilize this data for provider-level changes in practice, and how organization/leadership drivers can support reflective practices in general.

Medium-Term Outcomes - Effective IFSPs

Change in Behavior - IFSPs reflect social-emotional assessment tools, outcomes, services, linkages

The IFSP social-emotional outcomes, services, and linkages data provides a baseline for specifically measuring the presence of social-emotional outcomes and whether services or linkages specifically address the social-emotional area of development. While this data was gathered and reviewed at the State level, the review of social-emotional outcomes was discussed by local leaders/local systems coaches during a SIT meeting as an important data source for LITs to review. The MITP acknowledges the value of local leaders and teams realizing the significance of this type of data to inform practices and progress.

While overall the data reflects the presence of social-emotional outcomes, it is interesting to note that more social-emotional outcomes were present on initial IFSPs based on children's eligibility criteria of 25% delay in social-emotional than were present on IFSPs with children's outcome #1 entry score of 1-3 (reflecting no age appropriate skills in the social-emotional area). It is anticipated that with increased emphasis on authentic assessment to strengthen both the COS process and development of functional routines-based IFSPs, as well as the integration of both RBI and SEFEL into provider-level practices, more social-emotional outcomes and the capacity to address the outcomes will be evident. The data indicating the percentage of services or linkages addressing the social-emotional area was disproportionately low compared to other IFSP services and relevant linkages. This was unexpected as it seems inconsistent with how IFSP teams are currently determining service and linkage supports. Continuing to monitor this valuable data source will give both the SIT and LITs important actionable evidence around how IFSPs are addressing social-emotional challenges and supports for young children and their families.

3. Stakeholder involvement in the SSIP evaluation

- a. How stakeholders have been informed of the ongoing evaluation of the SSIP**
- b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP**

Stakeholders, including local program staff, state agency staff, family representatives, institutes of higher education, parent support agencies, and EBP experts, continue to be involved in every aspect of SSIP implementation and evaluation with short, medium and long term outcomes, measures of success, data sources, timelines, and data collection procedures. As previously mentioned, the MITP worked in collaboration with external evaluators and intra- and interagency stakeholders to continue aligning the evaluation plan with the logic model.

The key external stakeholders, Maryland's State Interagency Coordinating Council (SICC), were informed and involved in the ongoing evaluation and had a voice in decision-making regarding the ongoing evaluation of the SSIP in several ways. At the March 2017 SICC meeting, the MITP staff gave a presentation on the State-level SSIP work specifically focusing on the alignment of the *Theory of Action* and the *Logic Model* with the evaluation of implementation and child-level outcomes and shared a draft document *High Quality Training with Reflective Coaching Rationale*. Specific stakeholder feedback was gathered on these three documents through facilitated discussion and distribution of a feedback form. Again, in September of 2017, the SICC reviewed the *SSIP Logic Model* and *Evaluation Plan* and discussed the alignment of the SICC mission, functions, and future directions based on the SSIP work. As a result of September's meeting, the SICC stakeholders asked for an update from a local SSIP program at each SICC meeting. At the November 2017 SICC meeting, the Howard County Infants and Toddlers Program Director presented their SSIP journey over the past two years, focusing on the implementation of RBI, SEFEL, Reflective Coaching and Systems Coaching with fidelity to support an integrated Birth to Kindergarten early intervention/preschool special education model for young children with disabilities and their families. To further support the SSIP efforts, the SICC established an Early Childhood Mental Health (ECMH) Task Force to focus on breaking down barriers associated with social-emotional screenings, silos, and stigma impacting young children and their families.

The evaluation of the SSIP is guided by the SIT/LIT teams, the EBP Expert Teams, and several DSE/EIS teams. The most salient feedback around specific evaluation measures of success, data sources, and timelines has come from creating communication protocols to support policy-practice feedback loops within the SIT and the LITs. Concentrated work to create high-performing teams has allowed regular, honest, transparent discussions around implementation and child-level outcomes. The TAP-IT Digital Portfolio has structured the work of the SIT/LITs by enhancing data-informed decision making cycles to meet action steps and implementation goals. Improvement cycles based on review and analysis of data is now built into the process and will continue to support the stakeholder voice and involvement in decision-making around the ongoing evaluation of the SSIP.

A specific example of how the SIT/LITs have had a voice in the ongoing evaluation of the SSIP, is the work that the SIT completed during TAP-IT Cycle 1 and 2 focusing on RBI implementation. Beginning in August 2017, at the EBP Summer Institute, a draft *Guide to RBI Training and Coaching* was distributed to assist local leaders, local implementation teams, and local RBI trainer/coaches to begin considering how they would roll out high quality training with reflective

coaching to support RBI implementation. After thorough data analysis, the SIT decided to work on RBI implementation in TAP-IT Cycle 1 and 2, with a specific focus on the collection of RBI implementation data and the RBI guidance document. Feedback was gathered through a survey monkey of local RBI trainers/coaches and leaders, distribution of a clarification document created by MITP, and facilitated discussions with the LITs and SITs. Transparent discussions during the F2F SIT meetings in November 2017 and January 2018 reflected policy-practice feedback loops from the EBP Expert Teams and the LITs and resulted in revisions to the document that should better support local implementation. These revisions directly impacted the evaluation plan data collection schedule for the *RBI Implementation Checklist*.

During Year 3, external and internal stakeholders will continue to be informed about and have a voice in the ongoing evaluation of the SSIP. Additional collaborative work with all partners and stakeholders around what full implementation and true integration of reflective coaching, RBI, and SEFEL really looks like in a comprehensive B-K service delivery model will have a direct impact on evaluation efforts and future decision making.

D. Data Quality Issues

1. Data limitations that affected reports of progress in implementing the SSIP and achieving SiMR due to quality of the evaluation data

As both the *SSIP Logic Model and Evaluation Plan* were aligned and revised over the past year, data sources as well as data collection procedures need ongoing refinement with continued stakeholder input. Specific data limitations and data quality issues will need to be addressed to ensure reliability and validity of progress.

a. Concern or limitations related to the quality or quantity of the data used to report progress or results

The first area of concern related to data quality is to clearly identify procedures for administering the various surveys, fidelity tools, and checklists and to establish a consistent method for scoring and interpreting results. While the SSIP Part C Gantt Chart was created to support implementation of the evaluation plan, further procedural work around specific key measures is needed in collaboration with the MITP, the external evaluators, and the State-level content experts to ensure alignment of the performance measures with the data source (i.e., how to use the *Family Coaching Checklist* to measure the percentage of providers implementing with fidelity). Specific discussions with the SIT continue around the frequency, utility, and modification of fidelity data collection tools and processes as related to each EBP. A second area of concern is the flexibility given to consultants to utilize their own surveys. While the decision was made in Year 2 to introduce the *Impact of Training and Technical Assistance (IOTTA)* as the end-of-PL survey across both the RBI and SEFEL content during the EBP Summer Institute, the tool was not used following each of the EBP reflective sessions. This inconsistency made it difficult to aggregate some of the data for SSIP progress reporting as well as limited interpretation of the data. Another limitation was the data sources that included more than the SSIP jurisdiction and the data sources with limited response rates. More rigorous attention to details around specifying jurisdiction names on survey tools and fidelity checks will be adhered to, with ongoing follow-up reminders to ensure responsiveness to surveys and questionnaires. Finally, there continues to be many data sources for the SSIP measures, but a clear understanding and agreement of the contribution of each measure needs to be reviewed and re-evaluated, as appropriate.

b. Implications for assessing progress or results

While concerns and limitations to the quality and quantity of the data have been identified and will continue to be addressed, the MITP acknowledges both progress and results around infrastructure changes and the initial implementation of EBPs with fidelity. Specific concerns around utilizing several of the data sources for continuous improvement and data-informed decision making (i.e., *Coaching Feedback Questionnaire*, *Coaching Practices Rating Scale*) without further revision and/or clarification are addressed in the narrative (C.1 and C.2).

A data quality issue specifically addressed in Year 2, based on data gathered during Year 1, was a concerted effort to improve the fidelity of the COS process, therefore, improving the fidelity of the COS data. This focused work included:

- *A Guide to Birth to Kindergarten Child Outcomes and Child Outcomes Summary (COS) Process Training and Support;*
- A revised B-K COS Training of Trainers, including the four core components to support COS fidelity, piloted and rolled out statewide through regional trainings with the expectation that all early intervention and preschool special education staff are re-trained by fall 2018; and
- A new Birth - Kindergarten Child Outcomes Gateway website housing foundational topics, all training materials, program improvement resources, and a Maryland COS Competency Check.

While the implications for assessing long-term results utilizing Child Outcomes Summary ratings may support improvement in the fidelity of Maryland’s COS data, continued support and technical assistance around implementation of the COS process with fidelity is critical for local leaders as well as local early intervention providers.

c. Plans for improving data quality

Several action steps will be implemented to improve data quality during Year 3. Additional opportunities for communication and partnership between the MITP, the State-level content experts (consultants), and the external evaluator will be provided in order to gain a shared understanding around the purpose, format, and detail needed to address the SSIP measures.

Continued collaborative work with the SIT will be facilitated around the frequency, utility, and modification of fidelity data collection tools and processes as related to each EBP. And finally, as Maryland continues to eagerly anticipate the release of the national Child Outcome Summary-Competency Check (COS-CC), the MITP will ensure IFSP team members are COS competent by the completion of the Maryland COS Competency Check following the revised B-K COS training.

E. Progress Toward Achieving Intended Improvements

1. Assessment of progress toward achieving intended improvements

The MITP is clearly able to assess progress toward achieving intended improvements through infrastructure development and change, evidence-based practices implemented with fidelity, and progress of key measures/evaluation questions.

a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up.

The DSE/EIS B-K Liaisons continue to employ a Systems Coaching approach as the primary mechanism for providing support to the local level. Relationships across and between all levels of the SSIP teaming structures have continued to grow stronger through regular meetings and communication, joint training, and continuous formative assessment and adjustments of plans and practices. These relationships provide the foundation to engage in difficult conversations with a shared problem-solving lens that works towards moving closer to the common goal. The additional training and implementation of TAP-IT, the data-informed decision-making strategy, has solidified the SIT's focus and formation of steps to move forward based on stage-based implementation theory. The MSDE believes these teaming structures and practices, combined with Systems Coaching, has been instrumental in making progress towards the SSIP initiatives and will continue to build skills and capacity in these areas at the State and local level to support current implementation and sustainability as well as future statewide scale-up of initiatives.

Also, in March 2017, a SSIP Coordinator was hired to lead and align the Part C and Part B SSIP activities. This position brought focus and a consistent lens across the work that strengthened the DIT and was instrumental in establishing System Coaching protocols, self-assessment, and the initiation of the TA Tracking Log.

Additionally, in Year 2, the MITP began intensely focused efforts on addressing two significant infrastructure changes, namely the IFSP and the *Consolidated Local Implementation Grant (CLIG)*. In the process of scaling up to full implementation of EBPs throughout all phases of the SSIP, the MSDE collected anecdotal information about how the IFSP document and process support or challenge the use of recommended practices. It became apparent that the document and the process did not support implementation as intended, specifically related to authentic assessment, understanding family resources, priorities, and concerns, developing functional, routines-based IFSP outcomes, and providing routines-based intervention through an evidence-based teaming model.

In the spring and summer of 2017, IFSPs from 30 other states were reviewed and an IFSP workgroup convened, that included representation from jurisdictions across the State, to begin making recommendations for a revised IFSP process, document, and online tool. Feedback was

gathered through multiple stakeholder groups, including the four SSIP jurisdictions, resulting in the development of a new IFSP process, document, and online tool that will be released July 1, 2018. The new IFSP process is a substantial shift in process and requires local jurisdictions to make infrastructure shifts to meet the requirements of evaluation and assessment activities. The MITP expects this shift in personnel and infrastructure resources will result in more robust authentic assessment activities, leading to increases in participation-based intervention and ultimately, improved child outcomes.

The CLIG is the primary grant mechanism through which local jurisdictions receive federal and State funds to implement local early intervention programs in compliance with federal and State regulations, policies, and procedures. The implementation of new IFSP and COS processes necessitated modifications to the CLIG. The main component of the CLIG has historically been the development of the local Comprehensive System of Personnel Development (CSPD) Plan and thus focused primarily on staff training. The revised CLIG for FFY 2019 includes an Early Intervention Program Plan comprised of the following sections: Improvement/Corrective Action Plans, Public Awareness, COS Process, Effective IFSPs, and the CSPD Plan. Each section requires the consideration of data and strategies for improvement within the context of both infrastructure and personnel development in order to illustrate the necessity of organization and leadership factors to support implementation of EBPs and doesn't attribute successful implementation to solely staff capacity.

b. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects.

Phase III Year 2 continued to focus on clarifying and reaching consensus around the fidelity measures and collection processes of the three EBPs. The SIT adopted the SSIP evaluation plan in early 2017, which outlined the fidelity tools and the frequency of collection. Specifically, the *RBI Checklist* and the *SEFEL Family Coaching Checklist* were to be completed by local providers once every other month (alternating RBI and SEFEL) to guide reflective coaching conversations and to serve as the fidelity measure. The *SEFEL BOQ* and the *Coaching Practices Rating Scale* were to be completed at the quarterly EBP meetings. The reality of completing checklists at the identified frequency proved challenging and there was not shared understanding of the intended use of the data collected through the checklists. Therefore, the team has had to repeatedly revisit both the frequency and utility of fidelity checks and self-reflection. Thus, quantitative data is still evolving and does not yet allow definitive conclusions about the EBPs resulting in desired effects. Anecdotally though, the MITP recognizes several themes:

- The MSDE has identified reflective coaching as the evidence-based adult learning strategy to support the training and ongoing coaching to implement both RBI and SEFEL strategies, as well as at the system level through the B-K Liaisons. Increased focus and emphasis on reflective coaching was evident in the realignment of the quarterly face-to-face meetings of the RBI and SEFEL coaches. Originally, the two groups of coaches convened separately with the

State expert content coach to review EBP-specific strategies, increase deeper understanding of strategies, and to reflect on the process of coaching colleagues to implement the practices. Participants voiced strong reservations about their own capacity to coach colleagues and thus the quarterly sessions' primary focus shifted to reflective coaching across all evidence-based practices. The intention was to measure fidelity of coaching at each of the quarterly EBP Reflective Coaching Sessions with a self-assessment using the *Coaching Practices Rating Scale* but the process and data collection proved challenging. Adjustments to both the form and the collection process is expected to improve the quality and quantity of data. However, there continues to be discussion about the usefulness of the tool and whether it truly measures fidelity. The team will need to continue exploring this and consult Drs. Sheldon and Rush about the intended use of the scale and how it is "scored." The team may also consider a mechanism for measuring effectiveness of reflective coaching from local providers, in addition to the self-assessment of the coach.

Two of the four SSIP jurisdictions have created system coaching positions that allows the local coach to have designated time in the daily or weekly schedule dedicated to coaching colleagues in RBI and SEFEL implementation. These two local system coaches report increased confidence and competence in their reflective coaching ability with colleagues. It is expected that results of this infrastructure change will impact reflective coaching fidelity data as well as increased implementation of EBPs with fidelity.

Anecdotally, the discussions and collective comments during the quarterly EBP Reflective Coaching Sessions indicate an improved understanding of reflective coaching with colleagues. Participants' attitudes and beliefs about coaching colleagues is shifting and there is increased openness to engage in reflective conversations and problem-solving related to implementation with fidelity. This will certainly continue to be a primary focus of current work and the lens by which future roll-out and scale-up of EBPs will be planned.

- As a result of the challenge in collecting fidelity data as originally outlined in the SSIP evaluation plan, the SIT TAP-IT Cycles 1 and 2 focused on RBI and the processes of training, certification, and ongoing support and fidelity. A *Training and Support Guide* was finalized at the end of Cycle 2 and outlines the minimum expectations of training, certification, and ongoing coaching at the State and local levels. In addition to the requirements for initial certification, the SIT reached consensus to have local providers complete a self-reflective checklist (e.g., the *RBI Checklist with Eco Map* or the *RBI-FC*) twice per year to be used in reflective coaching sessions and to report as fidelity data. This modification to the plan is too recent to have data to report on. The data focus of Cycles 1 and 2 was on the number of staff trained to fidelity in RBI and showed increases that support the MITP's model of training and ongoing coaching.
- As with the *RBI Checklist*, the *SEFEL Family Coaching Checklist* was not completed as originally planned. During the next two TAP-IT Cycles, the SIT will focus on SEFEL,

including the fidelity measures and collection methods and frequency. The MITP has reached out to the national SEFEL model developers for guidance on the frequency of completing the *Family Coaching Checklist*. Their initial response is that it should be completed after every visit with a family that social-emotional needs are addressed. This will be an important point of conversation with the SIT members.

Adjustments to the completion of the *BOQ* have already been planned and will be finalized as part of the next two SIT TAP-IT Cycles. Challenges of completing the *BOQ* at the quarterly EBP Reflective Coaching sessions included not having enough time to dedicate to this with the focus shift of those sessions to coaching, not having shared understanding of the indicators on the *BOQ*, and not always having directors and local system level knowledge to base responses on. This resulted in questionable *BOQ* data that seemed mismatched to knowledge of local systems. Therefore, the SIT will begin the SEFEL TAP-IT cycles with a discussion facilitated by the SEFEL State Expert Content coaches, leading the team through clarification of each indicator, as each of the four local SSIP jurisdictions complete their *BOQ* based on increased understanding. The team will then use the data through this activity to plan next steps.

- Finally, the common concern that runs through the challenges of completing fidelity checklists is the utility of doing so through a reflective process. The MITP believes that the value in completing the checklists lies more in the process of taking time to step back from the work and reflect on how it's going at all levels (child/family, provider, program, and State) rather than as an evaluative measure. However, because programs and providers are more familiar with concepts of evaluating work based on scores, creating the time and space to truly reflect on process and procedures has not been prioritized or even realized in some cases. The MITP will continue to need to build understanding and capacity in reflective practices as the mechanism to coach, develop, and grow, that then in turn will also produce fidelity measures.

c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SiMR.

A detailed description of the progress toward implementation of short- and long-term activities/outputs can be found on pages 17-27 of this document. To recap, work has continued on all outputs identified in the *MITP SSIP Logic Model*. Notable additions that had not begun in Year 1 include the *Technical Assistance Protocol* and the revised IFSP process and tool. The TA Protocol was drafted and has been initially implemented by the MSDE. The IFSP process and tool was developed throughout Year 2 with input from multiple stakeholder groups and was presented statewide at regional PLOs in Fall 2017. The online tool is nearing completion of development and statewide regional IFSP training will be in June 2018.

In Phase III Year 2, the MITP continued building on the foundational objectives of participation and learning that began in Year 1, including providing high quality professional learning

opportunities and high-quality coaching and resources to support ongoing implementation. As previously discussed, the SIT spent much of the year increasing knowledge of and implementing the data-informed decision-making process, TAP-IT. While the EBP State Content Expert Team increased efforts to strengthen understanding and implementation of reflective coaching as the adult interaction style to support local implementation of the RBI and SEFEL model. The 2017 EBP Summer Institute provided an opportunity for the existing cohort of state-trained RBI trainer/coaches to deepen their understanding of the components of the RBI and an additional day for both RBI and SEFEL coaches to learn more about social-emotional development, attachment, and early childhood mental health. The DSE/EIS rounded out the year's professional learning activities with statewide regional Early Childhood PLOs, focusing on the evidence-based practices to build comprehensive birth-kindergarten systems, as well as COS Process Training of Trainers to improve fidelity throughout the State.

The MITP acknowledges there continues to be a need for ongoing professional learning opportunities combined with ongoing Reflective Coaching at all levels to achieve the provider and program behavior changes identified as medium-term outcomes. The medium-term outcomes related to implementation continued to build on Year 1 activities and are discussed throughout this report. In general, infrastructure improvements were noted through stronger, higher performing teams both at the State and local levels. The SIT and LITs continue to refine and bring shared understanding of their focused work through the use of increased communication and collaboration and the TAP-IT process. It is expected that Year 3 will continue to build the effectiveness of all teams and bring the State closer to the desired long term outcomes.

The four LITPs implementing the three identified EBPs are at varying stages of implementation, ranging from exploration to full implementation, as would be expected in Phase III, Year 2. All four LITPs report the implementation of the RBI to be either at initial or full implementation, whereas the stage of implementation of SEFEL is reported as only exploration and/or installation across all four jurisdictions. All four LITPs report initial installation of Reflective Coaching. Although the SIT continues to modify the fidelity data collection tools and processes related to implementation of each EBP and therefore doesn't currently have strong fidelity data, the stage of implementation self-reported by each LITP offers some insight to implementation successes and challenges. Based on SIT and LIT conversations, there seems to be consensus that because the RBI is a specific process/activity carried out at the provider level, with a clearly defined checklist, there is more clarity and thus confidence in the implementation and the measuring of fidelity.

In contrast, SEFEL is a model that requires infrastructure and personnel competency components to be in place to be considered implemented. The fact that the four LITPs report SEFEL implementation as exploration or installation actually reflects a truer understanding of the model in its entirety. Prior to this year's use of the *BOQ*, LITP directors reported saying SEFEL was being implemented based only on staff participation and completion of training. The SIT anticipates that after the SEFEL TAP-IT cycle, which will begin with a facilitated discussion of the *BOQ*, the data will be more accurate and the components necessary for full implementation

will be made clear and provide direction for action planning.

Gauging the implementation and measuring fidelity of Reflective Coaching has also been more challenging than expected throughout Year 2 due to the ongoing evolution of thinking about Reflective Coaching as it pertains not only to families but especially to and among providers and team members. Again, because reflective coaching is an approach to adult learning, or a “stance” for the work, it is often more nebulous to train on, implement, and measure. Building capacity of coaches requires them to have time with their own coach to model and reinforce the characteristics of coaching. Again, it is not simply a matter of having personnel trained in coaching. The State and local programs need to address how the infrastructure impacts the true implementation of reflective coaching, including creating a culture that values reflective practices and the identification of an evidence-based teaming model that utilizes Reflective Coaching as the mechanism to build team capacity.

Overall, the MITP continues to build on short-term outcomes and to make progress towards the medium-term outcomes. Moving forward continues to be an iterative, recursive process that requires teams at all levels to modify and adapt expectations and next steps to ensure outcomes are achieved. The MITP is confident that the EBPs and both the infrastructure and personnel development strategies identified will continue moving MD towards the long-term impact goal.

d. Measurable improvements in the SiMR in relation to targets

The MITP SiMR focuses on an increased rate of growth of positive social-emotional skills and relationships for infants, toddlers, and preschool age children with developmental delays/disabilities in four LITPs, as measured by Part C Indicator 3A, Summary Statement #1. As reported in the Phase III Year 1 report, baseline data and targets were adjusted for 2015/2016 due to a change in methodology in data collection of birth to kindergarten child outcomes. Targets for the four LITPs increase by one percentage point each year through FFY 2018. The table below shows the baseline data (2015/16), target and actual data for 2016/17 (July 1, 2016-June 30, 2017), target for 2017/18, and actual *partial* data for 2017/18 (July 1, 2017-Dec. 31, 2017), and the target for 2018/19.

2015/2016 Baseline	2016/2017 Target	2016/2017 Actual Data	2017/2018 Target	7/1/2017-12/31/17 Actual Data	2018/2019 Target
47.23%	48.23%	50.84%	49.23%	52.35%	50.23%

The four jurisdiction’s aggregate data for 2016/2017 exceeded the target by 2.6 percentage points and as of December 31, 2017, the 2017/2018 actual data exceeds the target by 3.12 percentage points, potentially tracking to exceed the 2017/2018 target.

F. Plans for Next Year

1. Additional activities to be implemented next year, with timeline

Reflecting on Year 2 implementation and outcomes data, the MITP will continue building on and strengthening current strategies and add a few additional improvement activities to be implemented in Year 3. These include:

- The implementation of the revised IFSP process and document, including development of Training of Trainers (TOT) materials, an IFSP Process Guidance document, and online training support (May 1, 2018-Dec. 31, 2018);
- A written protocol for SEFEL Training and Coaching (April 2018-Sept. 2018);
- Revision to the *Coaching Feedback Questionnaire* (May 2018);
- A written protocol for monitoring COS Process fidelity (June 2018);
- Completion of the Maryland COS Competency Check following COS training (June 2018);
- Participation of the external evaluator in SIT meetings twice annually (beginning March 2018);
- SSIP evaluation plan components in monthly EBP expert meetings to ensure alignment of relevant data collection and planning activities (beginning March 2018);
- Implementation of a single consistent evaluation measure across all EBP professional learning activities (e.g., the *IOTTA* or specific sections of it);
- MSDE and Maryland Department of Health (MDH) collaboration to begin exploring the creation of a guidance document to provide clarification around MA billing for EBPs (beginning April 2018);
- Beginning revisions to the MITP Suitable Qualifications process; and
- Beginning planning for infrastructure and personnel development needs to continue statewide implementation of EBPs, including ongoing coaching support (beginning March 2018).

These activities are primarily additionally detailed action items of strategies already included in the action plan and does not require a revision to the plan at this time.

2. Planned evaluation activities including data collection, measures, and expected outcomes

Based on the challenges of EBP fidelity data collection in Year 2 and SIT conversations, the MITP SSIP Evaluation Plan will need to modify the frequency of data collection for each EBP. While new collection frequencies have been identified for RBI data, the team will not address frequency of data collection related to SEFEL until the SIT SEFEL TAP-IT cycle beginning March 2018. This process will include the discussion with SEFEL model developers for guidance. Similarly, the SIT needs to consult the developers of the Reflective Coaching model for guidance around fidelity measures to make necessary adjustments to the tool and frequency of data collection.

In the process of summarizing Year 2 evaluation activities, it became apparent that the reports from the EBP experts did not clearly align with the MITP evaluation plan. Therefore, the MITP will provide clarification about SSIP evaluation measures and jointly determine the appropriate collection and reporting mechanisms to meet both the MITP's and consulting agencies' evaluation needs. This will become a standing agenda item in the monthly EBP meetings. Additionally, the external SSIP evaluator will participate in at least two SIT meetings annually to ensure shared understanding of data collection needs.

In summary, the MSDE, in collaboration with external evaluators and stakeholders, will continue to monitor evaluation activities and modify data collections, measures, and/or expected outcomes as appropriate.

3. Anticipated barriers and steps to address those barriers

As always, time is the most significant barrier to planning and the realization of implementation and evaluation of EBPs that result in improved outcomes for children and families. The format and venue for the SIT meetings have evolved in an attempt to address both the lack of time together to do the focused SSIP work and the sense of urgency to do it, balanced with the constant and increasing demands of the daily work. However, the narrow focus of TAP-IT cycles and the set frequency of face-to-face SIT meetings to complete TAP-IT may require the re-examination of meeting type and frequency to move the work forward at an agreeable pace.

Another critical consideration for the SIT is the ability for providers to truly internalize the evidence-based practices in a way that allows for full integration and implementation within a service delivery model. This will require continued open communication and ongoing reflective coaching at all levels.

4. The State describes any needs for additional support and/or technical assistance

In FFY 2015, the MITP became members of the Social-Emotional Outcomes (SEO) Collaborative, sponsored by the NCSI in partnership with ECTA, and continues to benefit greatly from the technical and programmatic support for systems change. Sharing with other states around implementation successes and challenges and the one-on-one TA support from NCSI has informed Maryland's Year 2 SSIP implementation and evaluation. Additionally, MITP staff participate regularly in the Integrating Outcomes Learning Community and the COS Data Community of Practice for technical assistance around the implementation of an integrated COS process with fidelity and using COS data for program improvement. The MITP does not have additional support needs at this time but feels strongly connected with several TA providers if it should become necessary.