

Maryland Part C State Systemic Improvement Plan

Phase III – Year 1

Executive Summary

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 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, now a part of Maryland law, offers families of eligible children the choice to remain on an IFSP after age three, until the beginning of the school year following the child's 4th birthday. This system and infrastructure change for the State of Maryland served as a major catalyst for a heightened focus on school readiness results. With the Division of Special Education/Early Intervention Services' (DSE/EIS) laser focus on Results Driven Accountability (RDA) and in alignment with the DSE/EIS Strategic Plan, *Moving Maryland Forward*, the MITP continues to transform and augment support to Local Infants and Toddlers Programs (LITPs), to both comply with regulatory requirements and to narrow the school readiness gap.

With stakeholder guidance, the phased work of Maryland's Part C SSIP provides an avenue to focus on positive social-emotional development and relationships to prepare our youngest learners for kindergarten. The summary of progress during Phase III Year 1 implementation of Maryland's Part C SSIP aligns with the Theory of Action, the Logic Model, and the Evaluation Plan for the Part C SSIP.

The Maryland Infants and Toddlers Program in collaboration with stakeholders made a minor revision to its Theory of Action in FFY 2015 to further clarify reflective coaching and the use of evidence-based practices (see words in bold and italic). The *Theory of Action* for the Part C SSIP now states:

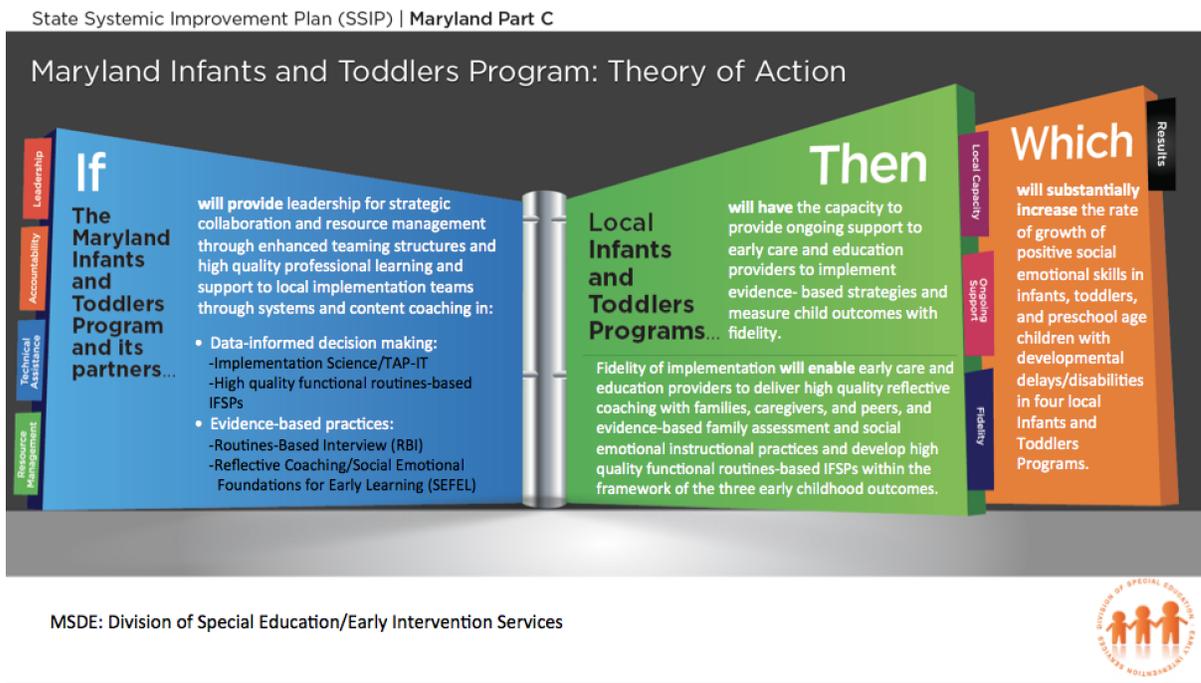
IF the Maryland Infants and Toddlers Program (MITP) and its partners provide leadership for strategic collaboration and resource management through enhanced teaming structures and provide high quality professional learning and support to Local Implementation Teams through systems and content coaching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

- Data-informed decision-making:
 - Implementation Science/TAP-IT (Team, Analyze, Plan, Implement, Track);
 - Effective, Functional, Routines-Based IFSPs; and
- Evidence-based practices:
 - Routines-Based Interview (RBI); and

- o Reflective Coaching/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 (see Attachment #1).



Coherent improvement strategies implemented in Phase III Year 1

Three coherent improvement strategies, including infrastructure improvements, were implemented at the State and Local Infants and Toddlers Program (LITP) levels in Year 1 of Phase III (July 1, 2015 through June 30, 2016). In alignment with the MITP Theory of Action and the DSE/EIS Strategic Plan – *Moving Maryland Forward*, infrastructure development and improvement strategies occurred within the areas of Leadership, Technical Assistance, and Accountability. The following chart describes each strategy and summarizes the overall accomplishments during Year 1 implementation.

Coherent Improvement Strategies - Summary of Accomplishments Year 1

Leadership (Collaboration/Communication)	Technical Assistance (Professional Learning)	Accountability (Data Informed Decision Making)
<p><i>The State will focus on collaboration and communication with intra- and interagency partners through enhanced teaming structures to support a seamless, comprehensive birth to kindergarten system of services.</i></p> <p>The MITP engaged in strategic leadership through regular collaboration and communication with key partners to support relationships at the State and local level with the Early Childhood Mental Health (ECMH) Steering Committee, the ECMH consultants, Home Visiting programs, health care providers, and child care providers.</p> <p>The DSE/EIS and the MITP created teaming structures with interagency partners, within the DSE/EIS Division, with LITPs, and with broad stakeholder engagement to provide direction and support for SSIP implementation as well as implementation of a seamless, comprehensive Birth to Kindergarten system including:</p> <ul style="list-style-type: none"> ● Local Implementation Teams (LIT) ● State Implementation Team (SIT) ● Evidence-Based Practice Expert Teams ● SSIP B-21 Core Planning Team ● Division Implementation Team (DIT) ● Executive Leadership Team ● Key Stakeholder Groups 	<p><i>The State will focus on supporting LITPs through systems and content coaching as they build an implementation infrastructure for evidence-based practices that attends to the implementation drivers – competency, organization, and leadership.</i></p> <p>The SSIP served as the catalyst for State infrastructure change by assigning birth to kindergarten liaisons to cross-functional teams. These teams provide the performance support and technical assistance outlined in the DSE/EIS’ tiered system for monitoring and technical assistance – the Differentiated Framework: Tiers of General Supervision and Performance Support to Improve Birth-21 Special Education and Early Intervention Results.</p> <p>The DSE/EIS selected <i>a systems coaching evidence-based model</i> as one of its technical assistance methods and hired a consultant for year-long professional learning and follow-up coaching.</p> <p>In Phase II, the MITP, with active stakeholder engagement, selected several specific evidence-based practices – <i>RBI</i> and <i>SEFEL</i> for implementation and during Phase III Year 1. Content experts supported by teaming structures began installation of these evidence-based practices.</p>	<p><i>The State will 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 evidence-based practices, including the implementation of the Child Outcomes Summary (COS) process with fidelity, functional routines-based IFSPs, and the State’s Personnel Standards for Early Intervention Service Providers.</i></p> <p>The DSE/EIS with partners, supported the evidence-based data-informed decision-making model, TAP-IT, through the creation of professional development resources, including the TAP-IT Digital Portfolio and the Effective, Routines-Based IFSP Reflection Tool and Modules.</p> <p>The DSE/EIS developed and disseminated a COS Technical Assistance Bulletin to support the implementation of the Child Outcomes Summary (COS) rating process Birth to Kindergarten in Maryland.</p> <p>The MITP conducted in-depth face-to-face interviews with each of the SSIP jurisdictions to gather data on the implementation of the COS process with fidelity. This resulted in the development of a rationale for Maryland’s COS Core Components and is serving as the foundation for a revised Birth to K COS training protocol and supportive resources.</p>

Specific evidence-based practices implemented during Phase III Year 1

During Year 1 implementation (July 1, 2015 through June 30, 2016), Maryland invited four Local Infants and Toddlers Programs (LITPs) to begin participating in the State Systemic Improvement Plan (SSIP). State Implementation Team (SIT) monthly meetings began in September of 2015 and have continued on a monthly basis to specifically support the exploration, installation, and initial implementation of evidence-based practices. Revisions to length and format of these meetings have occurred based on stakeholder feedback.

With the assistance of national experts, a cadre of local trainers/coaches from each of the SSIP jurisdictions were identified and supported to attend Maryland's first RBI Summer Institute held in August, 2015. To begin scale-up, utilizing lessons learned and data-informed decision-making, Maryland's second RBI Summer Institute was held in 2016. All RBI trainers/coaches have been and continue to be supported through virtual and face-to-face follow-up coaching. Each RBI trainer/coach must submit a video example of the RBI that is evaluated utilizing the RBI Checklist to ensure fidelity of the RBI practice prior to training/coaching local providers.

SEFEL coaches were identified from each of the SSIP jurisdictions and were provided training in reflective coaching prior to the rollout of the three SEFEL training modules. For one SSIP jurisdiction, the three SEFEL training modules were delivered by content experts in the Spring of 2016. For the other three SSIP jurisdictions, SEFEL module #1 was completed in Spring 2016 with the other 2 modules being delivered in Summer and Fall 2016. All SEFEL local coaches have been and continue to be supported through virtual and face-to-face follow-up coaching in the four SSIP jurisdictions.

An evidence-based Systems Coaching model was adopted as a technical assistance method for both State Systems Coaches (Birth to K liaisons) and Local Systems Coaches. The DSE/EIS hired a consultant for year-long professional learning and follow-up coaching. Training on systems coaching began in June of 2016 with a two-day in-person professional learning event.

Evaluation measures, activities, and outcomes implemented during Phase III Year 1

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. The evaluation plan is designed, through a formative, iterative evaluation process to monitor the provision of (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 evidence-based practices, (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. The plan incorporates the expectations and outcomes from Maryland’s theory of action, logic model, and action plan through several key components beginning with the overarching implementation and outcomes framework and followed by key measures/evaluation questions, performance indicators (What does it look like?), and methods (How will we know?). Stakeholders were involved in evaluation planning, first through providing feedback on the State’s logic model and then by providing specific feedback on evaluation indicators and methods. They continue to be involved in the evaluation process through the provision of feedback on achieving intended outcomes and projected timelines.

The chart below provides an overview of those key measures/evaluation questions, data sources/evaluation activities, and performance outcomes that began during SSIP Phase III (implementation) Year 1. More detailed reporting of progress on the evaluation measures and outcomes will be discussed later in the *Progress in Implementing the SSIP* and the *Data on Implementation and Outcomes* sections.

Key Measure/ Evaluation Questions	Data Sources/ Evaluation Activities	Status/ Performance Outcomes
Are there clearly established requirements and responsibilities for participating LITPs with a documented selection process?	<ul style="list-style-type: none"> ● Completed a document analysis of selection criteria. ● Developed and disseminated requirements and responsibilities outlined in letter of agreement. 	<ul style="list-style-type: none"> ● MSDE partnered with four LITPs to begin exploration and installation of evidence-based practices in early intervention.
How effective was the communication and collaboration among and between State/local agencies? To what extent are MSDE Divisions and partners included in meaningful collaboration, with opportunities to provide input and feedback at critical decision points?	<ul style="list-style-type: none"> ● Collected and reviewed agendas, meeting minutes, artifacts, and products. ● Collected and reviewed evidence of and engaged in cross-agency professional development/ community events. 	<ul style="list-style-type: none"> ● MSDE with partners engaged in intra- and interagency collaboration to support cross-agency initiatives, develop products, and monitor progress. ● MSDE collaborated with partners to integrate stakeholder feedback into data-based decisions.
To what extent is all training of high quality for adult learners, containing elements such as preparation, engagement, application, evaluation and mastery?	<ul style="list-style-type: none"> ● Collected and reviewed training qualifications/ national certifications. ● Monitored development of and observed training for content fidelity. ● Completed and reviewed. <i>Observation Checklist for HQPD Training</i> for RBI, SEFEL and Systems Coaching PD. 	<ul style="list-style-type: none"> ● Training is provided by qualified and certified experts. ● Training is of high quality and addresses the needs of adult learners.

Key Measure/ Evaluation Questions	Data Sources/ Evaluation Activities	Status/ Performance Outcomes
To what extent did State and LITP Systems coaches increase their knowledge of systems coaching? To what extent do State and LITP Systems Coaches increase the knowledge to promote and sustain implementation of selected evidence-based practices?	<ul style="list-style-type: none"> ● Developed and reviewed <i>Implementation Structure Roles & Responsibilities</i> with SIT team ● Conducted and analyzed Systems Coaching Pre-Post Knowledge Assessment. ● Collected and reviewed State & LIT Progress update tool. 	<ul style="list-style-type: none"> ● MSDE and LITP Systems Coaches began to demonstrate an increased knowledge and skills in essential functions of systems coaching, (e.g., active implementation frameworks and TAP-IT).
To what extent did LITP Content Coaches increase their knowledge and skills of EBPs (RBI and Reflective Coaching/SEFEL) in early intervention?	<ul style="list-style-type: none"> ● Developed and reviewed RBI application and agreement process ● Conducted and evaluated RBI Institute with local cadre of trainers/coaches. ● Conducted and reviewed RBI Participant Survey. ● Developed, implemented, and reviewed RBI Certification process utilizing the RBI Checklist. ● Developed and reviewed selection criteria for SEFEL coaches. ● Developed and conducted a 1-day Reflective Coaching training for a local cadre of SEFEL coaches. ● Conducted and analyzed pre-post Reflective Coaching assessment. ● 	<ul style="list-style-type: none"> ● RBI local content trainers/coaches began to demonstrate innovation fluency with RBI with 18/24 (75%) of local coaches/trainers completing the RBI certification process. ● SEFEL local coaches began to demonstrate fluency with Reflective Coaching/ SEFEL.
To what degree did training participants meet learning targets? As a result of training, were early intervention providers able to demonstrate fluency in EBP?	<ul style="list-style-type: none"> ● Developed and conducted a three module Infants and Toddlers SEFEL training for early intervention providers. ● Conducted and analyzed Pre-Post Knowledge assessment for all three SEFEL modules. ● RBI Institute for local content trainers/coaches only (see above). 	<ul style="list-style-type: none"> ● Early intervention providers have initial knowledge and skills of Reflective Coaching/SEFEL. ● RBI local content trainers/coaches began to demonstrate innovation fluency with RBI.
To what extent is systems/content coaching occurring with LITPs and is it quality, containing elements such as engagement and collaboration, team development, discovery and diagnosis, and change facilitation?	<ul style="list-style-type: none"> ● Developed <i>Implementation Structure Roles & Responsibilities</i> and <i>Draft SSIP Systems and Content Coaches At-A Glance</i> with SIT team. ● Collected and reviewed State & LIT Progress updates. 	<ul style="list-style-type: none"> ● Four SSIP LITs are meeting regularly. ● Local Systems Coaching and Content Coaching began installation during Year 1 with limited data on performance outcomes.

Key Measure/ Evaluation Questions	Data Sources/ Evaluation Activities	Status/ Performance Outcomes
Are key components of data-informed decision-making practices being implemented as intended?	<ul style="list-style-type: none"> ● Introduced the TAP-IT process during SIT meetings to discuss implementation data, issues and challenges through consistent documentation of State & LIT Progress updates ● Created a data-reporting requirement for the four SSIP jurisdictions as part of the annual grant 	<ul style="list-style-type: none"> ● Four SSIP Local Implementation Teams (LITs) began meeting regularly and are in the beginning stages of initiating regular data-informed, decision-making processes to support installation of evidence-based practices.
Are early intervention providers implementing evidence-based practices with fidelity in the child and family’s environment as intended?	<ul style="list-style-type: none"> ● Developed, implemented, evaluated and revised the RBI Certification Process, including RBI Checklist with 90% fidelity. ● Introduced the Family Coaching Checklist during Reflective Coaching/SEFEL training 	<ul style="list-style-type: none"> ● 18/24 (75%) of local RBI trainers/coaches became State Certified RBI Trainers and began utilizing essential features of the RBI with families. ● SEFEL exploration/ installation only during Year 1.
To what degree are families engaged in the IFSP process as evidenced by functional, routines-based IFSP outcomes?	<ul style="list-style-type: none"> ● Reviewed the FFY 2015 results of the Maryland Early Intervention Family Survey ● Analyzed a sample of child/family outcomes utilizing the <i>Child and Family Outcomes</i> page of the <i>IFSP Reflection Tool</i> 	<ul style="list-style-type: none"> ● Maryland Early Intervention Family Survey results indicate that 98.1% of families know their rights, 97.3% of families effectively communicate their child’s needs, and 98.2% of families help their child develop and learn. ● Using the State’s IFSP Reflection Tool, 50% of the standards for IFSP. outcomes were “All” or “Mostly” met in FFY 2015 compared to only 12.5% during baseline collection (FFY 2014).
To what extent are early intervention providers implementing the COS process with fidelity?	<ul style="list-style-type: none"> ● Developed, disseminated, and reviewed COS Technical Assistance Bulletin ● Developed, conducted, and analyzed in-depth COS landscape interviews with SSIP jurisdictions ● Developed and disseminated COS Core Components Rationale to guide revised COS B-K training and support 	<ul style="list-style-type: none"> ● Continue policy, practice, and procedure guidance during Year II to ensure early intervention providers demonstrate knowledge of the COS process for implementation fidelity (Require COS-CC and/or passing score on COS Simulator).
Are more infants, toddlers, and preschool aged children substantially increasing their rate of growth of positive social emotional skills and relationships?	<ul style="list-style-type: none"> ● COS, Outcome 1 - Summary Statement #1 	<ul style="list-style-type: none"> ● Revised baseline due to methodology change and improved quality/fidelity of COS data (see below).

As required by the Office of Special Education Programs (OSEP), the MSDE set a baseline and subsequent targets with the submission of Phase I. Since then, however, a change in birth to kindergarten child outcomes data collection methodology has led to the MITP proposing a revised baseline and new targets. In particular, in FFY 2015, the COS process was integrated into a preschool-specific portion of the Individualized Education Program (IEP). This integration was carried out, in part, to create a more seamless birth to kindergarten system of services and has led to the restructuring of the Part C Exit/Part B 619 Entry practices for many jurisdictions. In those jurisdictions, the COS ratings are now developed jointly with both ITP and preschool special education personnel. These joint COS ratings, because they are often combined with IEP development meetings, may occur earlier than prior to this change in methodology. Additionally, the birth to kindergarten collaboration and focus on the child outcomes rating process may be improving the quality and fidelity of the COS data. Therefore, like the other child outcomes subindicators, which data were submitted as part of the State’s Annual Performance Report (APR) on February 1, 2017, the MITP is proposing a new SSIP baseline and targets through FFY 2018:

2015/2016 Baseline	2016/2017 Target	2017/2018 Target	2018/2019 Target
47.23%	48.23%	49.23%	50.23%

Highlight changes to implementation and improvement strategies during Phase III Year 1

Based on intra- and interagency stakeholder feedback, several revisions were needed to both infrastructure improvement strategies and to support the implementation of evidence-based practices. As the DSE/EIS began implementation of the *Strategic Plan – Moving Maryland Forward* through a differentiated technical assistance model, it was necessary to create a Birth – 21 DIT focusing on the provision of differentiated ongoing technical assistance to increase local capacity to implement, sustain, and scale-up evidence-based practices. This team began meeting in June of 2016 and continues to meet monthly to build coherence between the Part C and Part B SSIP and the development and implementation of a protocol for differentiated State technical assistance.

Another change in infrastructure improvement strategies that became evident in Year 1 implementation was the mode of convening the monthly SIT meeting. Beginning in September 2015, the SIT meetings were held virtually every month. During the May 2016 SIT virtual meeting, several LITP Directors expressed concerns of feeling overwhelmed by the quantity of the SSIP work and implementation barriers. There was broad agreement among the local leaders of the SSIP jurisdictions that the opportunity to meet for a face-to-face retreat was critical to share successes and struggles. Additionally, it was decided that the monthly virtual meetings

needed to be extended to 1.5 hours in order have adequate time to focus on implementation challenges, reach consensus on decisions around fidelity, and provide supportive technical assistance.

In addition to the mode of convening, the composition of the SIT was also modified in FFY 2015. In March 2016, the leads for the Part B and Part C SSIPs jointly presented to the MSDE Executive Team. The purpose of this presentation was to obtain internal feedback on SSIP plans and progress, as well as to request participation from MSDE divisions on the SIT meeting. As a result of these meeting, staff members from the Division of Early Childhood Development (DECD) and the Division of Educator Effectiveness (DEE) were officially assigned to participate on the SIT.

Significant revisions to improvement strategies centered on the initial implementation of evidence-based practices. While MSDE did not change the original installation of Reflective Coaching/SEFEL in Phase III Year 1 for SSIP jurisdictions, the MSDE staff person, specifically designated to provide the SEFEL training and follow-up coaching, resigned immediately prior to the start of these trainings in the Winter of 2015. This required modifications to the University of Maryland School of Social Work contract and adjustments to how SEFEL training and follow-up coaching were initially rolled out with the four SSIP jurisdictions. Additionally, based on data from the 2015 RBI Institute and stakeholder feedback from local program administrators and providers, adjustments were made to the installation of RBI which included a letter of interest with specific State/local expectations and staff selection criteria, the content and format of the RBI Summer Institute 2016, the RBI certification process, and an increase in RBI face-to-face follow-up coaching.

Finally, during FFY 2015, the MITP became members of the Social Emotional Outcomes (SEO) Collaborative, sponsored by the National Center for Systemic Improvement (NCSI). The SEO Collaborative has been instrumental in shaping Maryland's implementation strategies and use of fidelity measures. Having the opportunity to share and collaborate with other states experiencing similar challenges has been advantageous. Maryland looks forward to continuing its participation in this collaborative group.

Progress in Implementing the SSIP

Description of the State's SSIP implementation progress Phase III Year 1

During Phase III Year 1, implementation progress has occurred within three broad coherent improvement strategies. The following narrative provides a description of the extent to which the State has carried out its planned implementation activities based on the Action Plan submitted in Phase II.

Strategy #1:

Provide leadership for strategic collaboration and resource management

Activity 1.1 - In collaboration with partners, MSDE supports relationships at the local level with ECMH consultants, Home Visiting programs and Health Care Providers to increase the identification and support of infants, toddlers, and preschool age children with social emotional concerns to create a more seamless system of services for families.

Progress Update: During Phase III Year 1 implementation, the MSDE worked to support more collaborative relationships at the local level in numerous ways. These included:

- 1) MITP staff co-chairing the Early Childhood Mental Health Steering Committee (ECMHSC) and providing monthly updates on SSIP implementation;
- 2) MITP staff attending and participating with regularity at the ECMH Consultant Peer meeting with ECMH Project staff;
- 3) Recruiting the lead of Home Visiting programs and Maryland's SEFEL initiative to become members of State Interagency Coordinating Council (SICC);
- 4) MITP staff with Maternal Infant & Early Childhood Home Visiting (MIECHV) staff co-leading, planning, and facilitating all Home Visiting Consortium meetings;
- 5) MITP presentations to groups of health care providers, including physicians, registered nurses, and hospital staff;
- 6) MITP staff attending and participating with regularity in Maryland's Developmental Screening Consortium;
- 7) SICC inviting a LITP Director to share information on ECMH, including attachment and trauma, at the annual joint SICC/Local Interagency Coordinating Council (LICC) meeting;
- 8) SICC inviting a local county to participate in a panel discussion highlighting their collaborative efforts around ECMH at the annual joint SICC/LICC) meeting. Panel representatives included the ECMH Consultation Project, Project LAUNCH, Project WIN (PG County Child Care Resource and Referral) and the Prince George's County Infants and Toddlers Program;

- 9) MITP securing and supporting a presentation on *Parent/Child Interaction to Support Attachment* by colleagues from Kennedy Krieger Institute and the University of Maryland at the annual Service Coordinator Resource Group Technical Assistance Forum;
- 10) Developing a one-pager about the *Moving Maryland Forward/DSE/EIS Strategic Plan* and the *Infants and Toddlers (Part C) and the School Age (Part B) SSIP* to share with all stakeholders including the State-identified Measureable Result (SiMR), the Theory of Action, Strategies to Accomplish the Goals, Participating Jurisdictions and External Stakeholders (see Attachment #2);
- 11) Sharing information about the Part C SSIP in the January 2016 Birth to K information booklet - *Moving Maryland Forward Maryland's Statewide Birth to K System of Services for Young Children with Disabilities and Their Families*;
- 12) Presenting to Institutes of Higher Education (IHEs), including the University of Maryland Baltimore County, to build the knowledge base around Maryland's SSIP work; and
- 13) Collaborating with other states as part of the NCSI SEO Collaborative.

Impact on Year 2: Based on the partnerships formed this year, the MSDE/MITP staff will continue to support any and all opportunities to enhance collaborative relationships at the State and local level, including regular attendance at ECMH Steering Committee meetings, ECMH Consultant Peer meetings, Home Visiting Consortium meetings, and MD Developmental Screening Consortium meetings. An additional opportunity for collaboration was presented when DSE/EIS staff were invited to begin participating on the Southern Maryland BRIDGE Project's Early Childhood Service Array Workgroup to build a seamless system of services for young children in three southern Maryland counties. The MSDE looks forward to this opportunity and for applying lessons-learned about cross-system development to other areas. As strengths and challenges are identified collaboratively, clarification and guidance around policy, procedures, and practice will be developed. Specific State/local collaborative efforts will continue to be an area of focus with highlights shared as part of the monthly virtual SIT meetings and as specific discussion topics at SICC meetings.

Activity 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 (Maryland's Quality Rating Improvement System for licensed childcare) so that more children in MITP receive their services in a high quality inclusive child care environment.

Progress Update: During Phase III Year 1 a representative from the MSDE DECD began attending monthly SIT meetings with attendance at these meeting throughout the reporting

period. This representative provided frequent updates on the initial implementation of developmental screening in childcare and other early childhood initiatives and activities. Information about the installation and initial implementation of evidence-based practices through the MITP SSIP was shared with the DECD. Collaboration with the DECD also occurred during monthly MSDE/Making Access Happen/Johns Hopkins University/Center for Technology in Education (JHU/CTE) meetings to support online resources for child care providers as a DECD representative regularly attended these meetings. An additional collaboration between the DSE/EIS and DECD provided COS training to the lead staff at five medically fragile child care centers in order to facilitate a common child outcomes measurement across programs for data reporting and program improvement. Another collaboration occurred as the DSE/EIS, SICC, and DECD worked collaboratively with the Maryland Academy of Pediatrics to share information regarding the new child care developmental screening initiative with pediatricians across Maryland. Finally, representatives from the DSE/EIS participated in the workgroup to develop and rollout developmental screening in all licensed child care in Maryland. The DSE/EIS staff participated in and reviewed training courses, which can be found here: <http://www.thinkport.org/msde-clock-hours.html>.

Impact on Year 2: In year 2, collaboration with the DECD will continue to inform and shape policy, procedures, and practices for both MITP and DECD initiatives. For example, the MITP has been asked to collaborate with the DECD in the development of a Policy for Prevention of Suspension and Expulsion for early childhood. This process will be guided through technical assistance work with the Administration for Children and Families within the Department of Health and Human Services. While the development of a policy is a requirement of the Preschool Development Grant, the State looks forward to the continued collaboration with the DECD to ensure that lack of social-emotional training does not lead to inappropriate disciplinary removal from childcare programs, and that all children, including children with developmental delays and disabilities, are not removed unfairly from pre-kindergarten classrooms and/or childcare.

Additionally, Maryland has been identified as a pilot site for receiving intensive technical assistance from the Substance Abuse and Mental Health Services Administration (SAMHSA)'s Center of Excellence (CoE) for Infant and Early Childhood Mental Health Consultation (IECMHC). The pilot sites selected are motivated and committed to advancing their IECMHC systems, including planning, implementing, evaluating, and/or sustaining these efforts. The DSE/EIS staff have been invited to be a member of this core team and look forward to increased opportunities to build cross-system supports for young children and families.

Activity 1.3 - The MSDE creates teaming infrastructure with stakeholders to provide guidance and support for implementation of evidence-based practices to fidelity in each of the four ITP programs.

Progress Update: During Phase III Year 1 the MSDE and MITP created robust teaming structures with internal and external partners and stakeholders to support implementation and decision-making around the implementation of the SSIP.

- **State Implementation Team (SIT)** - This intra- and interagency team was formed and agreed to meet monthly beginning in September of 2015 to identify and support infrastructure development and to guide the implementation and evaluation of the MITP SSIP. The State Implementation Team members include a parent representative from Maryland's Parent Training and Information (PTI) Center (Parents' Place of Maryland), the four Local Infants and Toddlers Program Directors identified as Part C SSIP jurisdictions, cross-divisional DSE/EIS staff, including the Part C SSIP Coordinator/MITP Director and B-K liaisons serving as a systems coach (each LITP is assigned a B-K liaison charged with supporting the building of capacity in the SSIP jurisdictions as well as other local jurisdictions through the tiers of engagement, using the TAP-IT process, Active Implementation Frameworks and Systems Coaching), the SICC Chair, a representative from the Division of Early Childhood Development (DECD), a representative from the Division of Educator Effectiveness, a representative from the JHU/CTE, and representatives from each of the Evidence-Based Practice Expert Teams described below.
- **Local Implementation Teams (LIT)** - Four Local Infants and Toddlers Programs agreed to form LITs to engage in SSIP work. Creation of each local team was phased in based on local discretion, with one team beginning in September of 2015 and others starting to meet regularly by January 2016. Team members were selected at the local level, and the MSDE Birth to Kindergarten assigned liaison began attending LIT meetings as requested by each local program.
- **Evidence-Based Practice Expert Teams** - These teams were formed for two evidence-based practices: RBI and SEFEL and agreed to meet monthly to support implementation of EBPs. Birth - K liaisons, as well as external contracted partners, comprise these teams in order to help integrate EBPs and existing practitioner wisdom.
- **SSIP B-21 Core Planning Team** - This team was formed and agreed to meet monthly through initial implementation to engage stakeholders and make adjustments as needed. Members of this team include the Assistant State Superintendent, the Branch Chief for Policy and Accountability and the Branch Chief for Performance Support and Technical Assistance, the Director of the Maryland Infants and Toddlers Program, a lead education specialist who supports the SPDG grant, a lead education specialist Birth to Kindergarten (B-K), two external consultants and two evaluation consultants.
- **Division Implementation Team (DIT)** - This additional team was formed and agreed to meet monthly beginning in June 2016. The role of DIT is to support State Part C and B liaisons, assigned to Local Implementation Teams, to provide ongoing technical assistance to increase local capacity to implement, sustain, and scale-up evidence-based

practices. Members include DSE/EIS Liaisons, DSE/EIS Branch and Section Chiefs, and the DSE/EIS Assistant State Superintendent.

- **State Executive Leadership Team** - This team met on 3/16/16 to receive an overview and to gather feedback on the Part C and Part B SSIP. This team plans to meet 1-2 times annually to ensure buy-in and input from each MSDE division. As a result of collaboration that occurred in the MSDE Cross-Departmental Executive Leadership Team meeting, the Assistant State Superintendent of the Division of Early Childhood Development and the Assistant State Superintendent of the Division of Educator Effectiveness assigned a division representative to participate in ongoing SIT Meetings. The State Executive Leadership Team is comprised of state leaders with decision-making power across the state. Members include representatives from every Division across the MSDE, as well as the Superintendent of Maryland Public Schools and the Superintendent's three deputies (School Effectiveness, Teaching and Learning, and Finance and Administration).
- **State Interagency Coordinating Council (SICC) Stakeholder Group** - The primary SSIP stakeholder group is the SICC with broad intra- and interagency representation. The MITP SSIP was on the agenda for all SICC meetings during 2015-16 and the joint LICC/SICC meeting topic provided cross-agency professional learning on the critical importance of social-emotional development and relationships for young children, along with strategies for local collaboration across agencies. The SICC includes 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.

Impact on Year 2: In Year 2, the MSDE/MITP with internal and external strategic partners, will continue to engage in identified implementation and stakeholder meetings to support State and local infrastructure refinement for implementation, sustainability and scale-up of EBPs. Continuous feedback will be solicited on the effectiveness of each group's composition, meeting schedule, and method of interaction (e.g., face to face, webinar, etc.) in order to determine necessary revisions and further discussion will be captured in the Year 2 submission. The SICC, as the key stakeholder group for the MITP SSIP, will continue to facilitate the collaboration between ECMH Consultants and birth to kindergarten early intervention and special education services in Maryland. As part of this continued work, an ECMH task force will be formed to select priority areas for work and to partner together to move the work forward.

Strategy #2:

Provide technical assistance and performance support with a focus on family partnership and evidence-based practices: a) Systems Coaching and b) Content Coaching

Activity 2.1 - State and local liaisons provide systems coaching to support implementation of evidence-based practices to fidelity in each of the four local infants and toddlers programs.

Progress Update: The DSE/EIS selected *a systems coaching evidence-based model* as one of its technical assistance methods and hired a consultant from the State Implementation and Scaling-Up of Evidence-Based Practices (SISEP) Center for year-long professional learning and follow-up coaching. Training on stage-based implementation and systems coaching began in June of 2016 with a two-day in-person professional learning event. Participants included DSE/EIS Part C and Part B staff, LITP Directors and Directors of Special Education from SSIP jurisdictions, and staff from the JHU/CTE. A pre-post knowledge assessment was completed prior to and immediately following the two-day training.

Impact on Year 2: The DSE/EIS will continue the systems coaching professional development, with regular consultant coaching calls, face-to-face trainings, and homework assignments. The LITP Directors and DSE/EIS staff trained in systems coaching will work collaboratively to support each LIT to continue the exploration, installation and implementation of evidence-based practices with fidelity. Additionally, during Year 2, the DSE/EIS in collaboration with the consultant, will begin the development of a systems coaching practice profile and coaching documentation/logs.

Activity 2.2 - Providers implement Routines Based Interviews (RBI) with fidelity to better engage families in the IFSP process.

Progress Update: In Year 1, the DSE/EIS executed a grant with JHU/CTE to conduct an RBI Summer Institute and to develop a certification process. In August 2015, the MITP hosted its first RBI Institute, with three to four staff members from each SSIP jurisdiction plus representation from three other jurisdictions. The Institute was intended to create certified RBI trainers in each jurisdiction and then for those trainers to train local providers. Procedures for staff selection to attend the RBI Institute included the following:

- A Maryland RBI Institute memo to local Birth to Kindergarten leaders outlining the rationale, description of the Institute, and selection criteria with expectations for participants;
- A Maryland RBI Institute application and Participant Agreement; and
- A Letter of Supervisory Support.

A total of 24 staff were selected to attend the 2015 RBI Institute. Prior to the five-day Institute,

participants were given pre-Institute reading assignments to provide them with basic, core knowledge about the RBI. A nationally certified RBI trainer hired through JHU/CTE, in collaboration with Dr. Robin McWilliam and the MITP team, planned and facilitated the Institute. Dr. Robin McWilliam, creator of the RBI, kicked off day-one of the Institute with an overview and interview demonstration. Each subsequent day consisted of RBI content knowledge in the morning, followed by interview practice in the afternoon. The last day focused on individual requirements for certification and initial planning for RBI scale-up. The *Observation Checklist for High-Quality Professional Development Training* was completed by an MITP staff person. An online RBI Participant Survey was completed by 23 out of the 24 RBI Institute attendees.

Following the Institute, participants were required to pass a knowledge assessment and submit video of themselves conducting an RBI with a family. Each of the 24 participants completed and passed the knowledge assessment with 90% accuracy or above. The video interviews were evaluated by several nationally certified trainers utilizing the RBI Implementation Checklist (J.L. Rasmussen & R.A. McWilliam (2006, revised 2008, 2009, 2011). Participants were either notified of passing their certification (with 90% or above) or were provided coaching and feedback regarding specific issues that prevented a passing score. Those who did not pass with the first video were asked to resubmit another video for review. It took RBI Institute participants between 6 months and 16 months to complete the certification process. Of the twenty-four (24) 2015 RBI Institute participants, eighteen (18) passed their certification, three (3) are still working on certification, and three (3) have elected not to move forward with certification due to job reassignment.

A follow-up RBI local coaches/trainers meeting was held in February 2016 to celebrate accomplishments, reflect on progress toward certification, expand knowledge and skills on writing functional IFSP outcomes/IEP goals, and to identify individual jurisdiction exploration, installation, and/or implementation strategies for RBI scale-up. Continued follow-up coaching was provided by the State-level RBI consultant to support RBI trainers with certification and with the initial exploration and installation of the RBI in LITPs.

Impact on Year 2: Feedback on the selection process, the RBI Institute, the certification process, and follow-up coaching was provided by the RBI participants, LITP leaders, and MITP staff. This quantitative and qualitative feedback assisted the RBI EBP Team to begin immediate planning for revisions to the application process, the RBI professional development, the certification process, and the on-going coaching.

During the first RBI Institute, it became obvious that the expectations of several LITP Directors were not aligned with the State's expectations for locally trained staff. Several staff commented that while selected to participate, they did not understand their responsibility for training and

coaching local staff. In addition, it also became apparent that some LITPs were not ready to roll out RBI within their jurisdiction (i.e., all three participants still working on their certification are from one jurisdiction). Revisions to the RBI trainer selection process, based on stakeholder feedback and facilitated by the RBI Evidence-Based Practice Team, include the following:

- A Maryland RBI Institute memo outlining the requirements for a local jurisdiction letter of interest that includes how the RBI will contribute to a local comprehensive service delivery model and a discussion of the jurisdiction readiness level to implement this EBP;
- A MSDE/MITP *RBI State Capacity Building Roles and Responsibilities* document; and
- A Maryland RBI Overview webinar (May 2016) to review the roles and responsibilities document and the specific requirements for the local letter of interest.

The RBI Participant Survey informed the RBI EBP team about several areas of improvement to the RBI Institute itself and this feedback was utilized to make several significant revisions. These include:

- Restructuring the content with more EcoMap and Interview information prior to conducting actual interviews with families;
- Acquiring commitment from and providing support to a cadre of nationally certified trainers to participate in the Institute as coaches;
- Consistency of feedback during actual RBIs with families by having the RBI coach work with each jurisdiction team during and following the Institute;
- Managing handouts/materials more effectively with handouts provided before each presentation; and
- Focusing more on certification requirements, follow-up coaching support, and an individualized implementation plan during the day-five ½ day.

Following the 2015 RBI Institute, concerns were raised (verbally and e-mail) by local leaders around the consistency of the feedback provided as part of the video submissions, as several different nationally certified trainers were reviewing the videos and providing feedback. This issue was resolved by having only the RBI expert consultant review the videos for fidelity of the RBI process as well as providing performance-based and reflective feedback. Additionally, during 2016 the *RBI-with-EcoMap Checklist* (R.A. McWilliam, 2016, based on previous versions: J.L. Rasmussen & R.A. McWilliam, 2006, 2008, 2009, 2011, and adaptations by C. Hankey & S. Bainter, State of Nebraska, 2015) was released. The RBI EBP Team recommended the use of this fidelity checklist for the 2016 RBI Institute, with all 23 bolded items used to meet certification requirements.

Finally, to address concerns around follow-up coaching, the *MSDE RBI State Capacity Building Roles and Responsibilities* clearly defines ongoing RBI coaching as occurring monthly for local expert coaches and for the newly trained RBI trainers/coaches. Additionally, a face-to-face coaches' follow-up meeting will be conducted three (3) times a year to provide ongoing support

to the Maryland cadre of RBI coaches, including those staff nationally certified, State certified, or currently working towards certification. The State's nationally certified RBI expert consultant will facilitate the face-to-face meeting with input from the RBI EBP Team.

During Year 2 as RBI Trainers/Coaches become certified, they will begin to train and install the use of the RBI as the evidence-based, authentic child and family assessment for IFSP development. The RBI Checklist will support reflection on implementation during Year 2 and continued ongoing support will be provided to Maryland's cadre of RBI Trainers/Coaches.

Activity 2.3 - Providers implement Reflective Coaching/Social Emotional Foundations for Early Learning (SEFEL) with fidelity to build capacity to address social emotional needs.

Progress Update: In Year 1, the DSE/EIS developed a grant with the University of Maryland, School of Social Work to develop face-to-face and online SEFEL trainings specific to the MITP. This training places specific emphasis on reflective coaching, ongoing formative assessment, and universal, targeted, and intensive intervention strategies designed for use in the home. The Infants and Toddlers (I&T) SEFEL training consists of three modules: (1) Social-Emotional Development, Universal Practices, Family Partnerships; (2) Targeted Social Strategies; and (3) Intensive Interventions.

Prior to presenting the three I&T SEFEL modules, an additional training on Reflective Coaching was provided to a local cadre of SEFEL coaches identified by each of the SSIP jurisdictions. During SIT meetings in the Fall of 2015, stage-based implementation and selection criteria were specifically discussed to assist LITP Directors in identifying appropriate staff to serve as SEFEL coaches. The MITP Reflective Coaching training was originally scheduled in February 2016 but due to the inclement weather did not occur until March of 2016. This training had a pre-post assessment completed by most participants that indicated significant increases in knowledge about reflective coaching and supporting early intervention professionals to understand the reflective coaching process.

Toward the end of Year 1 (April and May, 2016), the largest SSIP jurisdiction, with over 300 staff members received training on all three modules. The other three SSIP jurisdictions received Module 1 in May of 2016, with Modules 2 and 3 in Year 2 of implementation. This training approach for the large SSIP jurisdiction was based on the need to schedule local training dates far in advance during specific local professional development days. The other three jurisdictions followed the training model of one month training/one-month practice, etc. For all three I & T SEFEL modules, a pre-post assessment was completed by each participant which indicated significant increases in knowledge. The *Observation Checklist for High-Quality Professional Development Training* was completed by an MITP staff person.

Impact on Year 2: In Year 2, the State will provide training on Modules 2 and 3 to the three SSIP jurisdictions with follow-up face-to-face or virtual coaching to all four SSIP jurisdictions. Additionally, face-to-face coaches follow-up meetings will be conducted three (3) times a year to provide ongoing support to the Maryland cadre of SEFEL coaches. The follow-up coaching component documentation and the completion of the two SEFEL fidelity checklists: *Family Coaching Checklist* and *Implementing the Pyramid Model in Home Visiting: Benchmarks of Quality* will need to be clearly defined in collaboration with the SIT during Year 2.

Additionally, during Year 2, under the current contracts in place with University of Maryland, the entire I & T SEFEL three (3) module series will be rolled out to approximately five additional non-SSIP counties. While the State would like to provide SEFEL training to all 24 LITPs, it is critical to consider individual jurisdiction readiness and capacity for implementation, particularly with regard to follow-up SEFEL coaching. Readiness and capacity building activities for Year 2 include the demonstration of the online modules at the Statewide Professional Learning Institute and with other critical partners. Completion of the online SEFEL modules in Year 2 will ensure that staff who missed part or all of the SEFEL Trainings, and new staff, will be able to receive this important content.

Strategy #3:

Ensure accountability with a focus on results through data-informed decision-making

Activity 3.1 - The LITs conduct fidelity checks for the EBPs 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.

Progress Update: The SIT began conversations about stage-based implementation and shared the *Active Implementation Frameworks for Program Success* (Metz & Bartley, 2012) article in November 2015. In February 2016, an Online Learning Event (OLE): Implementation Science (<http://olms.cte.jhu.edu/olms2/5124618>) was completed in order for local program leaders to easily access information about Implementation Science to share with their LIT. At the end of Year 1 (June 2016), the DSE/EIS contracted with Barbara Sims from the State Implementation and Scaling up of Evidence-based Practices (SISEP) to provide additional training on *Building Systems to Improve Outcomes* with an emphasis on Implementation Science and Systems Coaching for both State and local systems coaches. As the State liaisons and local leaders continue to support LITs with the exploration, installation, and implementation of EBPs with fidelity, they will continue to hone their skills as a systems coach through ongoing coaching calls, face-to-face training, and homework assignments through May of 2017.

During Phase III Year 1, while the LITs were beginning their work, the DSE/EIS staff, in collaboration with local leaders, began to strategize on how to utilize the TAP-IT protocol as part of the SIT meetings. This data-informed decision-making process became evident as the SIT

found the need to develop resources to clearly define teaming structures as well as the roles of systems and content coaches. Draft documents created collaboratively with the SIT included: *Maryland Part C SSIP Implementation Structure Roles and Responsibilities* and the *SSIP Systems and Content Coaches At-A-Glance*. Additionally, a TAP-IT podcast was developed and posted during Year 1 <http://www.marylandlearninglinks.org/tap-it-podcasts>.

Impact on Year 2: During Year 2, stage-based implementation and systems coaching training will continue with Barbara Sims, State staff, and local staff through May of 2017 with regular coaching calls, face-to-face trainings, and homework assignments. Specific use of the TAP-IT protocol will be infused during face-to-face SSIP Directors' Retreats through the use of guiding questions around strategic collaboration, reflective coaching, SEFEL, RBI, COS and functional, routines-based IFSPs. In Year 2, the State will begin discussions with JHU/CTE to adapt the TAP-IT Digital Portfolio (originally developed as part of the State Personnel Development Grant) to align with the MITP Part C SSIP. It is hoped that the use of the TAP-IT Digital Portfolio for both the SIT and LITs would increase the consistency of regular data-informed decision-making cycles to ensure a practice to policy feedback loop for implementation of EBPs with fidelity, as well as make data collection and record-keeping more efficient.

Activity 3.2 - Families with all other IFSP team members are engaged in *evidence-based family assessment to develop* high-quality, functional, routines-based IFSPs.

Progress Update: The State continues to ensure that families play a key role as stakeholders in the MITP, as well as in their children's IFSP development. To support the State work around effective, functional, routines-based IFSPs, a collaborative meeting between DSE/EIS and JHU/CTE occurs on a monthly basis and includes a partner from the DECD. During Phase III Year 1 the MITP finalized the *Components of Effective, Functional Routines-Based IFSPs: A Reflection Tool* and a three-module series *Developing Effective IFSPs*. These modules were adapted by the Maryland Coalition for Inclusive Education (MCIE) and the MSDE DSE/EIS from materials created by the Early Childhood Technical Assistance Center (ECTA) and the Regional Resource Center Program (RRCP). The three modules include: Module 1: Setting the Context; Module 2: Functional Assessment in the IFSP Process; and Module 3: Developing Effective, Functional, Routines-Based IFSP Outcomes and Strategies and were disseminated within the Help and Resources section of Maryland's Online IFSP.

The MSDE began reviewing IFSP outcomes in FFY 2014 using the *Components of Effective, Functional Routines-Based IFSPs: A Reflection Tool* - Child and Family Outcomes page. Overall, evidence of functional, routines-based IFSP outcomes was minimal statewide. During Phase III Year 1 the MSDE specifically reviewed outcomes from at least one RBI trained staff person from each of the four SSIP jurisdictions. A significant improvement was made in the number of standards considered fully or mostly present in IFSP outcomes. Overall improvements

in functional, routines-based outcomes were noted in the following areas: 1) Reflecting priorities for the child's participation in home and community routines/activities, 2) Reflecting family priorities in outcomes, and 3) Including measurable criteria that are observable and understandable in the context of home and community routines/activities.

As the use of RBI for evidence-based family assessment is installed in SSIP jurisdictions (and additional jurisdiction as they build capacity and readiness), the MITP expects to see an increase in the quality of functional, routines-based IFSP outcomes. During the face-to-face RBI follow-up meeting in February 2016 the topic of developing functional, routines-based IFSP outcomes and IEP goals was identified as a priority and addressed through reflection and hands-on activities.

Impact on Year 2: The State will continue to support the installation and initial implementation of RBI as the evidence-based family assessment to impact the quality of functional, routines-based IFSPs through the SIT/LIT infrastructure as well as systems and content coaching. In August 2016, the MITP sponsored the 2nd RBI Summer Institute, incorporating data-informed feedback from a wide variety of stakeholders. (Please refer to discussion under Strategy #2 /Activity 2.2 - Impact on Year 2). Additionally, the State has started to incorporate the *Evidence of Standards: IFSP Child and Family Outcomes* to focus on results as part of comprehensive tri-annual monitoring.

With the installation and implementation of evidence-based family assessment and social-emotional assessment/instructional practices, the State has identified the need to establish an Effective, Routines-Based IFSP Workgroup to review the current IFSP process and document and make recommendations for revisions to the Maryland Online IFSP. The four SSIP jurisdictions have expressed an interest in being part of this ongoing work along with numerous other stakeholders. This workgroup will be established during Phase III Year 2 with recommendations on changes to the IFSP process and document occurring during Phase III Year 3.

An additional area that has been brought to the forefront by LITP stakeholders is the need for further clarification around Medical Assistance billing specific to EBPs (i.e., reflective coaching) and functional, routines-based IFSP outcomes. The DSE/EIS staff will begin to address this issue during internal meetings during Year 2 and into Year 3 and continue with stakeholder discussions and feedback in Year 3. Ultimately, the MITP plans to publish written guidance in collaboration with the Department of Health and Mental Hygiene to better support evidence-based early intervention practices through functional, routines-based IFSPs. Finally, the State will continue to analyze the quality of functional, routines-based IFSP outcomes annually for the four SSIP jurisdictions and provide directed technical assistance and the integration of reflection tools into ongoing practices.

Activity 3.3 - LITPs ensure that all IFSP Team members are considered competent in the COS process.

Progress Update: Beginning in FFY 2015, to better align Maryland's Birth to Kindergarten comprehensive system of services, the COS rating process measures the global early childhood outcomes in both early intervention and preschool special education. To support the implementation of the COS rating process, integrated into the IFSP and now integrated into the preschool component of the IEP, the DSE/EIS developed and disseminated a COS Technical Assistance Bulletin in January 2016. The ongoing State work to implement the COS process with fidelity through a competent Birth to Kindergarten workforce, is supported by a collaborative monthly meeting between DSE/EIS and JHU/CTE and includes a partner from the DECD.

During the Fall of 2015, local leaders on the SIT began raising concerns around the consistency (between and within jurisdictions) of the COS process in early intervention. In response to these concerns, and since child outcomes measurement is an integral part of the SSIP work, the DSE/EIS conducted in-depth face-to-face interviews (*COS Implementation Landscape Interview - group*) and provider surveys (*COS Implementation Landscape Survey - individual*) with each of the SSIP jurisdictions plus one additional jurisdiction. The purpose of this intensive needs assessment during January and February of 2016 was to gather data about local COS implementation practices, specifically related to integration into the IFSP process and fidelity of implementation, in order to identify strengths, gaps, training, and support needs. A summary of the interviews and survey data indicated the following:

- Five jurisdictions, each with different processes and service coordination models;
- Minimal integration of the three child outcomes into each step of the IFSP process;
- Inconsistent procedures regarding the core components for determining COS ratings;
- Inconsistent initial training and ongoing fidelity checks; and
- An IFSP document that is not supportive of the process.

The results of the interviews and surveys were summarized and shared with all local leaders at the April 18th, 2016 DSE/EIS Professional Learning Institute. This comprehensive implementation assessment and analysis led to the development of Maryland's COS Core Components Rationale which was also shared with all Birth to Kindergarten leaders and continues to inform revisions to all COS training and support resources moving forward.

Impact on Year 2: During Year 2, the MSDE in collaboration with stakeholders will utilize Maryland's COS Core Components Rationale as the foundation for a revised Birth to Kindergarten COS process training and support protocol including State expectations for initial training, ongoing fidelity, and refresher training. Additionally, a *Birth to Kindergarten Child Outcomes Gateway* will house all training materials and supportive resources. During Year 2,

the DSE/EIS staff will retool and revise all training materials to include young children and their families Birth to Kindergarten, to frame Maryland's early intervention and preschool special education system of services around the three early childhood outcomes, to emphasize families as essential partners in the COS process, and to integrate the COS core components for fidelity. Collaboration with the four SSIP LITPs will continue to be essential in moving forward with these revisions.

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. In the meantime, during Phase III Year 2 the DSE/EIS will draft an initial training protocol that includes all personnel completing the COS Simulator with at least 80% accuracy.

Activity 3.4 MSDE will support and monitor documentation of quality personnel standards for early intervention providers.

Progress Update: As in previous years, during Phase III Year 1 all LITPs were required to submit a Comprehensive System of Personnel Development Plan (CSPD) to the State in their submissions for state/federal funds. The CSPD requires the analysis of local personnel data and the planning for early intervention staff who currently do not meet the 120 contact hours required to be considered suitably qualified to provide early intervention services. Throughout Year 1, the MITP accepted and reviewed suitable qualifications applications from LITPs.

Impact on Year 2: The MSDE will continue to accept, review, and monitor suitable qualifications applications and continue the CSPD data analysis and planning requirements. Additionally, the MSDE will begin exploring the possibility of replacing the current database with a web-based application to allow for LITP data input and access to the system. This type of online system would better ensure the State's access to real time data for data-informed decisions to address staffing and professional learning activities.

Activity 3.5 - MSDE will continuously analyze data and modify implementation and evaluation activities, as necessary.

Progress Update: The State, in collaboration with internal and external stakeholders, view the development and implementation 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 1 implementation as well as during the preparation for the Phase III Year 1 submission. With stakeholder input, the MITP added "*families, caregivers, and peers, and evidence-based*" to its Theory of Action to emphasize the different types/levels of

coaching that occur and to emphasize that any strategies used to raise the quality of family assessment must be evidence-based.

The MITP SSIP Logic Model was modified to better align with Maryland's School-Age SSIP Logic Model by doing the following: removal of specific numbers of deliverables (e.g., number of systems coaches to be trained), removal of "satisfaction outcomes" to the provision of high quality professional learning and resources, and clarification to one of the medium-term outcomes around the use of the RBI as evidence-based family assessment for IFSP development. The revised Logic Model can be seen below as part of the discussion of intended outputs.

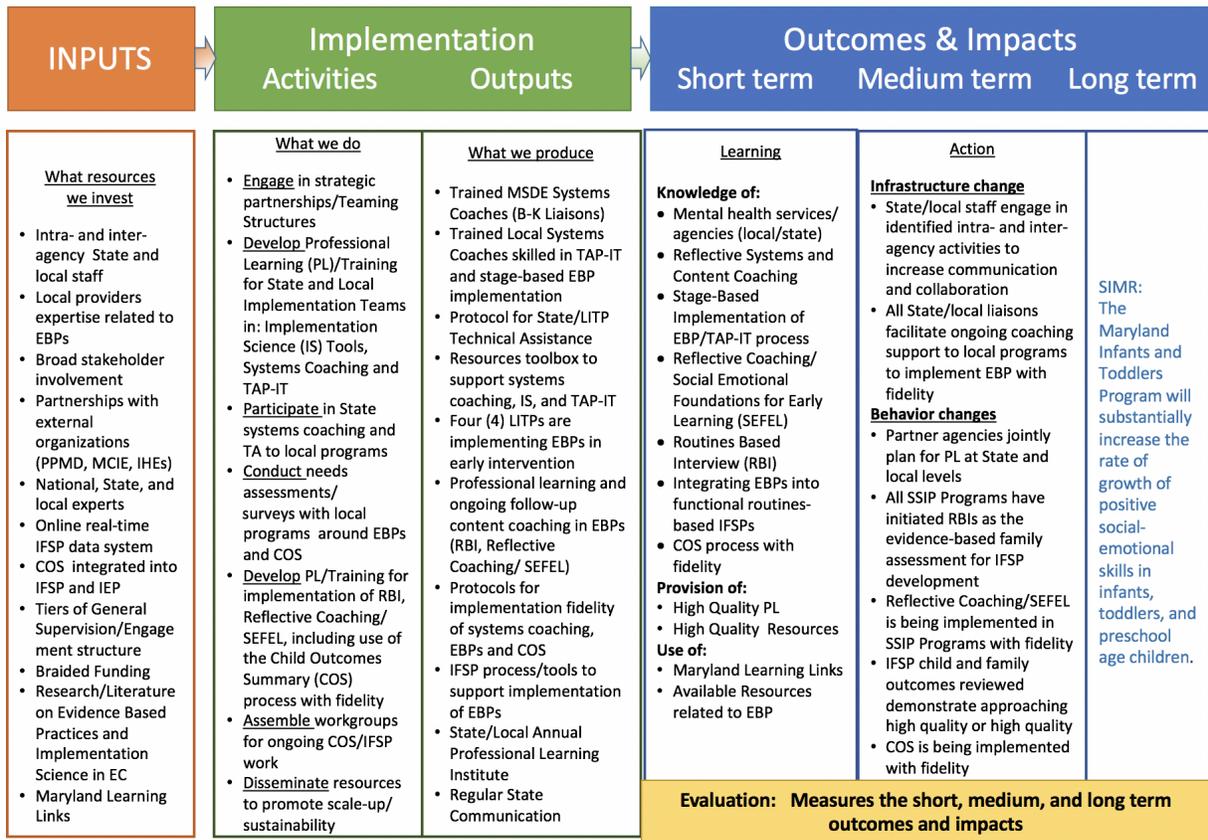
The SSIP Action Plan was updated to better support the long and short-term activities with more realistic timelines for accomplishing tasks. Finally, during the Phase II submission the SSIP Evaluation Plan was developed with input from all stakeholders by external evaluators. In working with new external evaluators in Phase III Year 1, the State decided to modify its evaluation plan, to create a more streamlined approach in direct alignment with the MITP SSIP Logic Model and to ensure consistency between the Part C and the Part B SSIP evaluation plans.

Impact on Year 2: The MSDE will continue to analyze data and modify implementation and evaluation activities each year for the remainder of the SSIP process. Changes to process and documents, when made, will be submitted annually to the OSEP.

Intended outputs accomplished as a result of the implementation (long/short-term activities)

The MITP Logic Model for the Part C SSIP includes inputs, implementation activities and outputs, as well as short-, medium- and long-term outcomes aligned with the Theory of Action and the MITP SSIP Evaluation Plan. During Phase III Year 1 (July 1, 2015 through June 30, 2016), Maryland began to realize some of the identified outputs resulting from implementation (see Attachment #3).

Maryland Infants and Toddlers Program SSIP Logic Model



The following is a description of the extent to which the State has realized each output.

- Trained MSDE Systems Coaches** (all Birth to Kindergarten Liaisons) and **Trained Local Systems Coaches** (2 LIT members per LITP) skilled in stage-based EBP implementation and the data-informed decision-making process (TAP-IT). Maryland began training MSDE and local staff as Systems Coaches in June 2016. Barbara Sims of the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) conducted two days of training. A total of seventeen (17) MSDE staff with cross-functional responsibilities including technical assistance and monitoring Birth through 21 attended. Training has continued into Year 2 and is expected to be completed in May of 2017.
- Protocol for state and LITP technical assistance** – In 2013, the DSE/EIS under the leadership of its then new Assistant State Superintendent, Marcella Franczkowski, introduced a strategic plan – *Moving Maryland Forward*. In that plan, a state technical assistance framework – *Differentiated Framework: Tiers of General Supervision and*

Engagement – was described. During Phase III Year 1, DSE/EIS revisited the initial plan in order to sharpen its focus to narrow the gaps for children (Birth through 21) with disabilities and to continue its commitment to Results Driven Accountability (RDA). In doing so, the Division engaged in conversations about technical assistance and revised and embellished its description of the Differentiated Framework which was renamed *Differentiated Framework: Tiers of Supervision and Support to Improve Birth-21 Special Education and Early Intervention Results*. The Division also agreed that their system of technical assistance would, in addition to the Differentiated Framework, include the TAP-IT Implementation Process and Tool (Digital Portfolio), a technical assistance protocol, systems coaching, and evaluation. The Division engaged the National Center for Systemic Improvement (NCSI) to assist in the development of a Technical Assistance Manual, encompassing all five components that will describe the Division’s technical assistance provided to Local School Systems and Public Agencies. The Technical Assistance Manual development work is ongoing in Year 2.

With regard to LITP technical assistance, initial thinking is to empower the LIT to support local content coaches/practitioners as they implement, sustain, and scale-up evidence-based practices. This focused technical assistance work is aligned to the implementation drivers and answers the following questions:

- ***What is it (LITP technical assistance)?*** The support provided to local coaches/practitioners implementing an evidence-based practice.
- ***Who does it?*** The LITP Systems Coaches and LITs.
- ***How do they do it?*** By using system coaching skills and the TAP-IT data-informed decision-making process.
- ***Why do they do it?*** So that practitioners can implement with fidelity, sustain, and scale-up selected evidence-based practices.

These discussions will continue at the State and LITP levels during Year 2.

- **An initial resource toolbox** to support systems coaching, implementation science, and data-informed decision-making (TAP-IT) began its development during Phase III Year 1 implementation. An Online Learning Event (OLE) <http://olms.cte.jhu.edu/olms2/5124618> was developed to provide an overview of implementation science for SSIP partners who were unfamiliar with this body of work. Local leaders utilized this information to begin sharing staged-based work with their LITs. As part of the Systems Coaching training, Barbara Sims continues to introduce specific implementation science resources/tools to participants in order to familiarize them for use during their stage-based implementation work (i.e., terms of reference, hexagon tool, communication protocol). Additionally, podcasts describing each TAP-IT step were developed during Phase III Year 1 and disseminated through posting on Maryland Learning Links (<http://www.marylandlearninglinks.org/tap-it-podcasts>). To support implementation

fidelity of the COS process from birth to kindergarten in Maryland, a Technical Assistance Bulletin was developed and disseminated in January 2016 (<http://www.marylandpublicschools.org/programs/Documents/Special-Ed/TAB/16-02-ChildOutcomeSummary.pdf>). Finally, a new module around positive behavior support was produced through the Making Access Happen (MAH) initiative and supports the overall results of the Part C SSIP to improve social-emotional skills. This Behavior Support Module provides real-life, interactive examples of challenging behavior, steps to support social-emotional development, and intervention strategies (<https://medium.com/mah-behavior-support>).

- While the **four (4) SSIP LITPs have not yet fully implemented the identified EBPs in early intervention**, each SSIP jurisdiction reported on their jurisdiction’s stage-based progress during the September 1, 2016 SICC stakeholders meeting. Each of the four SSIP LITPs were in exploration, installation, or initial implementation for each of the evidence-based practices.
- **Professional learning and ongoing follow-up content coaching in EBPs** (RBI, Reflective Coaching/SEFEL and Systems Coaching) began during Phase III Year 1 implementation. This professional learning has been thoroughly described in the previous section of this report - *Progress in Implementing the SSIP*. Documented below are the title and dates of the professional learning opportunities around evidence-based practices in early intervention:
 - RBI Institute 2015 (August 10 - 14, 2015)
 - Follow-up coaches meeting (February 9, 2016)
 - Reflective Coaching for SEFEL local coaches (March 18, 2016)
 - Montgomery County SEFEL training (all 3 modules) (April and May 2016)
 - SEFEL Module #1 for other 3 SSIP jurisdictions (May 24, 2016)
 - Systems Coaching Face-to-Face (June 14-15, 2016)
- **Initial development of protocols for implementation fidelity** of systems coaching, EBPs, and COS began during Phase III Year 1 implementation. To clearly document the work of the SIT, a State and Local Monthly Progress update was developed and utilized beginning in the Spring of 2016. Additionally, during this time, initial work began with the SIT to clearly define Part C SSIP implementation structures around teaming (purpose, members, frequency) and coaching (roles at the State and local level). Two documents, the *SSIP Implementation Structure Roles and Responsibilities* and *SSIP Systems and Content Coaches At-A-Glance*, were drafted and shared with the SIT team for discussion and feedback. These documents are the foundation for continued work during Year 2 implementation around the development of a “working” protocol - SSIP training and coaching for high quality training with reflective coaching to support implementation of

EBPs. Additionally, as a result of conducting in-depth landscape interviews around the implementation of COS with each of the SSIP jurisdictions, the MSDE developed a COS Core Components Rationale to support ongoing professional development around fidelity of the COS process. This rationale is the foundation for continued development of Birth - K child outcomes and COS process training and support including recommendations for initial face-to-face training, ongoing fidelity, refresher training and additional resources through a Birth to K COS Gateway.

Several specific protocols for implementation fidelity were identified and utilized during Year 1 implementation as defined in the SSIP Evaluation Plan.

- The *Observation Checklist for High-Quality Professional Development Training* was utilized for the Reflective Coaching/SEFEL Training and the SEFEL modules. This tool was used during the RBI Summer Institute 2016.
- The *RBI Implementation Checklist* (2011) was utilized to certify each of the local RBI trainers/coaches during Year 1 implementation. It was decided prior to the RBI Institute 2016 to begin using the *RBI-with-Ecomap Checklist* (2016) for certification. While this checklist will also be utilized by local practitioners to support reflective practices around implementation fidelity, the specific requirements for use are currently being developed.
- The *Family Coaching Checklist*, the *Coaching Practices Rating Scale*, and the *Implementing the Pyramid Model in Home Visiting: Benchmarks of Quality* were all identified for implementation fidelity of SEFEL and were not yet utilized during Year 1 implementation since SEFEL was only in the beginning stages of installation.

There are still several protocols being developed during Phase III Year 2 including the utilization of the TAP-IT Digital Portfolio, the Systems Coaching Practice Profile, and the Coaching Feedback Questionnaire.

- **Several IFSP process activities and tools** were completed to support implementation of EBPs during Year 1. As mentioned earlier, in-depth landscape interviews were conducted (Winter 2016) to gather information about local COS implementation practices, and to identify strengths, gaps, training and support needs. The information/data from these interviews was compiled, analyzed, and presented to all local program leaders during the DSE/EIS Spring 2016 Professional Learning Institute. The COS Core Components to support ongoing professional development and fidelity were shared along with an initial COS Toolkit including two sections: COS Core Components and Strengthening Our Practices - <http://olms.cte.jhu.edu/olms2/mdcos-toolkit>. Additionally, the Components of Effective, Functional Routines-Based IFSPs: A Reflection Tool https://www.online-iep.com/MD_IFSP/Help/Documents/IFSP_Quality_Rating_Tool.pdf and the IFSP Modules <http://olms.cte.jhu.edu/olms2/developing-effective-ifsp> were

posted as a resource within the Maryland Online IFSP for use by all LITPs.

- **Two (2) Annual Professional Learning Institutes (PLI) were held during Year 1 implementation.** The MSDE DSE/EIS conducted two PLIs with broad stakeholder attendance during Year 1 implementation with a strong focus on the five key strategies delineated in the DSE/EIS Strategic Plan: Strategic Collaboration, Family Partnerships, Evidence-Based Practices, Data-Informed Decisions, and Professional Learning. During the December 9, 2015 PLI, specific early childhood sessions directly related to SSIP implementation included:

- Evidence-Based Practices: Social-Emotional Foundations - An overview of Phase I, Phase II, and initial activities in Phase III of the MITP SSIP with opportunities for stakeholder feedback regarding the MITP Theory of Action, Logic Model, and the Teaming Infrastructure as well as the modification of SEFEL to support LITPs.
- Family Partnerships/Strategic Collaboration through the COS Process - An overview of the COS Technical Assistance Bulletin with specific professional learning resources highlighted including the COS-Team Collaboration: Quality Practices Reflection Tool as well as opportunity for stakeholder input and feedback.

During the April 18, 2016 PLI, specific early childhood sessions directly related to SSIP implementation included:

- Specially Designed Instruction High Leverage Practices - DEC Recommended Practices
- COS Landscape Interviews: Next Steps and Action Planning

Stakeholder involvement in SSIP implementation Phase III Year 1

Maryland engaged key stakeholder advisory groups during Phase III Year 1 implementation to inform them about the initial implementation of SSIP and to get their input. At the following meetings the Part C SSIP was explicitly discussed with opportunities for stakeholder feedback and guidance:

- SICC – Members include 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.
 - October 1, 2015 - Stakeholder input session was provided to work through the ECTA Center's/DaSy's Systems Framework Self-Assessment.
 - December 3, 2015 - Stakeholder input session was specifically for participants to provide assistance to MSDE in more fully developing a draft logic model that

guided the evaluation development and process.

- February 4, 2016 - Stakeholders compared the State's Theory of Action and Logic Model to ensure alignment and to provide feedback on outputs and outcomes for the SSIP Evaluation Plan.
- April 7, 2016 - An update on the rollout of SEFEL training was provided along with information about the planning for the 2nd RBI Institute scheduled for August 2016.
- June 2, 2016 - This meeting focused on increasing the collaboration between multiple agencies who provide social-emotional or mental health services to young children. One jurisdiction's collaboration between the ECMH Project, Project Launch, Project WIN, and LITP has highlighted. Stakeholders discussed how these relationships should occur in the SSIP jurisdictions and across the state. ECMH, Project Launch, Project Win, and LITP personnel were all in attendance.
- September 1, 2016 - Directors from SSIP jurisdictions participated in a panel discussion to update statewide stakeholders on local implementation progress related to coaching, RBI, and SEFEL. Challenges with implementation were discussed and each Director detailed their local stakeholder communication response strategy, including the participation of their LICC.
- IFSP Users Group – Members include LITP Directors, service providers, DSE/EIS staff, JHU/CTE staff, and data managers.
 - September 24, 2015 – The group completed the data portion of the ECTA/DaSy Systems Framework Self-Assessment to obtain stakeholder feedback on Maryland's data system and collection capabilities.
 - June 21, 2016 - IFSP Users received an update and gave feedback on Maryland's Community Compass, the online referral system currently being developed to help increase identification of children with developmental delays, including those with social-emotional or mental health concerns.
- Early Childhood Mental Health Steering Committee (ECMHSC) - Members include 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.
 - September 8, 2015 - The MITP gave an update on the rollout of evidence-based practices and was asked to present on the entire SSIP at the October 13, 2015 meeting.
 - October 13, 2015 - As requested, the MITP gave a full presentation on the SSIP, including each required component of Phase I.

- December 8, 2015 - The MITP gave an update on the progress towards the development of Phase II.
- February 9, 2016 - The MITP gave an update on the progress towards the development and upcoming submission of Phase II on April 1, 2016.
- March 8, 2016 - The MITP gave an update on the progress towards the upcoming submission of Phase II on April 1, 2016 as well as the rollout of SEFEL and RBI in Maryland.
- April 12, 2016 - The MITP gave an update on EBP rollout and engaged in a discussion with stakeholders on the ECMH Consultation Project, including the importance of increased collaboration. The State lead for the ECMH Consultation Project led the presentation and conversation.
- May 10, 2016 - The MITP gave a presentation on COS and its importance in the B-K system.
- June 14, 2016 - The MITP participated in group discussions on increasing family engagement, Positive Behavioral Intervention and Support (PBIS), and the rollout of SEFEL by the DECD.
- ECMH Consultant Peer Meeting – Members include ECMH Consultants, DECD staff, and DSE/EIS staff.
 - February 23, 2016 - The MITP provided an overview and update of SSIP work and participated in discussion of how the ECMH Consultant work overlaps with and complements MITP efforts.
- MD Early Intervention and Screening Consortium - Members include representatives from the DSE/EIS, the DECD, LITPs, JHU/CTE, Kennedy Krieger Institute, the Maryland Center for Developmental Disabilities, DHMH, local school systems, Johns Hopkins, and Franklin Square Hospital.
 - July 24, 2015 - The MITP participated in a group discussion on the impact of child care developmental screening on MITP referrals.
 - September 25, 2015 - The MITP gave an update on the SSIP progress and feedback was obtained. They also discussed the rollout of Community Compass and its importance to identification of children with developmental delays and disabilities, including those related to social-emotional development.
 - February 26, 2016 - The MITP gave a full presentation on activities that have occurred in Phase I and Phase II of the SSIP. Consortium members gave feedback and offered support to the rollout, including making physicians aware of the increased emphasis on social-emotional development and in participating in future stakeholder discussions.
- Education Advocacy Coalition (EAC) – Members include statewide advocates and the DSE/EIS Assistant State Superintendent.
 - October 20, 2015 - The MITP presented the current development of Phase II of the SSIP to the advocates in attendance. Advocates indicated a recognition of the

importance of social-emotional development and expressed support of the State's plan to implement EBPs to support social-emotional development. Advocates also provided their input on the State's revised Theory of Action, logic model, and evaluation plan.

- DSE/EIS Professional Learning Institutes (PLI) Attendees – Attendees include LITP Directors, Preschool Coordinators, Directors of Special Education, representatives from general education, parents, advocates, legislators, State Board members, SICC members, local superintendents, MSDE staff, IHE representatives, and other statewide partners/experts.
 - December 9, 2015 and April 18, 2016 – The DSE/EIS PLI topics coincided with Maryland's Strategic Plan's Key Strategies: Evidence-based practices, data-informed decision-making, professional learning, family partnerships and strategic collaboration. A specific early childhood session discussed the MITP SSIP initial installation of SEFEL and RBI with opportunities provided for feedback and questions.
- EBP trainings:
 - During each SEFEL training and the RBI Institute, the MITP provided an overview of the SSIP, including the role of the providers in the process. This allowed the State to hear concerns from local level staff and for the State to clearly articulate its plan without relying on information to get passed down to the level of provider.

Stakeholders have also had a voice and been involved in decision-making regarding the initial implementation of the SSIP by employing a robust and strategic implementation infrastructure. This primarily consisted of forming and meeting with key implementation teams, many of whom had both internal and external partners.

- The State Executive Leadership Team met on 3/14/16. The DSE/EIS Assistant State Superintendent presented the State SSIPs for both Part C and Part B and asked for and received approval for including other staff across the department to participate in the SIT.
- The SSIP Birth-21 Core Planning Team had regular monthly meetings beginning on 3/11/16. This team also met on 4/28/16, 5/19/16, and 6/9/16 in Year 1. Meetings focused on preparing materials to inform external stakeholder groups, planning of the Phase II submission, reviewing and providing input on initial implementation activities, and discussions on how Part C and B can continue to align efforts.
- The DIT consisting of Part C, Part B and monitoring staff was formed and had its first meeting on 6/8/16 to support a Birth - 21 approach to technical assistance.
- The SIT has had regular monthly meetings since September, 2015. The meetings included both internal and external stakeholders, including JHU/CTE, University of Maryland, the SICC, Parents' Place of Maryland, the Division of Educator Effectiveness, and the DECD. During meetings, team members updated the group with implementation

progress since the prior meeting. Other topics included, but were not limited to, the expectations and qualifications of EBP coaches, the components of a high-quality team and stage-based implementation, the definition of coaching at the system and content levels, and the COS interview findings and next steps. This group provided feedback on the Evaluation Plan in preparation for the submission of Phase II on April 1, 2016 and continues to provide formative input on implementation and evaluation activities and outputs.

Data on Implementation and Outcomes

Maryland monitored/measured outputs to assess the effectiveness of Phase III Year 1

To monitor and measure implementation and outcomes, Maryland developed the MITP SSIP Evaluation Plan in Phase 2 with the assistance of stakeholders and external evaluators. During Phase III Year 1, in collaboration with stakeholders, MSDE staff, and external evaluators, Maryland has utilized this Evaluation Plan to gather data on the effectiveness of initial installation and implementation. Minor revisions to the SSIP Evaluation Plan were made in collaboration with stakeholders and external evaluators for a more cohesive alignment with the logic model (see Attachment #4). Revisions include:

- Clarifying key measures/evaluation questions;
- An additional evaluation question and method to evaluate the COS process with fidelity;
- The addition of a survey of State/local staff regarding communication/collaboration; and
- The addition of the TAP-IT Digital Portfolio for ongoing data collection and decision-making.

The MITP evaluation plan is designed, through a formative, iterative evaluation process to monitor the provision of (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 evidence-based practices, (3) increased capacity of LITPs to implement evidence-based strategies, (4) increased capacity of LITPs to measure child outcomes with fidelity, and (5) increased functional, routines-based IFSP outcomes to support family engagement.

Alignment of evaluation measures

The evaluation plan incorporated the expectations and outcomes from Maryland's theory of action, logic model, and action plan through several key components beginning with the overarching implementation and outcomes framework and followed by key measures/evaluation questions, performance indicators (What does it look like?), and methods (How will we know?). Baseline data, data collection procedures, and timelines for key measures/evaluation questions are discussed below.

Description of baseline data, data sources, data collection procedures and status/timeline for each key measure/evaluation question

Key Measure/Evaluation Question: *To what extent are there clearly established requirements and responsibilities for participating LITPs, as well as a documented selection process?*

Baseline Data:

During the development of Phase I of the SSIP, all four participating LITPs were below the State mean for:

- Outcome #1: Develop Positive Social Emotional Skills and Relationships
- Summary Statement #1: Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth in positive social emotional skills and relationships.

Additionally, infrastructure analysis of all four LITPs showed readiness for systems change with all four jurisdictions in Meets Requirements for the past four years.

Note: As previously discussed, the State is submitting a revised baseline and targets with the submission of Phase III, Year 1. The revised baseline and targets are consistent with the State’s revision to Part C SPP/APR Indicator 3.

Data Sources	Data Collection Procedure	Status/Timeline
<ul style="list-style-type: none">● Document analysis of selection criteria● Requirements and responsibilities outlined in letter of agreement	<ul style="list-style-type: none">● Reviewed documented requirements for selection as a local SSIP program (SSIP Phase I, page 50)● Uploaded letter outlining the requirements and responsibilities for each participating LITP into the IndiStar Performance Management System	<ul style="list-style-type: none">● All four SSIP jurisdictions met the documented selection criteria and agreed to participate - Completed, 7/1/15● All four SSIP jurisdictions agreed to the requirements and responsibilities for participation - Completed, 2/25/16

Key Measures/Evaluation Questions: *How effective was the communication and coordination among and between State/local agencies? To what extent did this collaboration result in implementation progress? To what extent are MSDE Divisions and partners included in meaningful collaboration, with opportunities to provide input and feedback at critical decision points?*

Baseline Data:

Implementation and stakeholder teams already in place **prior** to Phase III Year 1, with the participation level of MITP staff include:

- ECMH Steering Committee - no regular attendance
- Home Visiting Planning/Consortium - no regular attendance
- ECMH Consultation Peer Meetings - no regular attendance
- Maryland Screening Consortium Meetings - monthly attendance
- Joint meetings between DECD and DSE/EIS to support medically fragile children in

childcare - attendance once annually

- MSDE/JHU/CTE collaborative team to support the work of the Ract to the Top (RTTT) Making Access Happen initiative - Regular participation by MITP staff monthly
- SICC - Regular participation by MITP staff quarterly
- SICC/LICC Joint Meeting - Regular participation by MITP staff annually

Data Sources	Data Collection Procedure	Status/Timeline
<p>Meetings agendas, minutes, artifacts, products for:</p> <ul style="list-style-type: none"> ● SICC Quarterly Meetings ● ECMH Steering Committee Planning Meetings ● Home Visiting Planning Meetings and Consortium Meetings ● ECMH Consultation Peer Meetings ● Maryland Screening Consortium Meetings ● MSDE-JHU/CTE/MAH Collaborative Meeting ● MSDE Cross-Departmental Executive Team ● B-21 Core Leadership Planning Team ● DIT ● SIT ● COS Process for Medically Fragile Children ● SICC/LICC Joint Meeting 	<ul style="list-style-type: none"> ● Uploaded meeting dates, agendas, minutes, artifacts, products for Phase III Year I Implementation into the IndiStar PMS on an ongoing basis to review action and evaluation plan progress. 	<ul style="list-style-type: none"> ● Evidence indicates that DSE/EIS had numerous opportunities to engage in effective collaboration with a variety of internal and external stakeholders. (See <i>Section B - Description of the State's SSIP Implementation Progress</i> for further discussion of collaboration resulting in implementation progress and <i>Section B - Stakeholder Involvement in SSIP Implementation</i> for further discussion of opportunities for input and feedback at critical decision points). ● Intra- and interagency collaboration supported several cross-agency professional learning initiatives. These include: <ul style="list-style-type: none"> ● DSE/EIS, DECD and medically fragile childcare center collaboration to provide professional learning around COS process for program improvement; ● DSE/EIS, DECD, LITPs, local ECMH, local childcare resource and referral collaboration to provide professional learning with case studies and panel discussions around early childhood mental health at the joint SICC/LICC meeting on 6/2/16; ● DSE/EIS, DECD, LITPs, family advocates, and other stakeholders attended the State's PLI in April 2016, which included an emphasis on the importance of COS action steps and planning and DEC Recommended Practices; and ● DSE/EIS, DECD, LITPs, family advocates, and other stakeholders attended the State's PLI in December 2015 which included sessions on RBI and SEFEL. ● Completed numerous strategic teaming activities during Year 1 and all collaborative teaming activities will continue in Year 2.

Evaluation Question: *To what extent is all training of high quality for adult learners, containing elements such as preparation, engagement, application, evaluation and mastery? To what extent is training ongoing, grounded in evidence and reviewed for fidelity to content?*

Baseline Data:

Nationally trained State content experts were hired to provide training and follow-up coaching for each EBP. For the RBI, the State content expert worked with Dr. Robin McWilliam to ensure the fidelity of the training content, including the RBI practice interview process, and the fidelity of the certification process. For SEFEL, the State content expert hired through University of Maryland initially worked with an MSDE DSE/EIS education specialist who was a content expert in both PBIS and SEFEL. Additional experts at the University of Maryland School of Social Work were hired at the end of Year I and into Year II to assist with training development, delivery, and follow-up coaching. For Systems Coaching, the State hired a stage-based implementation expert from the State Implementation and Scaling-Up of Evidence-Based Practices (SISEP) Center to provide year-long training with follow-up coaching to promote and sustain the implementation of EBPs.

Prior to the SSIP strategic work, the evaluation of training quality was measured solely through participant feedback questionnaires (discussed earlier for the RBI). SSIP external evaluators recommended utilizing the Observation Checklist for High-Quality Professional Development Training (HQPD) to assess the level of quality as well as guide revisions to professional development.

Data Sources	Data Collection Procedure	Status/Timeline
<ul style="list-style-type: none"> ● National Training Certifications ● High Quality Professional Development (HQPD) Checklists 	<ul style="list-style-type: none"> ● MSDE completed HQPD Checklists at trainings ● Uploaded HQPD Checklists and national certification evidence into IndiStar Performance Management System 	<ul style="list-style-type: none"> ● HQPD completed for the RBI Institute with high-quality noted in all areas - Completed August 2015 ● HQPD completed for SEFEL Module 1 Training with high-quality noted in all areas - Completed May 2016 ● HQPD completed for the Systems Coaching Training with high-quality noted in all areas - Completed June 2016.

Key Measures/Evaluation Questions: *To what extent did State and LITP Systems Coaches increase their knowledge of systems coaching? To what extent do State and LITP Systems Coaches use their increase of knowledge and skills to promote and sustain implementation of selected evidence-based practices?*

Baseline Data:

Systems coaching has not previously been the technical assistance approach utilized by MSDE or LITPs. On June 14-15, 2016, MSDE offered an initial Systems Coaching two-day training focused on Implementation Science and data-informed decision making to support their technical assistance strategy for building State/local partner capacity to select, implement, and sustain EBPs. A *pre*-assessment instrument was developed to collect data on gains in knowledge of the participants as a result of this two-day training. This instrument included items addressing some basic concepts of Implementation Science as well as the TAP-IT framework and was comprised of 20 items including multiple choice and true/false options. Knowledge scores were calculated based on the number of correct answers divided by total possible ($x \div 20$) and a percentage score calculated by multiplying the result by 100. Of the 13 participants completing the pre-assessment (5 MSDE and 8 LITP staff), the average knowledge score was 52%; ranging from 30% to 75%.

To support the implementation of the MITP SSIP, eight local Infants and Toddlers Program leaders (two each from the four SSIP LITPs), four MSDE systems coaches (Birth to Kindergarten liaisons), the MITP Program Director, and a Parents' Place of Maryland staff member were in attendance at the initial Systems Coaching face-to-face training.

Data Sources	Data Collection Procedure	Status/Timeline
<ul style="list-style-type: none"> Pre-post assessment on stage-based implementation and data informed decision making Copies of all professional learning invites, sign-in sheets, presentations, and resource materials 	<ul style="list-style-type: none"> Completed pre-post assessments for the June 2016 Systems Coaching face to face (F2F) professional learning provided to external evaluators for review and report Uploaded professional learning invites, sign-in sheets, agendas, and presentations for Phase III Year I Implementation into the IndiStar Performance Management System 	<ul style="list-style-type: none"> Summary of pre-post assessments from F2F training June 14-15, 2016 - Completed Systems Coaching training and follow-up coaching continues through Phase III Year 2 Initial development of Systems Coaching practice profile and fidelity check in Phase III Year 2

Key Measure/Evaluation Question: *To what extent did LITP Content Coaches increase their knowledge and skills of EBPs (RBI and Reflective Coaching/SEFEL) in early intervention?*

Baseline Data (RBI):

The State-Level content coach for RBI has been nationally-trained by Dr. Robin McWilliam. Supporting State content coaches to work with a cadre of local content coaches is an approach currently being solidified with the SSIP work. Baseline data for RBI indicate, with the exception of 11 Nationally Certified RBI Trainers, most of the selected local content coaches/trainers did

not have the knowledge and skills in this evidence-based family assessment. Since a rigorous RBI Certification process was developed and implemented for the local content coaches/trainers, including a knowledge assessment, video/observation and RBI Checklist, it was decided a pre-assessment was not necessary.

Data Sources	Data Collection Procedure	Status/Timeline
<ul style="list-style-type: none"> ● National Training Certifications ● RBI applications, participant agreements, letters of support, sign-in sheets, agendas, training materials and resources ● RBI participants survey ● RBI Certification process including knowledge assessment, video/observation with 90% or above score on the RBI Checklist 	<ul style="list-style-type: none"> ● All RBI applications, participant agreements, letters of support, sign-in sheets, training materials and resources were uploaded into the IndiStar Performance Management System (PMS) ● An RBI Participant Survey report was generated, reviewed, and uploaded to support revisions to the RBI Institute 2016 ● A small group of nationally certified trainers reviewed videos/conducted observations and provided feedback on the elements of the RBI Checklist to RBI participants ● Participants were notified of passing/not passing with certification status of each participant uploaded in PMS. 	<ul style="list-style-type: none"> ● Review of all application documents, training materials, and the RBI Participants Survey assisted the RBI evidence-based practice team to make revisions to the 2016 RBI Institute. (See <i>Section B - Description of the State's SSIP Implementation Progress</i> for further discussion of impact on Year 2). ● Of the 24 participants in the 2015 RBI Institute, 18 passed their certification, 3 are still working on certification and 3 have elected not to move forward with certification due to job reassignments ● All participants from the 4 SSIP jurisdictions passed their certification by 12/2016 ● Coaching support around installation of the RBI in the SSIP jurisdictions continues throughout Year 2 ● 2016 RBI Institute conducted during Year 2 based on data and feedback during Year 1

Baseline Data (SEFEL):

The State-Level content coach for SEFEL is a certified SEFEL Coach and Trainer of Trainers. She is also trained in SEFEL Leadership and the Teaching Pyramid Observation Tool (TPOT) Reliability. Similar to the installation of RBI, supporting State content coaches to build the capacity of a cadre of local content coaches is an approach currently being solidified with the SSIP work. To gather baseline data on the Reflective Coaching training, delivered only to the local content coaches prior to delivery of the three SEFEL modules, participants were administered a pre-assessment. Pre-assessment results indicated a strong understanding of the definition of reflective coaching prior to the training but limited understanding of the characteristics and elements of the reflective coaching process. The three module Infants and Toddlers SEFEL training was delivered simultaneously to both the local cadre of coaches and the local early intervention staff with baseline data collected on each of the three modules (see page

39 for baseline data discussion).

Data Sources	Data Collection Procedure	Status/Timeline
<ul style="list-style-type: none"> National Training Certifications for SEFEL Reflective Coaching/SEFEL sign-in sheets, agendas, training materials and resources Reflective Coaching/SEFEL pre-post assessment 	<ul style="list-style-type: none"> Sign-in sheets, agendas, training materials, and resources were uploaded into the IndiStar PMS Pre-post assessment administered during initial Reflective Coaching/SEFEL training for local content coaches 	<ul style="list-style-type: none"> Initial Reflective Coaching/SEFEL training for local content coaches (41 participants) completed during Phase III Year 1 (Spring 2016) for SSIP jurisdictions, with overall increases in knowledge and skills based on pre-post assessments.

Key Measures/Evaluation Questions: *To what degree did training participants meet learning targets? As a result of training were early intervention providers able to demonstrate fluency in the evidence-based practice?*

Baseline Data (RBI):

For installation of the RBI as the evidence-based family assessment in the SSIP jurisdictions, the State is utilizing a train-the-trainer model following a rigorous certification process for fidelity. Each LITP is expected to conduct training and follow-up coaching in order for early intervention providers to demonstrate fluency in the RBI. During this first year of implementation, only the local cadre of trainers/coaches were trained and coached by the State content expert. Exploration and/or installation began during Year 1, as all local trainers/coaches focused on completing the certification process, with installation of certified trainers/coaches continuing during Year II. While the RBI Certification process has been clearly defined and executed for local trainers/coaches, the RBI competency process for early intervention providers is still under development in collaboration with stakeholders. The RBI competency process will also utilize the RBI Checklist for fidelity.

Data Sources	Data Collection Procedure	Status/Timeline
<ul style="list-style-type: none"> RBI knowledge assessment, self-reflection utilizing the RBI Checklist, video/observation with score (TBD) on the RBI Checklist essential components 	<ul style="list-style-type: none"> RBI self-reflection checklists will be summarized in the final grant reports of the four SSIP jurisdictions. Local data collection procedures to ensure RBI competency will be developed in collaboration with the LITP stakeholders 	<ul style="list-style-type: none"> RBI self-reflection checklists from early intervention providers will be required beginning in the spring of 2017 for SSIP jurisdictions who are installing RBI during Phase III Year 2. The RBI competency process for early intervention providers will be developed and implemented during Year 3.

Baseline Data (SEFEL):

For the installation of Reflective Coaching/SEFEL the State hired an expert through the University of Maryland (UMD) School of Social Work to develop an Infants and Toddlers SEFEL training (three modules) specifically for those primarily providing home visiting supports and services. Each of the three SEFEL modules included a five question Pre-Assessment. For Module 1, while 353 training participants reported a strong understanding of the strategies that the Pyramid Model offers prior to training, participants had much more limited knowledge regarding the transactional model, self-reflection strategies, communication skills, and family risk factors. For Module 2, 374 training participants reported some understanding of formal assessments, coaching, and strategies for teaching communication prior to training, but participants had much more limited knowledge of activity-based intervention and individualized instruction. For Module 3, while 255 participants had some understanding of positive behavior support, conducting a functional assessment, and prevention strategies, participants had much more limited knowledge of the first step of individualized positive behavior and the four elements of a behavior support plan.

Data Sources	Data Collection Procedure	Status/Timeline
<ul style="list-style-type: none">• Reflective Coaching/SEFEL sign-in sheets, agendas, training materials and resources• Reflective Coaching/SEFEL pre-post assessments	<ul style="list-style-type: none">• Sign-in sheets, agendas, training materials, and resources were uploaded into the IndiStar PMS• The SEFEL SSIP progress report was generated by University of Maryland School of Social Work and uploaded into the PMS. External evaluators reviewed and summarized this report.	<ul style="list-style-type: none">• Infants and Toddlers SEFEL training Modules 1 - 3 (for 1 SSIP jurisdiction) and Module 1 (for 3 SSIP jurisdictions) completed during Phase III Year 1, with overall increases in knowledge and skills based on pre-post assessments.

Key Measure/Evaluation Question: *To what extent is systems/content coaching occurring with LITPs and is it quality, containing elements such as engagement and collaboration, team development, discovery and diagnosis, and change facilitations?*

Baseline Data:

The installation of systems and content coaching is a critical component to support the implementation of evidence-based practices. As discussed earlier, systems/content coaching had not been the technical assistance approach utilized by MSDE or LITPs. Supporting State-level systems and content coaches to work with local systems and content coaches is the approach currently being solidified with the SSIP work. Phase III Year 1 implementation focused primarily on the identification and training of local systems and content coaches. Content coaching did occur for the local RBI trainers/coaches as needed to support certification activities and during a half-day face-to-face follow-up meeting on February 9th, 2016.

Data Sources	Data Collection Procedure	Status/Timeline
<ul style="list-style-type: none"> Agenda, sign-in sheet, training materials and resources for RBI follow-up meeting with local RBI content coaches/trainers SIT DRAFT documents - <i>SSIP Implementation Structure Roles and Responsibilities</i> and <i>SSIP Systems and Content Coaches</i> - Spring 2016 	<ul style="list-style-type: none"> Sign-in sheets, agendas, training materials, and resources were uploaded into the IndiStar PMS SSIP SIT documents uploaded into the PMS. 	<ul style="list-style-type: none"> While initial content coaching for RBI began in Phase III Year 1, the specific number of coaching sessions and documentation was not yet in place to evaluate quality. Coaching logs in place beginning in Year 2. During Year 2, continue collaboration with the SIT to reach consensus on SSIP Training and Coaching Protocol During Year 2, develop Coaching Feedback Questionnaire

Key Measure/Evaluation Question: *Are key components of data-informed decision-making practices being implemented as intended?*

Baseline Data:

With the submission of the Consolidated Local Implementation Grant (CLIG) there is some evidence of data-informed decision-making in the following areas: Directing the Use of Funds: Linking Federal Funds to Program Improvement, the Comprehensive System of Professional Development Plan, the Public Awareness Plan, and Corrective Action/Improvement Plans. With regard to consistent, regular data-informed decision-making cycles that ensure a practice to policy feedback loop for implementation of evidence-based practices with fidelity, there is limited evidence that TAP-IT is being implemented as intended.

Data Sources	Data Collection Procedure	Status/Timeline
<ul style="list-style-type: none"> SIT/LIT progress updates Future data sources include EBPs fidelity measures, COS Simulator/ Competency Check, CLIG reviews 	<ul style="list-style-type: none"> Collected limited SIT and LIT progress data and uploaded into IndiStar PMS Submit summaries/analyses of EBP fidelity measures as part of the Final Program report (starting in Year 2). 	<ul style="list-style-type: none"> Initiated the TAP-IT process during SIT meetings to discuss implementation data, issues, and challenges with documentation on SIT progress updates tool. Four SSIP LITs began meeting regularly and have initiated the TAP-IT process to support installation of EBPs with documentation on LIT progress updates tool

Key Measure/Evaluation Question: *Are early intervention providers implementing evidence-based practices with fidelity in the child and family’s environment as intended?*

Baseline Data:

Collecting implementation fidelity data around evidence-based practices has not been an approach utilized by the MSDE/MITP in the past, therefore, baseline data does not exist with regard to the implementation of evidence-based practices. A local cadre of RBI trainers/coaches met rigorous certification criteria and Maryland now has 18 State Certified RBI trainers who began utilizing the essential features of the RBI with families during Year 1. While fidelity tools have been identified for fidelity of implementation for Reflective Coaching/SEFEL, collection of these data was not yet integrated into Year 1 activities, but will begin in Year 2.

Data Sources	Data Collection Procedure	Status/Timeline
<ul style="list-style-type: none"> ● RBI Checklist for self-reflection ● RBI knowledge assessment, self-reflection utilizing the RBI Checklist, video/observation with score (TBD) on the RBI Checklist essential components ● Family Coaching Checklist 	<ul style="list-style-type: none"> ● RBI self-reflection checklists will be summarized in the final grant reports of the four SSIP jurisdictions. ● Local data collection procedures to ensure RBI competency will be developed in collaboration with the LITP stakeholders ● Local data collection procedures for the Family Coaching Checklist will be developed in collaboration with local stakeholders 	<ul style="list-style-type: none"> ● RBI self-reflection checklists from early intervention providers will be required beginning in the spring of 2017 for SSIP jurisdictions who are installing RBI during Phase III Year 2 ● RBI competency process for early intervention providers will be developed and implemented during Year 3 ● Family Coaching Checklist will be completed through self-reflection in the spring of 2017 for SEFEL trained providers

Key Measure/Evaluation Question: *To what degree are families engaged in the IFSP process as evidenced by functional, routines-based IFSP outcomes? Do more IFSPs include social-emotional specific linkages, assessment tools, and outcomes?*

Baseline Data:

In FFY 2014 the Maryland Early Intervention Family Survey had a 47% survey response rate with the following results: 95.9% of families reported that early intervention services helped them understand their rights; 95.4% of families reported that early intervention services helped them communicate effectively about their child, and 95.5% of families reported that early intervention services assisted them to help their child develop and learn.

Statewide baseline data on functional, routines-based IFSP outcomes from FFY 2014 indicated

that one jurisdiction out of 24 was approaching high quality IFSP outcomes. The analysis of outcomes from the 4 SSIP jurisdictions during FFY 2014 indicated 0 out of 4 SSIP jurisdictions were approaching high quality, functional, routines-based IFSP outcomes. During Phase III Year 1 the MITP specifically analyzed outcomes from RBI trained staff in each of the four SSIP jurisdictions to identify differences in functional, routines-based IFSP outcomes following the installation of the RBI.

Data Sources	Data Collection Procedure	Status/Timeline
<ul style="list-style-type: none"> ● Maryland Early Intervention Family Survey results ● IFSP outcomes analysis utilizing the <i>Child and Family Outcomes</i> page of the <i>Components of Effective, Functional Routines-Based IFSPs: A Reflection Tool</i> 	<ul style="list-style-type: none"> ● Family Survey results uploaded into IndiStar PMS ● IFSP outcome analysis results reviewed, summarized and uploaded into PMS. 	<ul style="list-style-type: none"> ● FFY 2015 Maryland Early Intervention Family Survey results indicate a 2 percentage point increase across all 3 indicators. 98.1% of families know their rights, 97.3% of families effectively communicate their child’s needs, and 98.2% of families help their child develop and learn. ● Data from Year 1 indicates a substantial improvement in the quality of IFSP outcomes compared to FFY 2014 (32.0% of standards were fully met in FFY 2015 compared to 0.0% in FFY 2014).

Key Measure/Evaluation Question: *To what extent are early intervention providers implementing the COS process with fidelity?*

Baseline Data:

During FFY 2015 the MSDE began the implementation of COS as the methodology for measuring child outcomes birth to kindergarten. This change in methodology for preschool special education also impacted child outcomes data collection for young children receiving early intervention services through an IFSP. To provide cohesive Birth to Kindergarten guidance, the DSE/EIS published a COS technical assistance bulletin. Additionally, based on input from stakeholders, the MSDE collected COS implementation baseline data by conducting in-depth landscape interviews around the implementation of COS in the four SSIP jurisdictions. These baseline data provided evidence of inconsistent practices in the areas of evaluation/assessment, age-anchoring, integration of global outcomes into the IFSP process with families, and the use of the COS decision tree. COS implementation data were presented to Birth to K leaders along with the identification of four core components for COS fidelity in the Spring of 2016. These data are currently guiding revised Birth to Kindergarten child outcomes training and support. Clear requirements and protocols are being developed for initial training as well as ongoing fidelity and refresher training. The COS-Competency Check will be a Statewide requirement

following release later in 2017.

Data Sources	Data Collection Procedure	Status/Timeline
<ul style="list-style-type: none"> • COS Technical Assistance Bulletin • In-depth COS landscape interviews and survey artifacts 	<ul style="list-style-type: none"> • COS landscape interview and survey questions uploaded into the IndiStar PMS • COS interviews and surveys analyzed and summarized into PowerPoint presentation uploaded into PMS. • <i>COS TA Bulletin</i> and <i>MD COS Core Components Rationale</i> uploaded into PMS. 	<ul style="list-style-type: none"> • COS TA Bulletin and results from landscape interviews disseminated in the Spring of 2016. • <i>COS Core Components Rationale</i> providing the foundation for revised B-K COS training protocols and support as part of Year 2 implementation activities.

Key Measure/Evaluation Question: *Are more infants, toddlers, and preschool aged children substantially increasing their rate of growth of positive social emotional skills and relationships?*

Baseline Data:

As required by the OSEP, the MSDE set a baseline and subsequent targets with the submission of Phase I. Since then, however, a change in birth to kindergarten child outcomes data collection methodology has led to the MITP proposing a revised baseline and new targets. In particular, in FFY 2015, the COS process was integrated into a preschool-specific portion of the IEP. This integration was carried out, in part, to create a more seamless birth to kindergarten system of services and has led to the restructuring of the Part C Exit/Part B 619 Entry practices for many jurisdictions. In those jurisdictions, the COS ratings are now developed jointly with both ITP and preschool special education personnel. And, these COS ratings, because they are often combined with IEP development meetings, may occur earlier than prior to this change in methodology. Additionally, the birth to kindergarten collaboration and focus on the child outcomes rating process may be improving the quality and fidelity of the COS data. Therefore, like the other child outcomes subindicators, which data were submitted as part of the State’s APR on February 1, 2017, the MITP is proposing a new baseline and targets through FFY 2018:

2015/2016 Baseline	2016/2017 Target	2017/2018 Target	2018/2019 Target
47.23%	48.23%	49.23%	50.23%

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

Data aligned to implementation tasks and outputs are uploaded and managed through Indistar, a web-based system used by both the Part C and Part B SSIP staff. This system has been

customized to reflect our Phase II MITP SSIP Action Plan, listing the three coherent improvement strategies and the multiple activities under each strategy. This data management system allows the MSDE to track and report on implementation progress.

Additionally, the TAP-IT approach is built on a strong literature base that reflects processes that can help guide educators/service providers in using child-level data along with fidelity of implementation results to: 1) inform instructional decision-making; 2) monitor child-level progress; and 3) promote improved educator/service provider performance. For purpose of the SSIP work, TAP-IT is a 5-stage process in which State and LITs utilize effective teaming strategies and protocols to analyze data, track results, and determine specific actions to advance progress. During Year 2, the State will begin discussions with JHU/CTE to adapt the TAP-IT Digital Portfolio (originally developed as part of Maryland's State Personnel Development Grant) to align with the MITP SSIP and to provide a tool to support regular data-informed decision-making cycles.

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

- **Reviewed key data that provided evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR**
- **Evidence of change to baseline data**
- **How data support changes made to implementation/improvement strategies**
- **How data are informing next steps in SSIP implementation**

The MITP and its partners have demonstrated progress by reviewing key data including changes to baseline, and by utilizing data to support changes to implementation/improvement strategies, to inform next steps, and to support planned modifications to intended outcomes for each of the three MITP SSIP coherent improvement strategies.

Strategy #1: Collaboration and Communication

Initial progress was demonstrated by MITP and its partners by establishing selection criteria and outlining requirements and responsibilities in writing for four local SSIP jurisdictions. Four LITPs met the selection criteria and agreed to the requirements and responsibilities for participation. During Year I, the four LITP leaders along with internal and external stakeholders participated in regular SIT meetings with the MITP to continue guiding the initial implementation and evaluation of the SSIP. While the SSIP requirements and responsibilities were clearly documented, the day-to-day exploration and installation of EBPs requires ongoing collaboration and feedback to create infrastructure changes for sustainability and to ensure fidelity.

Based on documentation, the MITP and its partners demonstrated progress with communication

and collaboration by:

- Significant increases in regular strategic teaming with external stakeholders providing support for social-emotional relationships;
- Significant increases in the MSDE internal teaming infrastructure;
- Significant increases in the State/local strategic teaming;
- Identification of Birth to Kindergarten State liaisons; and
- Evidence of numerous opportunities for cross-agency professional learning

Data informed modifications in this area include:

- Creation of a Birth - 21 DIT focusing on the provision of ongoing technical assistance to increase local capacity to implement, sustain, and scale-up evidence-based practices;
- Development of an MSDE TA protocol by the DIT; and
- Changes to length and structure of SIT meetings.

Strategy #2: Technical Assistance and Performance Support with a Focus on Family Partnership and Evidence-Based Practices: Systems and Content Coaching

The MITP demonstrated progress with the rollout of high quality professional learning for RBI, Reflective Coaching/SEFEL, and Systems Coaching. To assess the quality of professional development, observations were conducted using the High Quality Professional Development (HQPD) Checklist. This instrument includes items across six domains that address the level of quality of the professional development being observed. These are: preparation, introduction, demonstration, engagement, evaluation/reflection, and mastery. Each element is considered either "observed" or not. If the element is observed, specific evidence of what was observed is noted to support the rating. In addition, the professional development events include an end-of-event survey to solicit participant perceptions of their experience.

Both the HQPD Checklist results and the participant evaluation survey results affirm that the Routines Based Interview (RBI) presentations featuring Mary Hendricks and Dr. Robin McWilliam was high quality and supported learning for the participants. The observer of the RBI presentations noted that in the domain of *preparation*, evidence of all four (4) elements were present. Namely, the agenda and supporting materials were provided ahead of time and at the start of the session, the presenters established rapport with participants. Ninety percent of participants responding to the institute survey agreed that that the institute included information to "set the stage" for their experience, and 81% agreed that the "orientation laid the foundation" which also supports that there was adequate *preparation*.

Regarding *demonstration* and *engagement*, the observer of the Institute indicated there was evidence for all of the elements within each domain on the HQPD Checklist. Participant responses support this in that they had a high level of agreement that the "interview demo" and

"practice interviews with families" were valuable and critical in supporting them in implementing RBI (86% and 91% respectively).

Responses to other items on the participant survey indicate that the RBI Institute was of high quality. Specifically, for the item regarding whether the "presentations will help [them] complete the RBI", 86% agreed that this is the case. As to whether the "presentations will help [them] to train others to complete the RBI", 82% agreed this was true. There was less overall agreement that the "implementation science information was helpful", however the majority of respondents (73%) agreed that it was.

Changes in baseline data for the RBI were noted as Maryland now has an additional 18 State Certified RBI Trainers/Coaches who each met a rigorous RBI Certification process. Based on feedback from a variety of data sources including RBI participants, stakeholders, experts and MSDE staff specific modifications were made to the RBI coaches' selection process, the RBI Institute, the RBI certification process, and the RBI follow-up coaching. Please reference page 15 for a more detailed description of these modifications based on data.

MITP also demonstrated progress with the Reflective Coaching/SEFEL training for selected local content coaches as well as the three Infants and Toddlers SEFEL modules. Data collected using the HQPD Checklist for the SEFEL Module 1 related to using the social emotional lens to guide family coaching practices indicates that it was of high quality. For each of the domains on the checklist, the observers found evidence of at least one of the items in each domain. While the *preparation*, *evaluation/reflection* and *mastery* domains had fewest items evident (2 of 4, and 2 of 3, and 2 of 3 respectively), all of the domains of high quality professional development were addressed in the observed module.

A pre-post knowledge assessment for the one-day Reflective Coaching/SEFEL training for local content coaches indicated a significant increase in knowledge of the 10 key elements of coaching, the characteristics of reflective coaching, and types of feedback. Through analysis of the results of the pre- and post-assessments for the three Infants and Toddlers SEFEL Training Modules, it is evident that participants in the SSIP pilot programs experienced gains in knowledge. Below are highlights of the results for each of the modules included in the training:

- Module 1 which provided the introduction to social emotional lens and how to support parents/families in building their relationships with their child, using reflective practices, and coaching. Of the elements of this module, the most gain was in the *Silence, Observation, Understanding, and active Listening (SOUL)* communication approach (from 39% pre- to 99% post-)
- Module 2 provided information about targeting supports to families and of the elements presented in that module, *activity-based intervention* had the highest gain in knowledge (43% pre- to 88% post).

- Module 3 was focused on the framework of Positive Behavior Supports and the most knowledge gain was exhibited for *Step 1 of Individualized Positive Behavior* (35% pre- to 82% post-)

While there was variance in the level of knowledge gained across the modules, overall it is evident that participants experienced some level of knowledge gain as a result of engaging in the training modules. These data support continued installation of the Infants and Toddlers SEFEL training in Year 2, infrastructure changes to support ongoing coaching is essential for implementation with fidelity, yet challenging for local programs. The MITP will continue to collaborate with the State-level content coaches for SEFEL and Local Implementation Teams to ensure high-quality SEFEL training with ongoing follow-up coaching individually tailored to each local program.

During Year 1, the MSDE demonstrated progress through the initial Systems Coaching face-to-face training for State and local systems coaches. A pre-post knowledge assessment indicated the following: Eight MSDE/LITP staff completed both the *pre*- and *post*-assessment. Of those completing both the *pre*- and *post*-assessment, all (100%) had some gain in knowledge ranging from 5 to 20 percentage points. Overall the average knowledge gain from pre-assessment to post-assessment was 13 percentage points. While this analysis is helpful, there is work to be done to ensure the instruments and methods used to assess knowledge and skill development are consistent across professional learning events and collect data on the critical elements of each topic addressed in those sessions. For this reason, we use these results cautiously.

Implementation data suggest that significant progress was made with the initial installation of Systems Coaching at both the State and local level. A SIT was created with monthly meetings starting in September of 2015, with each of the four local systems coaches establishing a LIT by January of 2016. Reporting of State and local progress on increased collaborative practices, installation of evidence-based practices, and ongoing data-informed decision-making occurred at the monthly SIT meetings beginning in February of 2016. During the spring of 2016, the SIT developed and reviewed two documents: *Implementation Structure Roles and Responsibilities* and the *Draft SSIP Systems and Content Coaches At a Glance*. These agreed upon protocols began documenting the necessary infrastructure shifts for State/local systems coaches and State/local content coaches to implement evidence-based practices with fidelity. During Year 2, the SIT/LIT will continue to develop and evaluate clear expectations for ongoing coaching with fidelity checks as they support early intervention providers in the implementation of evidence-based practices with fidelity.

Strategy #3: Ensure accountability with a focus on results through data-informed decision-making

During Year 1, progress to ensure accountability through data-informed decision-making began through SIT discussions and sharing of resources about stage-based implementation.

Additionally, the TAP-IT process was initiated during monthly SIT meetings facilitated by the SIT/LIT Progress Update. As documented under Strategy #2, progress was made through the creation of several agreed upon protocols. Later in Year 1, as the day-to-day exploration and installation of EBPs became more intense, State and local leaders expressed the need for additional meeting time to support a closer look at each of the SSIP strategies through a data-informed decision-making lens (TAP-IT - Team, Analyze, Plan, Implement, Track). This initially required a longer SIT meeting which shifted from 1 hour to 1 ½ hours each month. Then further input from local leaders suggested that additional face-to-face time was necessary to continue moving forward the numerous implementation strategies, specifically utilizing the TAP-IT data decision-making process to make inform and support next steps. Additional changes in meeting structure began during Year 2 alternating between the full SIT virtual meeting one month and a face-to-face meeting with local leaders on the opposite month.

Another accountability focus during Year 1 was the engagement of families in the IFSP process as evidenced by functional, routines-based IFSP outcomes. The MSDE finalized and disseminated Maryland's IFSP Reflection Tool, along with three training modules supporting the development of effective IFSPs. Baseline evidence in FFY 2014 indicated that the four SSIP jurisdictions were not yet approaching functional, routines-based IFSP outcomes. In FFY 2015 the MSDE examined a sample of IFSP outcomes, for at least one early intervention provider in each SSIP jurisdiction trained in the RBI, with explicit improvement noted. Specifically, only 12.5% of the standards for IFSP outcomes were considered fully or mostly present in the State's FFY 2014 review compared to 50.0% in the State's FFY 2015 review. Similarly, 34.4% of the effective IFSP outcome standards were not at all present in FFY 2014 compared to only 10.0% not at all present in FFY 2015.

Changes in functional, routines-based outcomes were noted in the following areas: 1) Reflecting priorities for the child's participation in home and community routines/activities, 2) Reflecting family priorities in outcomes, and 3) Including measurable criteria that are observable and understandable in the context of home and community routines/activities. Data on IFSP outcomes supports authentic, evidence-based child and family assessment accomplished through the use of the RBI and other authentic assessment practices as well as reflective coaching practices within routines-based intervention. Analysis of IFSP outcomes data by MITP staff and local leaders will continue at least annually to support the SSIP outcomes.

A specific data-informed concern raised by SSIP and other local program stakeholders is around

Medical Assistance billing for specific EBPs (i.e., reflective coaching) and routines-based intervention through functional, routines-based IFSP outcomes. The development of written guidance by MSDE in collaboration with the Department of Health and Mental Hygiene (DHMH) will be incorporated as an activity within the revised MITP SSIP Action Plan. Another data-driven issue raised by both SSIP and local program stakeholders is the concern that the IFSP is not in alignment with the current implementation of evidence-based practices. During Year 2, the MSDE will assemble an Effective IFSP Workgroup to review the current IFSP process and documentation to make recommendations for revisions that reflect the integration of evidence-based practices. Based on data and recommendations, specifications will be drafted, agreed upon, and developed during Year 3 in collaboration with a wide range of stakeholders. The final accountability area demonstrating progress is the State support for implementation of the COS process with fidelity. During FFY 2015 the COS process was integrated into a preschool-specific portion of the IEP. This integration was carried out, in part, to create a more seamless birth to kindergarten system of services and has led to the restructuring of the Part C Exit/Part B 619 Entry practices for many jurisdictions. Additionally, a review of COS data and processes across birth to kindergarten systems led to reflections, questions, and concerns around the quality and fidelity of the COS process. This compilation of key data led the MITP to initiate several action steps including:

- publishing a COS Technical Assistance Bulletin;
- conducting COS landscape implementation interviews and surveys; and
- ultimately, revising the FFY 2015 MITP SSIP baseline due to the methodology change.

Through the COS landscape interviews the MITP collected implementation data providing evidence of inconsistent practices in the areas of authentic child and family assessment, the use of age-anchoring tools, identification of skills as age expected, immediate foundational, or foundational, and the use of the decision tree. During Year 1, the COS landscape interviews informed changes to requirements for local COS training within the CSPD, as part of the annual grant submission.

During Year 2, this data is guiding the revised Birth to Kindergarten child outcomes training and support with clear requirements and protocols for initial training as well as ongoing fidelity and refresher training. Additionally, the COS implementation interview data initiated a revision to the Evaluation Plan. Fidelity of the COS process is now included as an evaluation question with a performance indicator. The COS Competency Check will be a Statewide requirement following release later in 2017 and has been identified as the method to measure implementation of the COS process with fidelity.

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

The State continuously monitors data and its relation to intended outcomes as part of the SIT Meetings and with input from the SICC, the SSIP key stakeholder group. This occurs as part of the TAP-IT data-informed decision-making process. The team tracks data over time, analyzes those data and develops plans based on those data. If/when data identify issues in implementation, the State, including the SIT and SICC, revise identified actions or outcomes. Like the original actions or outcomes, then new actions or outcomes are then monitored to ensure the SSIP is on the right path. Numerous examples of this recursive data-informed decision-making process, utilized to support planned modifications of implementation activities, have been provided throughout this report with specific discussions on pages 45-51.

One data-informed example that the MITP SSIP is on the right path is evidenced by the MITP Early Intervention Family Survey results for FFY 2015, indicating a two-percentage point increase over baseline FFY 2014 results for each of the three family outcomes indicators. Family outcomes data during Year 1 indicate that 98.1% of families know their rights, 97.3% of families effectively communicate their needs, and 98.2% of families help their child develop and learn. This family outcome data clearly supports that the MITP SSIP is moving forward in a positive direction.

Stakeholder involvement in the SSIP evaluation

- **How stakeholders have been informed of the ongoing evaluation of the SSIP and 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 evidence-based practice experts, have been involved in every aspect of SSIP development, including the evaluation measures, timelines, and process. As previously mentioned, the MITP's evaluation plan was developed in alignment with the State's Logic Model and Action Plan. Prior to the development of the evaluation plan, stakeholders provided input on both the Logic Model and Action Plan (e.g., during February 4, 2016 SICC Meeting). Then, upon completion of an evaluation plan draft, stakeholders again provided input on the evaluation plan (e.g., during March 2, 2016 PLI Meeting).

At each SICC Meeting, the MITP gives an update on SSIP progress, including the progress related to the collection of evaluation measures and outcomes on those measures. This has continued into Year 2 implementation with a panel presentation at the September, 2016 SICC Meeting. The SSIP jurisdictions shared about their current progress, as well as the challenges

faced during exploration, installation, and initial implementation. At each meeting, the State receives input and makes changes/revisions to protocol as appropriate. The State also plans to obtain feedback on the evaluation plan from the SICC in FFY 2016 as data collection for that plan begins.

The SICC has also played a crucial role in the resetting of the State's SiMR baseline and targets for FFY 2015. The rationale for revising the baseline and targets was presented at both the January 2017 and March 2017 SICC Meetings. In addition, a Stakeholder Survey was distributed to the SICC and other stakeholders to ensure appropriate feedback was obtained. All survey feedback obtained indicated approval of the proposed revised baselines and targets.

During the winter/spring of 2016, the Theory of Action, Logic Model, action plan, and evaluation plan were discussed at length during several monthly SIT Meetings and minor revisions were made as a result. One specific area where the SIT continues to provide input is around specific evaluation measures and the frequency of data collection. Since the evaluation process continues to be both formative and iterative, local stakeholder engagement is essential to understand local capacity while maintaining fidelity of implementation. Finally, in preparation for the April 1, 2017 submission, all the minor revisions to the Theory of Action, Logic Model and evaluation plan were shared with, and feedback was obtained from, the SICC and the SIT members.

In FFY 2016, stakeholders will continue to be informed of and have a voice in SSIP work. It is important to note that the topics of the SSIP and social-emotional development have been instrumental in leading the SICC to propose an ECMH Task Force, with the goal of advising the general SICC on areas in which the SICC can advocate and support ECMH. This Task Force will begin meeting in FFY 2016.

Data Quality Issues

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

A limitation that prevents the State from currently reporting on some results is that the State, in collaboration with stakeholders and the external evaluators, is developing additional evaluation tools to better monitor progress (i.e., Systems/Content Coaching Logs, Coaching Feedback Questionnaire). These additional tools will provide beneficial and informative data for measuring implementation progress and the State anticipates these tools will be developed and ready for implementation towards the end of Year 2.

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

Initially, the MITP intended to capture State/Local Progress Updates during SIT Meetings as part of their notetaking by B-K Liaisons. Unfortunately, this process did not occur as regularly as intended and often did not include thorough documentation. In addition, if a SIT Member was unable to attend the monthly SIT Meeting, the team was left without a monthly update. In response to this concern, and to ensure a higher quality/quantity of data collection during SIT Meetings, the team plans to initiate a new protocol in Year 2. In collaboration with all State Implementation Team stakeholders, the State will develop a Google Document that allows each SIT member to provide a monthly update prior to the SIT Meeting. This will ensure that all members have monthly updates even if they are unable to attend any given meeting. An added benefit to this new procedure is this will reduce the time required to give monthly updates, thereby allowing the SIT to focus more on moving the work forward.

Additionally, the State has also identified that not all participants in the Systems Coaching cohort provided *post* assessment data. To that end, the evaluation of the learning that was achieved should be considered somewhat limited. Future learning opportunities will provide an increased focus on obtaining both *pre*-and *post*-assessment data.

Implications for assessing progress or results

The State's birth to kindergarten change in child outcomes data collection methodology currently limits the MITP from effectively analyzing progress data as it relates specifically to the SiMR for Year 1. While this is not a "data quality issue," it is worth noting that the State is unable to analyze progress towards the SiMR at this time. Instead, the State continues to review other areas of data, including family outcomes and IFSP quality.

Plans for improving data quality

Along with most other states, Maryland eagerly anticipates the release of the Child Outcome Summary-Competency Check (COS-CC). The State intends to require each IFSP team member to be competent as determined by the COS-CC. However, the release for this competency tool has been pushed back multiple times. In the meantime, the State continues to work on ensuring COS implementation with fidelity through a B-K COS Training Protocol and the release of B-K COS Gateway. It is expected that the Training Protocol and Gateway will be available for a pilot release during Year 2.

Progress Toward Achieving Intended Improvements

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.

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

The DSE/EIS adoption of Systems Coaching, implemented through B-K Liaisons assigned to each county, is a significant infrastructure change and way of providing support to the local level. The first years of the SSIP work have allowed for MSDE staff and four directors of LITPs to establish teaming structures that include regular meetings and communication, joint training, and continuous formative assessment of plans and practices that have resulted in strong relationships. These relationships lead to an increasingly consistent shared understanding of the work and purpose moving forward. Utilizing stage-based implementation strategies paired with TAP-IT, as the data-based decision-making strategy, has solidified the team's focus and formation of steps to move forward. 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 to support current implementation and sustainability as well as future statewide scale-up of initiatives.

In addition to Systems Coaching, the State's SWOT analysis from Phase I of the SSIP identified collaboration as its largest area of weakness. As a result, the State created several new teaming structures, including the State Executive Leadership Team, the SSIP Birth-21 Core Planning Team, the Division Implementation Team, and the SIT. The State also strengthened existing collaborations by ensuring participation in existing stakeholder groups, including ECMH Steering Committee, ECMH Consultant Peer Meetings, and the Early Childhood Advisory Council, for example.

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

Phase III Year 1 was primarily focused on training of evidence-based practices, looking at implementation drivers within systems, and identifying the fidelity measures and processes. Therefore, there is not quantitative data yet to draw definitive conclusions about the evidence-based practices resulting in desired effects. Anecdotally though, the MITP recognizes several

themes:

- There has been increased awareness of the distinction between evaluation for eligibility and the need for robust authentic assessment for functional IFSP development and implementation, as well as for accurate COS ratings. This has led some LITPs to examine their evaluation and assessment processes and begin strategizing ways to communicate the need to separate the two processes and look systemically at what it would take to ensure both processes are completed for the intended purpose. As programs are scaling up implementation of RBI, for example, they are recognizing the need to separate that authentic assessment from the evaluation process, which historically had all been a single event, to ensure fidelity of RBI implementation. There has also been much discussion about what impact the traditional combining of evaluation and assessment processes has on families and program staff as well as the perceived purpose of early intervention services and the ongoing service delivery. This awareness is going beyond the SSIP involved counties and programs not currently implementing or even considering RBI are thinking about how authentic assessment provides rich, meaningful information, different than evaluation information, about children and families that is necessary to provide supports and services within the context of natural relationships and routines.
- Reflection on the questions and examples that providers share during Reflective Coaching and SEFEL module trainings compared to the formal and informal feedback from training indicates a possible mismatch between providers' self-perception of and actual implementation of SEFEL strategies, to include reflective coaching. For example, a large number of participants express that they already know and are using SEFEL strategies however the open conversations during trainings do not reflect that level of understanding or implementation at the individual or system level. The SEFEL EBP team will need to continue assessing this and use the identified fidelity checks within the TAP-IT process to bridge this gap. Overall, the MSDE thinks the full and true implementation of SEFEL, which includes local systems meeting all of the Benchmarks of Quality, will result in increased staff and program capacity to identify and meet the social emotional needs of infants, toddlers and preschoolers with disabilities. Additional evidence-based strategies and/or practices may be identified in the future to supplement and provide further options for programs.
- 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. Originally, Reflective Coaching was paired in the SSIP primarily with SEFEL, although as stated above, it was the intent to use reflective coaching at all levels with all evidence-based practices. The teaming structures at the State and local levels include expert content coaches using reflective coaching strategies to support the change in system and provider practices. In fact, the MSDE has gathered rationale to support policy that all training provided or supported by MSDE will include an ongoing coaching component to improve

implementation of behavior/practice changes beyond the results seen with just training. This is evident in the modification made to RBI Institute training and coaching from the Year 1 Institute to the Year 2 Institute. Additionally, as teams continue to have conversations about the implementation drivers for all EBPs, there is some questioning beginning about the use of content-specific coaching compared to reflective coaching to support any/all practices. Having ongoing content-specific coaching at all levels potentially presents challenges to all three implementation drivers that must be addressed. There has been some initial wondering about systems identifying a reflective coach to support staff across practices rather than several coaches with a specific lens. This could potentially shift the focus to reflective practices in general with specific, time-limited technical assistance to address building knowledge and skill within a specific practice or strategy. The SIT will continue to explore these issues throughout Phase III Years 2 and 3 and modify approaches based on evidence as gathered through fidelity checks and feedback questionnaires.

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 outputs/outcomes can be found on pages 25-29 of this document. To recap, work has begun on all outputs identified in the MITP SSIP Logic Model. All professional learning activities began in Phase III Year 1 and continue into Phase III Year 2 and will continue throughout the SSIP work. This includes training on Systems Coaching, each of the evidence-based practices, as well as the Professional Learning Institutes offered across the state. As noted earlier, Reflective Coaching has been linked to SEFEL training; however, Year 2 considerations include providing general training on Reflective Coaching. Resources and toolboxes also have been developed and continue to be expanded. Two outputs, the Technical Assistance Protocol and the IFSP process/tools, are still in development. Much information has been gathered to inform these final products and this work will continue into Years 2 and 3.

In general, much of the activity of Year 1 has focused on the short-term outcomes of improving knowledge about the evidence-based practices, including Reflective Systems and Content Coaching, Stage-based Implementation, TAP-IT, SEFEL, RBI, and COS with fidelity. This has been addressed through increased high quality learning opportunities as well as the development of high quality resources. While training evaluations and anecdotal conversations both indicate knowledge is increasing, the MITP acknowledges there is still a need to continue these professional learning opportunities combined with ongoing Reflective Coaching at all levels to achieve the provider and program behavior changes identified as medium-term outcomes. Much of the medium-term infrastructure change began in Year 1 and is discussed throughout this report. Namely, the implementation of Systems Coaching through DSE/EIS B-K Liaisons and

the teaming structures. Intra- and inter-agency activities, communication, and collaboration efforts, also a medium-term outcome, have been focused and intentional. This work will continue to develop and evolve throughout Years 2 and 3 and beyond as teams work to build actual cross systems of care for young children with disabilities and their families.

All activities, outputs, and outcomes described in this report are aligned with the MITP SSIP Logic Model and demonstrate a strong foundation and emphasis on installation and initial implementation which would be expected for Year 1. The MITP will continue strengthening and improving the implementation activities and outputs as the work continues in Years 2 and 3, expecting to see increased evidence of behavior/practice changes at the provider and program level that will have an anticipated result of accomplishing the long term outcome and impact of substantially increasing the rate of growth of positive social-emotional skills in infants, toddlers, and preschool age children.

Measurable improvements in the SiMR in relation to targets

As mentioned above, the State had a change in data collection methodology in birth to kindergarten child outcomes. The current integration of the COS process into the Preschool portion of the IEP has been helpful in creating a more seamless process, but has resulted in lower scores across the board. This is due to having the Part C exit COS often occur earlier, during the initial IEP meeting rather than closer to the child's third birthday, as was the case prior to the COS integration. Unfortunately, this change in methodology limits the MITP from analyzing comparative progress data as it relates specifically to the SiMR for Year 1.

Plans for Next Year

Additional activities to be implemented next year, with timeline

Utilizing Year 1 data on implementation and outcomes, the MITP will implement several additional improvement activities next year with timelines for initiation and completion. These include:

- The addition of the DIT and revisions to SIT meeting length and format;
- The addition of the TAP-IT Digital Portfolio tool and process for use by both the SIT and LIT to collect, analyze, and utilize data for decision-making;
- A written protocol for the Birth to Kindergarten Child Outcomes and COS Process Training and Support;
- A written protocol for SSIP Training and Coaching; and
- MSDE and DHMH collaboration to begin exploring the creation of a guidance document to provide clarification around MA billing for EBPs.

The MITP SSIP Action Plan has been revised with adjusted timelines and additional activities highlighted (See Attachment #5). To clearly document Year 2 implementation progress, the revised version of the Action Plan will provide the framework for implementation tasks and outputs to be uploaded and managed through the Indistar web-based PMS.

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

Utilizing Year 1 implementation and outcomes data, the MITP revised planned evaluation activities including:

- The clarification of key measures/evaluation questions;
- An additional evaluation question and method to evaluate the Child Outcomes Summary (COS) process with fidelity;
- The addition of a survey of State/local staff regarding communication/ collaboration; and
- The addition of the TAP-IT Digital Portfolio for ongoing data collection and decision-making.

The MITP SSIP Evaluation Plan has been revised to reflect the additional evaluation questions, performance indicators, and methods discussed above with these changes to the plan highlighted (See Attachment #4). The MSDE in collaboration with external evaluators and stakeholders will further operationalize the MITP SSIP Evaluation Plan to clearly describe quantitative data and to set implementation and outcome benchmarks with ambitious, achievable timelines.

Anticipated barriers and steps to address those barriers

The MITP anticipates time as the most significant barrier to implement the systems and content coaching work with the local leaders and LITs. It is critical as other strategic priorities move forward, that consideration be given to how the work integrates and aligns with the MITP SSIP. Additionally, lessons learned from implementation of the SSIP (i.e., principles of stage-based implementation, TAP-IT) become invaluable for the implementation of future systemic change initiatives. Finally, the State is hopeful that the overall outcomes from systems coaching will increase capacity and support for both State and local staff which may decrease the need for additional supports to local SSIP programs over time.

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

During FFY 2015, the MITP became members of the SEO Collaborative, sponsored by the NCSI, and has benefited greatly from the technical and programmatic support for systems change. Sharing with other states around implementation successes and challenges, as well as fidelity measures, has supported Maryland's Year 1 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.