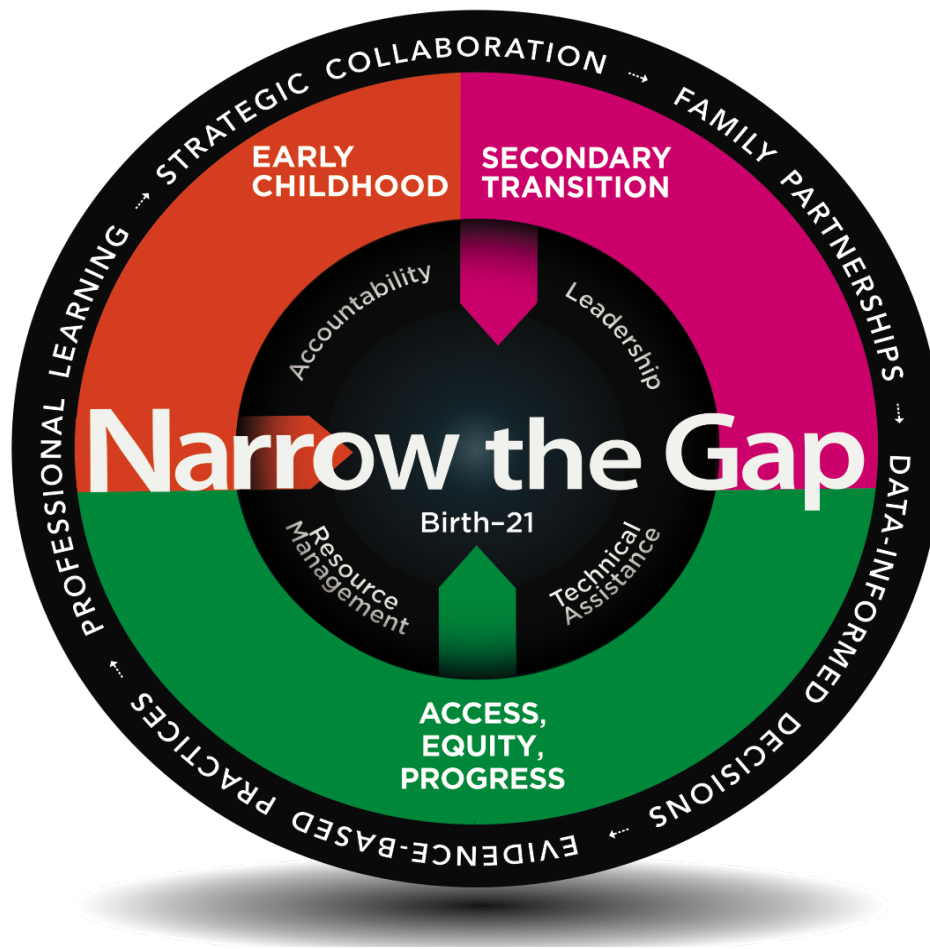**Maryland State Department of Education**
Division of Early Intervention and Special Education Services

Maryland Part C State Systemic Improvement Plan: Phase III, Year 3 Report
(January 1, 2018 – December 31, 2018)

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

Part C State Systemic Improvement Plan (SSIP)
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ATTACHMENT A: Evaluation Plan

Maryland State Systemic Improvement Plan
Part C Phase III, Year 3 Report

<div style="background-color:orange">

Introduction

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As the lead agency for the Maryland Infants and Toddlers Program (MITP), an interagency, family-centered program supporting our youngest learners with disabilities and their families, the Maryland State Department of Education (MSDE) provides innovative leadership, accountability, technical assistance, and resource management to implement a seamless system of services Birth to Kindergarten. With a laser focus on the Division of Early Intervention and Special Education Services' (DEI/SES) Strategic Plan, *Moving Maryland Forward*, and in alignment with Results Driven Accountability (RDA), the MITP continues to transform and enhance support to local Infants and Toddlers Programs (LITPs) to both comply with regulatory requirements and to implement evidence-based practices in support of the ultimate goal of narrowing the school readiness gap. The phased work of Maryland's Part C State Systemic Improvement Plan (SSIP) with continuous stakeholder guidance, provides a vehicle to focus on positive social-emotional development, skills, and relationships to prepare our youngest learners for kindergarten. Significant implementation and outcomes progress occurred during Phase III, Year 3 as evaluation activities moved forward leading to adjustments in implementation. Creating shared understanding through effective, high-performing teams to make data-informed decisions is evident throughout this year's work and will continue to be essential for full implementation of evidence-based practices.

This report outlines Maryland's progress in implementing the SSIP during Phase III, Year 3 including clear descriptions of the coherent improvement strategies aligned to the DEI/SES strategic plan with focus areas of participation and learning, improvements to infrastructure, and implementation of evidence-based practices with fidelity, explanations of how stakeholders have engaged in the SSIP process, data on implementation and outcomes, data quality issues, progress toward achieving intended improvements, and plans for next year. Maryland's Part C SSIP has intensified State/local collaborative work which is now leading to shifts in statewide procedures and practices supporting overall implementation of evidence-based practices. These include:

- significant revisions to the local grant application for the distribution of early intervention funding to local programs to identify infrastructure and personnel development strategies needed for continuous improvement, including the implementation of EBPs;
- the implementation of a revised Individualized Family Service Plan (IFSP) process and document to support EBPs in the development, implementation and evaluation of IFSPs; and
- the development of revised early intervention personnel standards, going into effect on July 1, 2019, to ensure all staff have foundational skills in key principles and recommended practices.

1. Theory of Action, Logic Model, and State-identified Measurable Result (SiMR)

Implementation of Maryland's Part C SSIP is in its third year as key partners, internal and external stakeholders, and an external evaluator, continued to strengthen the alignment of the theory of action, the logic model, and the evaluation plan.

Maryland's *Theory of Action* is:

> **IF** the Maryland Infants and Toddlers Program (MITP) and its partners provide leadership for strategic collaboration and resource management through enhanced teaming structures and provide high quality professional learning and support to Local Implementation Teams through systems and content coaching in:
> - Data-informed decision-making:
>   - Implementation Science/Team, Analyze, Plan, Implement, Track (TAP-IT);
>   - Effective, Functional, Routines-Based IFSPs; and
> - Evidence-based practices:
>   - Reflective Coaching;
>   - Routines-Based Interview (RBI); and
>   - Social Emotional Foundations for Early Learning (SEFEL)/Pyramid Model (PM).

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

> **WHICH** will substantially increase the rate of growth of positive social-emotional skills for infants, toddlers, and preschool age children with developmental delays/disabilities in four local Infants and Toddlers Programs (Figure 1).

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Maryland State Department of Education, Division of Early Intervention/Special Education Services – SSIP Phase III, Year 3

Figure 1. *Maryland Infants and Toddlers Program: Theory of Action*

State Systemic Improvement Plan (SSIP) | Maryland Part C

Maryland Infants and Toddlers Program: Theory of Action

If The Maryland Infants and Toddlers Program and its partners… **will provide** leadership for strategic collaboration and resource management through enhanced teaming structures and high quality professional learning and support to local implementation teams through systems and content coaching in:
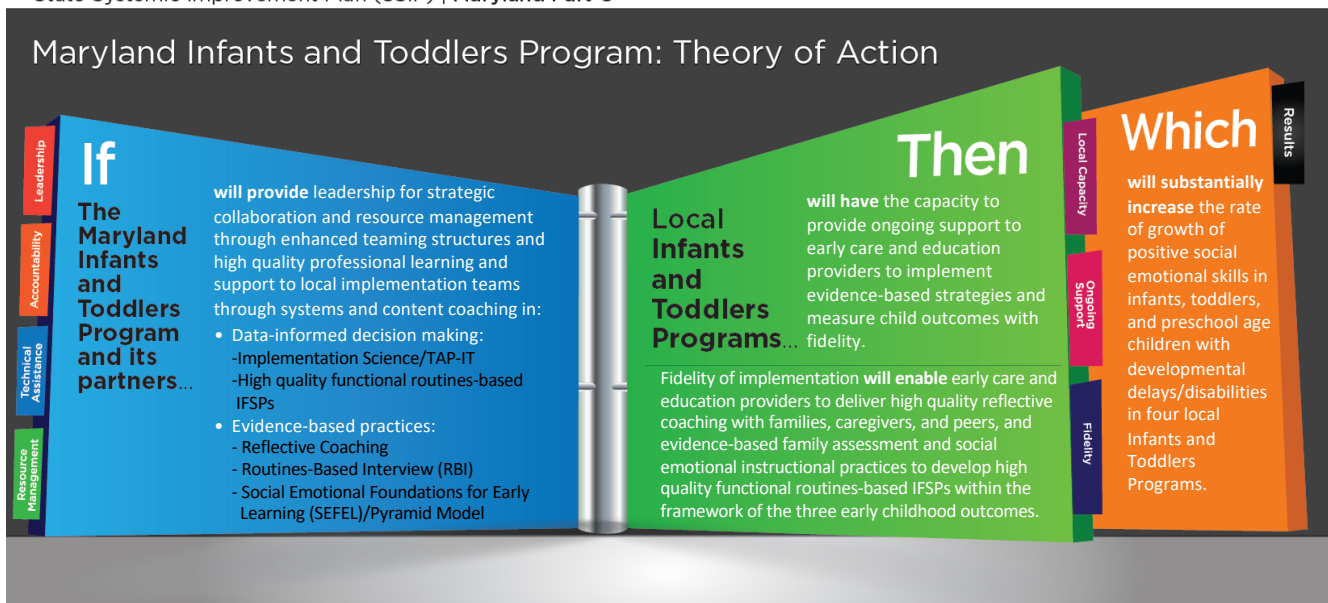- Data-informed decision making:
  - Implementation Science/TAP-IT
  - High quality functional routines-based IFSPs
- Evidence-based practices:
  - Reflective Coaching
  - Routines-Based Interview (RBI)
  - Social Emotional Foundations for Early Learning (SEFEL)/Pyramid Model

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 high quality 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 in infants, toddlers, and preschool age children with developmental delays/disabilities in four local Infants and Toddlers Programs.

Maryland's Part C SiMR was developed in consultation with our internal and external stakeholders over a year-long *"leading through convening"* process during Phase I. Additional stakeholder input was gathered during Phase II and continued to be gathered during Phase III, to build a shared vision around evidence-based practices supporting social-emotional development. In Phase III, Year 2 a minor revision was made to the *Maryland Infants and Toddlers Program: Theory of Action* as the MSDE and stakeholders identified reflective coaching as the evidence-based adult learning strategy to support the training and ongoing coaching to implement both the Routines-Based Interview (RBI) and Social Emotional Foundations for Early Learning (SEFEL). In previous versions of the *Theory of Action*, reflective coaching was only tied to the implementation of SEFEL. During Phase III, Year 3 stakeholders agreed to begin using the term SEFEL/Pyramid Model to integrate this framework across education systems (Birth – 21) in alignment with the work of the National Center for Pyramid Model Innovations (NCPMI). Pyramid Model is reflected in both the *MITP Theory of Action* and the *MITP Part C Logic Model*.

Last year in Phase III, Year 2, input and feedback from multiple stakeholder groups resulted in further refinement of the *MITP - Part C SSIP Logic Model* with implementation activities and outputs, as well as short and medium-term outcomes emphasizing both infrastructure improvements and the implementation of evidence-based practices (EBPs). No further revisions to the logic model were made during Phase III, Year 3. The logic model continues to serve as the foundation of the evaluation plan with the resources invested supporting implementation activities and outputs through effective teaming, technical assistance activities, professional learning opportunities, and tools. The impact of these resources and activities are intended to result in:
   a) active participation and learning by all participants (short-term outcomes);
   b) improvements in infrastructure and local implementation of evidence-based practices with fidelity (medium-term outcomes); and ultimately
   c) an increase in the rate of growth of positive social-emotional skills and relationships for young children with disabilities.

The *Theory of Action* is represented through a detailed logic model that demonstrates the flow from inputs and outputs, and from outputs to outcomes (Figure 2). The long-term result of increasing positive social-emotional skills and relationships is expected to be directly influenced by both infrastructure improvements and implementation of evidence-based practices with fidelity. This can only occur if key partners and stakeholders are engaged and actively involved in the process.

Figure 2. Maryland Infants and Toddlers Program - Part C SSIP Logic Model with SiMR

The Maryland Infants and Toddlers Program State Systemic Improvement Plan: Logic Model

INPUTS	IMPLEMENTATION		OUTCOMES		
	ACTIVITIES	OUTPUTS	SHORT TERM Foundation	MEDIUM TERM Implementation	LONG TERM Impact
Resources we Invest • MSDE DSE/EIS Strategic Plan • Intra- and inter-agency State and local staff • Research on Evidence Based Practices and Implementation Science in EC • Partnerships with local lead agencies and external organizations (PPMD, MCIE, IHEs) • National, State, and local experts • MSDE Resources (data systems, B-K Child Outcome Gateway, Maryland Learning Links, Making Access Happen, SEFEL/PM Website) • Online real-time IFSP data system in LADSS • COS integrated into IFSP and IEP • Tiers of General Supervision/ Engagement structure • Systems Coaching • Braided Funding • Broad stakeholder involvement	**Actions we Take** • *Engage* in strategic partnerships/Teaming Structures • *Develop* Professional Learning (PL)/Training for State and Local Implementation Teams in: Implementation Science (IS) Tools, Systems Coaching and TAP-IT • *Conduct* needs assessments/ surveys with local programs around EBPs and COS • *Conduct* professional learning and ongoing follow-up content coaching in EBPs (Reflective Coaching, RBI, SEFEL/PM) • *Develop* PL/Training for implementation of RBI, Reflective Coaching/ SEFEL/PM, including use of the Child Outcomes Summary (COS) process with fidelity • *Assemble* workgroups for ongoing COS/IFSP work • *Disseminate* resources to promote implementation, scale-up, and sustainability	**Products we Generate** • Effective State Communication • Trained MSDE Systems Coaches (B-K Liaisons) • Trained Local Systems Coaches skilled in TAP-IT and stage-based EBP implementation • Protocol for State/LITP Technical Assistance • Online resources to support systems coaching, IS, and TAP-IT • Implementation fidelity tools for TAP-IT, systems coaching, EBPs and COS • IFSP process/tools to support implementation of EBPs • State/Local Annual Professional Learning Institutes	**Participation and Learning** **MSDE and LITP provide:** • High Quality PD • High Quality Resources **Participants learn:** • Mental health services/ agencies (local/state) • Systems Coaching • Data-Informed Decision Making • Reflective Content Coaching • Social Emotional Foundations for Early Learning (SEFEL)/ Pyramid Model (PM) • Routines Based Interview (RBI) • Integrating EBPs into functional routines-based IFSPs • COS process **Participants Use:** • Available Resources related to EBPs and the COS process	**Changes that Occur** **Infrastructure Improvements** • MSDE increases strategic communication and collaboration with intra- and inter-agency stakeholders to support SSIP implementation • State systems coaches provide programmatic support and technical assistance consistent with the MD Differentiated Framework to local programs to implement EBP with fidelity • State and Local implementation teams use an evidence-based data-informed decision making process with fidelity **Four (4) LITPs implement EBPs in early intervention** • SSIP Programs have initiated the practice of using RBIs with fidelity • SEFEL/PM is implemented in SSIP Programs with fidelity • Reflective Systems and Content Coaching is implemented with fidelity • IFSP child and family outcomes demonstrate "high quality" • COS is implemented with fidelity	**Results for Children** *The Maryland Infants and Toddlers Program will substantially increase the rate of growth of positive social-emotional skills in infants, toddlers, and preschool age children*

January 2019

The State-identified Measurable Result (SiMR) measures the overall impact or long-term results of the Part C SSIP work. The MITP will substantially increase the rate of growth of positive social-emotional skills in infants, toddlers, and preschool age children (Indicator 3A, Summary Statement #1). Table 1 below shows the child outcomes data aggregated and weighted across the four SSIP jurisdictions from baseline (2015/2016) to current (2017/2018). Please note the baseline was re-adjusted in the Phase III, Year 1 report to account for new changes in data collection methodology of child outcomes.

Table 1. Indicator 3A, Summary Statement #1 Results for Infants, Toddlers, and Preschoolers Across the Four SSIP Local Infants and Toddlers Programs (LITPs)

| 2015/2016 - Baseline	2016/2017	2017/2018
47.23%	50.84%	50.59%

After an initial increase last year, the child outcomes results have remained steady in Phase III, Year 3. Gains in progress take time since the child outcomes rating process is done at the end of a child's time in Part C services and in Maryland that may not occur until the beginning of the school year following the child's fourth birthday. These overall results are expected and the State will continue to monitor implementation and child outcomes progress throughout the year and in future reports to illustrate a clear picture of SSIP effects.

2. Coherent Improvement Strategies Implemented

Throughout the development and implementation of the SSIP, the MSDE DEI/SES Strategic Plan, *Moving Maryland Forward: Sharpen the Focus for 2020,* has three strategic imperatives driving the work of the Division: (1) Early Childhood; (2) Access, Equity, and Progress; and (3) Secondary Transition. The work of the Part C SSIP aligns with the early childhood imperative to narrow the school readiness gap. The strategic plan calls for the implementation of five key strategies that cross all three imperatives to improve results for children and youth with disabilities and their families:

- Strategic Collaboration
- Family Partnerships
- Data-Informed Decisions
- Evidence-Based Practices
- Professional Learning

While focusing on the implementation activities and strategies in the theory of action, logic model, and evaluation plan, the work of the Part C SSIP is aligned with the strategic plan and early childhood goal: **to implement a seamless and comprehensive statewide system of coordinated services within home, community, and early childhood settings for children with disabilities - birth to kindergarten - and their families to narrow the school readiness gap, specifically in the area of social-emotional development and relationships.**
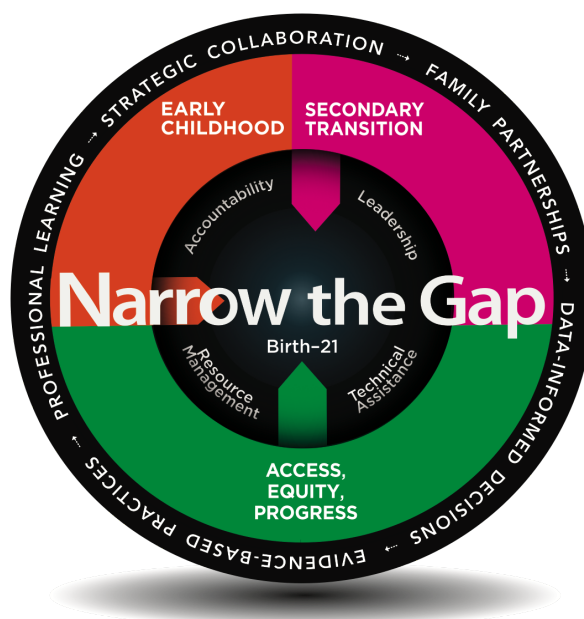
The focused work of the Part C SSIP has evolved to reflect and align the strategic plan's key strategies with acknowledgement that each of these improvement strategies must address both personnel development needs AND infrastructure enhancements.

Coherent improvement strategies:

- Professional Learning: including coaching, technical assistance, resource development, and information dissemination
- Content Coaching and Systems Coaching
- Evidence-Based Practices with Fidelity: Reflective Coaching, Routines-Based Interview, SEFEL/Pyramid Model, Data-Informed Decision Making
- Strategic Collaboration and Data-Informed Decision Making with Stakeholders
- Family Partnerships

<u>Professional Learning</u>

During Phase III, Year 3 professional learning activities were implemented with the four SSIP LITPs as well as with Maryland's Birth to Kindergarten early intervention and preschool special education leaders. The DEI/SES maintained contracts with the University of Maryland School of Social Work (UM-SSW) and the Johns Hopkins University/Center for Technology in Education (JHU-CTE) to support State-level content experts in Reflective Coaching, RBI, and SEFEL/PM. The four SSIP LITPs participated in both ongoing as well as differentiated professional learning and coaching activities based on identified local program implementation needs producing steady gains in knowledge and skills.

During 2017, the MSDE DEI/SES developed, piloted, and rolled out a new Birth to Kindergarten Child Outcomes Summary (COS) training protocol with a comprehensive website to support integration of early childhood outcomes into the IFSP and IEP process and the COS rating process to fidelity (refer to MD Part C SSIP, Phase III, Year 2 Report pgs. 10-11). Over the course of Phase III, Year 3, local programs have trained early intervention and preschool special education providers and teachers using the revised training protocol. The Maryland Child Outcomes Summary-Competency Check (MD COS-CC) was developed and piloted as the culminating activity at the end of training. This online assessment has 15 knowledge questions and a case study supporting Maryland's COS Core Components for fidelity. During 2018, the majority of staff in the four SSIP LITPs completed and passed the MD COS-CC. The MSDE is requiring all early intervention staff to complete this competency check by the end of SFY 2020.

In June 2018, the State engaged all LITPs in five regional IFSP Training of Trainers (ToTs) to support the rollout of Maryland's revised IFSP process, document, and online tool. Following the June 2018 ToT, each local program including the four SSIP LITPs began training all early intervention staff in preparation for the rollout of the revised IFSP system on October 1, 2018. Anecdotal data from the SSIP LITPs indicate the revised IFSP better supports evidence-based early intervention service delivery, and in particular authentic child and family assessment practices.

Finally, the State continued to engage in a *Regionalization for Results* model to support the implementation of the MSDE DEI/SES strategic plan in early childhood through five regional professional learning opportunities with Birth to Kindergarten early intervention and special/ general education leaders. Last year the focus was *From Roots to Results: Implementing a Birth to Kindergarten System of Services Through Evidence-Based Teaming Practices, Natural and Inclusive Learning Opportunities, and Effective Coaching*. This year in December 2018, the emphasis was *Implementing a Comprehensive Early Childhood System: Focus on Fidelity.* The Part C SSIP work has directly impacted the content and delivery of these professional learning efforts which also include local early childhood implementation grants to focus on the installation, implementation, scale-up, and

sustainability of evidence-based practices with fidelity.

<u>Systems and Content Coaching</u>

During Phase III, Year 3 the State continued implementation of Systems Coaching through regional Birth to Kindergarten Liaisons/State Systems coaches. This strategy provides a high level of engagement with all four of the Part C SSIP programs who are identified as being in the Focused Tier of Performance Support within the DEI/SES Differentiated Framework (refer to MD Part C SSIP, Phase III, Year 2 Report pgs. 6-7). Systems Coaching continued as the technical assistance (TA) approach employed by the DEI/SES to implement the Tiers of General Supervision and Performance Support with all Local Lead Agencies (LLAs) and Local School Systems (LSSs). All universal, targeted, and focused programmatic support and TA are documented in the DEI/SES TA Log.

The DEI/SES also continued to support State-level content experts/coaches, contracted with UM-SSW and JHU-CTE, to provide regular coaching cycles with local content coaches around the implementation of RBI and SEFEL/PM. This year, quarterly reflective coaching sessions were specifically focused on skill-building around colleague-to-colleague reflective coaching. Regular individualized coaching sessions were held with local coaches and local leaders for each SSIP program based on identified priorities and needs. While LITPs are setting aside time to make the regular, ongoing coaching a priority, further capacity building is needed to effectively address social-emotional needs of children and families and to support colleague-to-colleague reflective coaching.

<u>Evidence-Based Practices with Fidelity</u>

As the four LITPs, in collaboration with the State, have worked to install, implement, and scale-up evidence-based practices, fidelity of implementation has started to emerge. The State Implementation Team (SIT) finalized the *Guide to RBI Training and Coaching* in the beginning of 2018, which outlines the minimum expectations of training, certification, and ongoing coaching at the State and local levels. Initial RBI implementation to fidelity, using the RBI Implementation Checklist, has almost doubled across four LITPs over the past year.

While all four LITPs have differing levels of implementation of SEFEL/PM, collective agreement by the SIT on the *Home Visiting Benchmarks of Quality* (BoQ) increased fidelity of implementation of Tier 1 Data-Based Decision-Making practices. Three out of the four LITPs are now implementing a social emotional screening process. In Year 4, the SIT has agreed to utilize the revised *Pyramid Model Early Intervention BoQ* developed by NCPMI, as well as explore implementation of the *Early Interventionist Pyramid Model Practitioner Fidelity Tool* when it is completed.

With the shift during Phase III, Year 2 of reflective coaching as the evidence-based adult interaction style to support any early intervention strategy, there was a heightened focus this year on colleague-to-colleague coaching practices during the quarterly EBP reflective coaching sessions. Moderate gains in knowledge and skills by local content coaches were noted as measured by the *Coaching Practices Rating Scale* self-assessment tool. Each of the four SSIP LITPs has realized the need for a targeted focus on reflective coaching at the practitioner level as well as with colleagues. Continued work with national experts around reflective coaching to fidelity will be a priority over the next year through State and local sponsored Master Coach training.

Welcome to the portfolio for EI Collaborative Change Agents SIT

9 of 17 Items Completed   Portfolio is **Not Live**

Home

Team

Track

Select a TAP-IT stage

Analyze

Implement

Plan

During Phase III, Year 3, the State continued to support an evidence-based data-informed decision-making model, TAP-IT (Team, Analyze, Plan, Implement, Track), integrated within a digital portfolio referred to as the TAP-IT DP. This evidence-based tool specifically assists the State Implementation Team (SIT) and the four Local Implementation Teams (LITs) to use data in a practice to policy feedback loop to make needed adjustments when implementing EBPs (Reflective Coaching, RBI, SEFEL/PM), the COS process, and high-quality, functional, routines-based IFSPs (refer to MD Part C SSIP, Phase III, Year 2 Report pgs. 9-10). Both the SIT and LITs became more versed in the TAP-IT process this year, although fidelity of implementation at the local level requires additional attention.

Strategic Collaboration for Data-Informed Decisions with Stakeholders

During Phase III, Year 3 the State continued to leverage strategic collaborations by engaging key early childhood partners and by supporting consistent, involved implementation teams. The Maryland Part C SSIP Teaming Infrastructure (Figure 3) continues to provide robust direction and support through ongoing stakeholder engagement for effective SSIP implementation and evaluation. The SIT became a powerful vehicle to move the work forward with key partners and LITP leaders making adjustments based on data to improve implementation at the local level. LITs met regularly to specifically review data and problem-solve strategies for effective implementation at the practitioner level.   With documented strategic collaboration results, this teaming infrastructure provides a model for the scale-up of local seamless, comprehensive Birth to Kindergarten (B-K) systems.

Figure 3. Maryland Part C SSIP: Implementation Teaming Infrastructure

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

State Executive Leadership Team

Birth-21 Core Planning Team (Part C & B)

Division Implementation Team (Part C & B)

State Implementation Team (Intra- and Interagency)

Evidence-Based Practices Expert Team
- Reflective Coaching
- Routines-Based Interview (RBI)
- Social Emotional Foundations for Early Learning (SEFEL)
- Systems Coaching/Data

Local Implementation Team

Local Implementation Team

Local Implementation Team

Local Implementation Team

Local Home/Community Early Care and Education System

State Systemic Improvement Plan External Stakeholders

<u>Family Partnerships</u>

A specific outgrowth from the intra- and interagency work of the SIT was the initiation of a new collaboration with The Parents' Place of Maryland (PPMD), the statewide Parent Training and Information Center funded by OSEP. PPMD is a key partner on the SIT and through this collaboration the need was identified to intentionally engage families of young children receiving early intervention services in a parent leadership program. During Phase III, Year 3, the MSDE DEI/SES funded PPMD to develop, pilot, and evaluate a new multi-session training program called *Baby LEADers: Beginning the Journey.* This program has been specifically designed for parents of children receiving early intervention, preschool, or kindergarten special education services. PPMD provides regular updates about the start-up of the *Baby LEADers* program to the SIT and plans to share evaluation data at the end of the pilot training phase to determine next steps.

3. Evidence-Based Practices Implemented

During Phase III, Year 3, the SIT and four LITs continued to support the installation and initial to full implementation of evidence-based practices (reflective coaching, RBI, and SEFEL/PM). Table 2 displays a brief overview of each of the four SSIP jurisdictions, the three EBPs, the implementation stage of each EBP and the overall focus of implementation activities during Phase III, Year 3.

Table 2. Key Activities/Implementation of Evidence-Based Practices

Evidence-Based Practice	Year 3 Implementation Stage	Year 3 Overall Focus of Implementation Activities
Cecil County		
Reflective Coaching	Planning for Full Implementation	Cecil County was trained by Shelden and Rush and has started to implement reflective coaching with parents. They are continuing to develop reflective coaching with parents as children transition into the 3-year old program. They have made infrastructure changes to support colleague-to-colleague coaching around EBPs and the COS process.
Routines-Based Interview	Planning for Full Implementation	Cecil County is following the recommended implementation created by the State for RBI. They have 4 staff members trained to fidelity and 10 staff in training now.
SEFEL/ Pyramid Model	Initial Implementation	Cecil County began using the Benchmarks of Quality this year and has initiated a social-emotional screening process.

Frederick County		
Reflective Coaching	Initial Implementation	Frederick County is using reflective coaching with staff in their program and also with families. They are working on developing their own fidelity of implementation tool for reflective coaching internally to help with onboarding new staff. Infrastructure shifts through a systems coach and site-level local coaches continue to support colleague-to-colleague coaching around EBPs and the COS process.
Routines-Based Interview	Planning for Full Implementation	Frederick County has trained all staff and have over 33% of staff trained to fidelity. Frederick County is also doing re-checks of local coaches.
SEFEL/ Pyramid Model	Initial Implementation	Frederick County began roll-out of the SEFEL/PM, in particular Tier 1 social-emotional screening practices. The LIT is waiting until the new NCPMI home visiting checklists are released to focus on fidelity of implementation at the provider level.
Howard County		
Reflective Coaching	Planning for Full Implementation	Howard County was trained this year by Shelden and Rush and have identified a need to develop an ongoing fidelity process for reflective coaching through Master Coaches. A systems coach is in place to support colleague-to-colleague coaching around EBPs.
Routines-Based Interview	Planning for Full Implementation	Howard County has fully implemented RBI, and this is an area of strength for the county. They are working on how to effectively integrate RBI into development and implementation of the IFSP.
SEFEL/ Pyramid Model	Initial Implementation	Howard County is doing training on mental health and assessment tools. They have put in a place a social-emotional screening process. The focus this year has been the impact of trauma and parent mental health on child development.
Montgomery County		
Reflective Coaching	Installation	Montgomery County has been using the family coaching checklist provided by the MSDE and will be moving forward with a stronger emphasis on reflective coaching with fidelity.
Routines-Based Interview	Initial Implementation	Montgomery County, with the help of the State RBI coach, is developing an ongoing training program to support 300 staff. Approximately 25% of their staff have been trained to fidelity in RBI.
SEFEL/ Pyramid Model	Installation	Montgomery County has worked on getting buy-in for this EBP and is beginning to utilize the Pyramid Model as a framework to support all EBPs. There will be more training specific to SEFEL/PM in April 2019.

4. Overview of Evaluation Activities, Measures, and Outcomes

The MSDE DEI/SES, in collaboration with internal and external stakeholders and its partners at AnLar (a Washington, D.C.-based educational consulting firm), UM-SSW, and JHU-CTE, has continued to implement, collect extensive data, and monitor the year's evaluation activities, measures, and outcomes. The evaluation plan developed in previous year's and shared at the end of this report was developed by the MITP with stakeholder input to ensure that progress toward the SiMR is being achieved. Section C of this report provides an extensive review of the evaluation data findings, including numerous tables and figures which show data collected during the previous year. The evaluation activities continued to focus on refining, disseminating, and implementing content and system coaching practices, implementing EBPs with fidelity, and working on collaboration and teaming.

In alignment with the logic model, four key focus areas for the SSIP work have been identified: Participation and Learning; Improvements to Infrastructure; Fidelity of Implementation of Evidence-Based Practices (EBPs); and Progress Toward Achievement of the SiMR. Evaluation questions are presented in each of the four areas in tables which describe the measures for the implementation and outcome questions, data sources, data collection procedures and timing, and current data. Where applicable, change from baseline was included in the charts to show progress. Challenges are also presented in each of the four areas as well as practice highlights from participating SSIP counties. Overall the evaluation findings show continued success in moving the State toward the improvements necessary to achieve the SiMR.

5. Highlights of Changes to Implementation and Improvement Strategies

The MSDE DEI/SES in collaboration with the SIT continually assess data around implementation and improvement strategies to make adjustments based on intra- and interagency stakeholder feedback. One significant adjustment made this year was the identified need for reflective coaching training provided by Shelden and Rush with six-months of follow-up to support fidelity of the practice. During 2018, Shelden and Rush began providing training to individual/regional LITPs/B-K programs supported by the MSDE discretionary funds. All four of the SSIP LITPs have received direct training from Shelden and Rush with three out of the four specifically working on fidelity of the practice. Additionally, Shelden and Rush are providing on-going coaching support to the MSDE Birth to Kindergarten Liaisons/State Systems Coaches on a monthly basis to build capacity at the State level. To further support colleague-to-colleague coaching as the adult learning strategy to implement any EBP, the DEI/SES provided Master Coach training in February 2019. The Master Coach session had 19 participants with at least one to two local coaches from each of the four SSIP programs. Training and support of these local coaches to reach fidelity will be a priority this year to move the SSIP work forward.

The other significant adjustment made this year was the decision to apply for and begin receiving State-level targeted TA from the National Center for Pyramid Model Innovations (NCPMI) to support the SEFEL/PM work. NCPMI shared the revised Part C Benchmarks of Quality as part of the monthly TA webinars in the fall of 2018. The State has moved forward with sharing these not only with the SIT but with early intervention and preschool special/general education leaders statewide to ensure there is a clear understanding of the program supports and infrastructure that must be in place to implement the SEFEL/PM framework.

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Maryland State Department of Education, Division of Early Intervention/Special Education Services – SSIP Phase III, Year 3

B. Progress in Implementing the SSIP

1. Description of the State's SSIP implementation progress

During Phase III, Year 3, progress in implementation aligns with the Activities/Actions We Take and the Outputs/Products We Generate in the Part C MITP Logic Model. Numerous activities and outputs have been completed or continued over the past year, indicating steady implementation progress.

a. Description of Planned Activities with Fidelity - Accomplishments, Milestones, and Timelines

The State has continued to carry out planned activities to effect change in Participation and Learning, Improvements in Infrastructure, and Fidelity of Implementation of Evidence-Based Practices, with the ultimate goal of continuing progress toward the achievement of the SiMR.

Participation and Learning

During Phase III, Year 3 the State continued to contract with UM-SSW and the JHU-CTE for State-level content experts in Reflective Coaching, RBI, and SEFEL/PM. The State-level content experts provided regular (typically monthly) reflective coaching sessions to the locally identified content/system coaches to support RBI and SEFEL/PM implementation. In addition, the State-level RBI and SEFEL/PM content experts provided quarterly face-to-face EBPs reflective coaching sessions with State/local content coaches and State/local systems coaches in February, May, August, and November. These quarterly sessions were planned and facilitated by the State-level RBI and SEFEL/PM content experts/coaches, with input from the State System Coaches/Birth – K Liaisons, to support the integrated implementation of Reflective Coaching, RBI, and SEFEL/PM through colleague-to-colleague reflective practices. The emphasis this year was on the five characteristics of coaching and the four types of coaching questions to specifically build skills around colleague-to-colleague coaching.

Additional professional learning around the SEFEL/PM occurred in three SSIP LITPs to provide a more targeted approach based on identified needs, with additional SEFEL/PM professional learning occurring in the other LITP in April 2019. These locally-driven trainings included: SEFEL/PM Infants and Toddlers Refresh, Trauma-Informed SEFEL/PM for Part C Providers and Considerations for Caregiver Mental Health, Review of SEFEL/PM Modules 1-3 for Part C Providers, Part C Early Intervention Day 1 and Day 2 Reboot, Trauma-Informed SEFEL for Part C Providers, and Considerations for Babies Born Addicted to Substances and their Families. Both the quarterly EBPs reflective coaching sessions and the additional SEFEL/PM trainings were evaluated using the *Impact of Training and Technical Assistance (IOTTA)* with high participant responses for credibility, organization, and interest.

Professional learning around the RBI continued at the local level in all four SSIP LITPs. In the largest LITP, who has over 300 employees, the State-level RBI content expert/coach was specifically hired to train an additional cohort of local RBI coaches. These additional local RBI coaches are providing the ongoing coaching necessary for staff to reach fidelity of implementation once trained in the RBI. During Phase III, Year 3 all four LITPs report they are now in the initial implementation, planning for full implementation, or full implementation phase around the use of the RBI with fidelity.

Resource development and dissemination continued at a fast pace during Phase III, Year 3 with significant increases in the usage of the following websites: Maryland Birth to Kindergarten Child

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Outcomes Gateway, Making Access Happen, Maryland Infants and Toddlers Social Emotional Foundations for Early Learning, and Maryland Learning Links. With the rollout of the revised Birth to Kindergarten COS training locally and the MD COS-Competency Check, discussed earlier, the MD B-K Child Outcomes Gateway traffic increased by over 500 percent.

In June 2018, the DEI/SES engaged all LITPs in regional IFSP ToTs around Maryland's revised IFSP process, document, and online tool. This comprehensive training included pre-learning materials, *IFSP Facilitator's Guide* and PowerPoint, *IFSP Process and Document Guide*, Blank and Sample IFSPs, *IFSP Training Next Steps, IFSP FAQs by Process, IFSP Data System Transition, IFSP Implementation Matrix*, and several IFSP training videos. Once again, an adapted *IOTTA* was distributed at each regional IFSP ToT which indicated this training package was of high quality, useful, and relevant. Pre-Post growth toward mastery of the information indicated an increase across all five ToTs. Following the June 2018 ToT, local programs began training all early intervention staff in preparation for the rollout of the revised IFSP system on October 1, 2018.

Improvements to Infrastructure

The State continued to engage in strategic collaboration through a robust teaming infrastructure with key partners at the national, State, and local level. Active, regular State-level engagement occurred with the NCSI Social-Emotional Cross-State Learning Collaborative, the MD Early Childhood Mental Health (ECMH) Steering Committee, the ECMHC National TA team, Home Visiting programs, the Infant Mental Health Association of MD/DC, and the SEFEL/PM State Leadership team. Additionally, the State sustained teaming structures with internal and external interagency partners, with LITPs, and with external stakeholder groups. These strategic partnerships provide continued direction and support for SSIP implementation and evaluation.

Specific examples of strategic collaborations to support infrastructure shifts over the course of Phase III, Year 3 included:
- convening a stakeholder workgroup to revise the *Maryland Early Intervention Personnel Standards* requirements (previously known as Suitable Qualifications);
- formally establishing the Infant Mental Health Association of MD/DC (IMHA-MD/DC) in collaboration with multiple community cross-sector partners;
- completing the *State SEFEL/PM Benchmarks of Quality* with the MD State SEFEL/PM Leadership Team;
- engaging with national TA providers to be a part of a national webinar series promoting a basic understanding of evidence-based teaming practices across disciplines; and
- partnering with the MSDE Division of Early Childhood around the Preschool Development Grant B-5 to leverage funds to align and scale-up the Part C Pyramid Model work in the four SSIP jurisdictions as young children transition to and are supported in preschool classrooms.

Sustained collaboration with strategic stakeholders and partners must continue for effective workforce development and to scale-up evidence-based practices across the State.

The State-level content experts/coaches in RBI and SEFEL/Pyramid Model conducted regular, individualized coaching cycles with local systems and content coaches in each of the four SSIP LITPs. The time to engage in ongoing local coaching sessions with State-level content coaches has occurred with more regularity, indicating shifts in infrastructure. Three out of the four LITPs now have a local systems/content coach devoted to the implementation of EBPs with fidelity at the practitioner level and

consideration is being given as to how to sustain their local coaching infrastructure. Two of the four SSIP LITPs hired Dr. M'Lisa Shelden and Dr. Dathan Rush for their two-day reflective coaching training, with 6-months of follow-up coaching and practice through the use of coaching logs, to work towards the implementation of coaching with fidelity. The addition of Master Coach training sponsored both by local programs and the DEI/SES is another avenue to build the State/local infrastructure needed to sustain implementation of evidence-based practices.

Throughout this year, the Birth to Kindergarten Liaisons/State Systems Coaches provided focused, on-going coaching and TA to Local Systems Coaches as the four LITPs continued to build an implementation infrastructure supporting three EBPs (Reflective Coaching, RBI, and SEFEL/PM). All coaching and TA were documented in the DEI/SES TA Log by the State Systems Coaches. As noted above, local infrastructure improved as three of the four LITPs created an additional Local Systems/Content Coach position to support the scale-up of EBPs. Both the State Systems Coaches and the Local Systems Coaches participated in monthly SIT meetings either face-to-face or by webinar. The State Systems Coach regularly participated alongside the Local Systems Coach at the LIT monthly meetings to support ongoing implementation efforts at the local program level. This infrastructure improvement has specifically assisted the Birth to Kindergarten Liaisons/Systems Coaches to utilize the knowledge and skills learned through the Part C SSIP work to support the scale-up of evidence-based practices in other LITPs and preschool special education programs. Implementation of systems coaching is being realized through a regionalized, universal approach to programmatic support and TA delivered through regional Early Childhood Professional Learning Opportunities (EC PLOs), ongoing monthly follow-up coaching, and lessons learned sharing sessions. Additionally, a new mechanism for distribution of discretionary funds was developed to support local implementation of evidence-based practices in early childhood following the regional EC PLOs.

During Phase III, Year 3, the State continued to support an evidence-based data-informed decision-making model, TAP-IT, to assist the SIT and LITs to use data in a practice to policy feedback loop when implementing EBPs (Reflective Coaching, RBI, and SEFEL), the COS process, and high-quality, functional, routines-based IFSPs, so that any needed adjustments can be made. TAP-IT was conceived as a way to use relevant data sources and particular protocols to: 1) analyze child performance, 2) select appropriate interventions/innovations, 3) monitor the quality of innovation implementation, and 4) determine the effectiveness of selected innovations in producing positive outcomes for young children with disabilities and their families. TAP-IT has evolved to include the Implementation Science frameworks, which stimulate routine use of stage-based implementation. Engaging in the structured approach of the TAP-IT process has supported local/State collaboration within SIT meetings to identify, through root-cause analysis, challenges and action steps to move implementation forward at the program level. This same approach is now being used by Local Systems Coaches, providers, and partners within their LITs to solution find around personnel development needs and infrastructure shifts necessary to sustain implementation at the provider level. Over the course of Phase III, Year 3 the TAP-IT process has truly brought the effectiveness and efficiency of the SIT and LITs to a higher level by holding each individual team member accountable for the challenging and ongoing work of systems change.

Fidelity of Implementation

In March of 2018, the SIT finalized the *Guide to RBI Training and Coaching* which describes the rationale and minimum recommended standards for training and ongoing coaching of RBI practices at

all levels to support consistent statewide implementation of the RBI with fidelity in Maryland. Using this agreed upon guidance and with ongoing coaching support by the State RBI Expert/Coach, a cadre of local RBI trainers/coaches from each of the four SSIP jurisdictions continued local RBI training and follow-up coaching. Additional RBI training and support was provided by the State RBI Expert/Coach to the largest SSIP LITP in order to have more local coaches available to support staff to reach fidelity following RBI training. The overall percentage of staff across all four SSIP LITPs completing RBIs to fidelity almost doubled over the past year and is now at 33%. The State is currently in the initial implementation phase with the RBI and projects to have at least 50% of staff trained to fidelity across the four LITPs by the end of Year 4.

The implementation of SEFEL/PM continued during 2018 with the SIT and LITs spending considerable time gaining a collective understanding of the SEFEL/PM *Home Visiting Benchmarks of Quality* (*BoQ*) in order to gather accurate, actionable data to dynamically support sustainable infrastructure shifts for implementation of the SEFEL/PM. The SIT created a Guidance Document for completion of the *BoQ* to establish a true baseline measure regarding SEFEL/PM implementation. The SIT then analyzed the results of the BoQ across the four LITPs collectively and established specific performance goals around Tier 1 practices. Over the course of less than a six-month period the Tier 1 Data-Based Decision Making practices moved from 12.5% "partial" to "yes in place" in May 2018 to 43.8% "partial" or "yes in place" by November 2018. Additionally, three of the four SSIP LITPs now incorporate universal social-emotional screening into their intake process. Training and ongoing coaching from the State SEFEL/PM Expert/Coach continued throughout Phase III, Year 3 and was specifically tailored to the individual needs of each LITP. Specific follow-up social-emotional training was provided to early intervention providers with ongoing coaching support to the four local cadres of SEFEL/PM coaches.

The quarterly EBP reflective coaching session continued throughout Phase III, Year 3 with some improvements in knowledge and skills around colleague-to-colleague coaching as measured by self-assessment on the *Coaching Practices Rating Scale*. Overall results of the June administration of the *Coaching Feedback Questionnaire* were used to inform the ongoing coaching by the State-level content experts. These moderate results necessitated the need for continued skill-building around colleague-to-colleague coaching facilitated through the quarterly EBPs reflective coaching sessions. As described previously, additional trainings around this coaching model were conducted by Shelden and Rush in two out of the four LITPs using SSIP discretionary funds during 2018. Six-months of follow-up coaching sessions through the completion of coaching logs is currently supporting the fidelity of implementation. In FFY 2019, the other two LITPs have invited Shelden and Rush to complete additional reflective coaching training with follow-up coaching support. To support full implementation and sustainability of reflective coaching to fidelity both the State and local programs have realized the need for Master Coaches. In February 2019, the State sponsored a statewide Master Coach training conducted by Dr. Dathan Rush with staff from all four SSIP LITPs in attendance. Six months of follow-up coaching sessions through the completion of colleague to colleague coaching logs will support fidelity of implementation.

To measure the fidelity of implementation of the TAP-IT data-informed decision-making process the *TAP-IT Fidelity Assessment Tool* was completed at the end of each TAP-IT Cycle (Cycle 2 and Cycle 3) by the SIT during Phase III, Year 3. Clear improvements in the *Team, Analyze, Plan,* and *Track* indicators were noted, with the *Implement* indicators remaining at 100%. Specific areas in need of improvement are consistently reviewing team performance at each face-to-face meeting and ensuring that implementation and outcome data are uploaded into the Track section of Digital Portfolio by the

end of each cycle. While tremendous anecdotal progress has been acknowledged by the State/Local Systems Coaches regarding the effectiveness of LIT meetings and work, no LIT TAP-IT fidelity data has been reviewed. This will be an area of implementation fidelity to address during Phase III, Year 4.

The quality of IFSP outcomes continues to be reviewed by 24 LITPs, including the four SSIP LITPs, utilizing the *Functional, Routines-Based IFSP Outcomes Review for Evidence of Standards*. This tool has been built into both the grant application for the distribution of federal/State early intervention funding as well as the Part C Comprehensive Monitoring process. Specific analysis of IFSP outcomes by the SSIP programs indicates significant gains in three out of the four programs. An additional IFSP review tool was developed last year to specifically identify how often social-emotional outcomes and services were included on IFSPs for children made eligible with delays in social-emotional development and children who have a COS entry rating of 3 or lower on Outcome #1. This year increases in the number of social-emotional outcomes and services were particularly noted for those children with COS ratings of 3 or lower. With the October 1, 2018 rollout of the revised IFSP, this data will be easier to collect as a checkbox was added to identify which of the early childhood outcomes is being addressed by each IFSP outcome.

b. Intended Outputs Accomplished as a Result of the Implementation Activities

A description of SSIP activities and overall progress made towards implementation was discussed in the previous section. Table 3 below describes the logic model implementation outputs with list of specific accomplishments aligned with the level of accomplishment.

Table 3. Implementation Outputs/Accomplishments/Level of Accomplishment

Implementation Output	Accomplishments	Level of Accomplishment
Effective State Communication	• Monthly SIT meetings held with high overall attendance • Regular attendance by B-K Liaisons at monthly LIT meetings • Regular attendance at meetings with numerous collaborative partners supporting ECMH	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed
Systems Coaches Trained	• Four (Birth - K) State Systems Coaches previously trained • Eight Local Systems Coaches previously trained and all regularly participate on the SIT	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed
Protocol for State/Local Technical Assistance	• Full implementation of the Technical Assistance Log • Continued development of TA Manual • Continue development of systems coach practice profile with a fidelity measure across Part B and Part C	☐ Not started ☒ Started and making adjustments ☐ On target & continuing ☐ Completed

Online resources to support systems coaching, Implementation Science, and TAP-IT	● Continued funding and development of the TAP-IT Digital Portfolio and companion site supporting systems coaching, Implementation Science and TAP-IT ● SIT and 4 LITs have TAP-IT Digital Portfolios in place	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed
Fidelity tools administered (TAP-IT, systems coaching, EBPs, COS)	Fidelity Tools: ● *RBI Implementation Checklist* ● *SEFEL Benchmarks of Quality (BOQ)* ● *Coaching Practices Rating Scale* ● *TAP-IT Fidelity Assessment* ● *MD COS Competency Check*	☐ Not started ☒ Started and making adjustments ☐ On target & continuing ☐ Completed
IFSP process/tools to support implementation of EBPs	● *Evidence of Standards IFSP Outcomes Review* tool integrated into the Part C local grant application process and the comprehensive monitoring process ● *IFSP Process and Document Guide* developed and disseminated ● IFSPs reviewed for social-emotional outcomes and services ● Draft of IFSP Self-Assessment Rating Tool developed and disseminated	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed
State/Local annual professional learning opportunities	● Five regional IFSP TOTs with full array of guidance materials ● Five regional Early Childhood PLOs (December 2018) with leadership teams (5-10 participants) attending from all four SSIP jurisdictions.	☐ Not started ☐ Started and making adjustments ☒ On target & continuing ☐ Completed

2. Stakeholder Involvement in SSIP Implementation

a. How Stakeholders Have Been Informed

During Phase III, Year 3, stakeholders have been informed of the ongoing implementation of SSIP through various methods including face-to-face communication/presentations, publications, and website content. The external stakeholder group who continues to get regular, detailed updates regarding the implementation of the Part C SSIP is the State Interagency Coordinating Council (SICC). During two of the SICC face-to-face meetings in 2018 (February and October), a SSIP LITP provided a formal presentation of their systems change journey over the past several years including their implementation data, infrastructure shifts, challenges, and solution finding strategies. Additionally, the SICC initiated an Early Childhood Mental Health taskforce to compliment the SSIP implementation work around social-emotional development. With the identification of three areas of focus (silos, stigma, and screening), the ECMH taskforce is currently planning a State-level panel of experts to share State-level efforts around meeting the social-emotional needs of young children and their families. This presentation will be the highlight of the joint SICC/Local Interagency Coordinating Council (LICC) meeting in May 2019 and will include Part C SSIP implementation lessons learned.

Another venue that informed stakeholders, specifically local coaches, about the ongoing implementation of the SSIP was the Quarterly EBP Reflective Coaching Session held in August 2018. This session was specifically designed as a celebration of the EBP work with a virtual motivational presentation by M'Lisa Shelden and Dathan Rush at the beginning of the day, and inspirational words by the Assistant State Superintendent, Marcella Franczkowksi, at the end of the day. Participants worked in local teams to consider their journey with implementation of evidence-based practices over the past two to three years. While this session included more than just the SSIP jurisdictions, three of the four SSIP programs were represented and gave creative, honest presentations about their successes, challenges, and next steps.

Information about the ongoing implementation of the SSIP was also a part of the five DEI/SES Regional Early Childhood Professional Learning Opportunities in December 2018. The UM-SSW State-level content experts presented on the SEFEL/PM, specifically focusing on the revised *Early Intervention BoQ* and the *Program-Wide BoQ* to support the implementation of this framework at the program level.

State-level staff participate in multiple cross-system collaborative meetings and advisory groups that allow for the MITP to share updates on the DEI/SES work, including SSIP work, and to make connections that strengthen service delivery and workforce development. Examples of these include the Home Visiting Consortium, the MD State SEFEL/PM Leadership Team, the Early Childhood Mental Health Steering Committee, the Early Childhood Mental Health Consultation (ECMHC) TA Team, and the newly established Infant Mental Health Association of MD/DC (IMHA-MD/DC).

b. How Stakeholders Have Had a Voice

The State continues to involve stakeholders at all levels to support and shape the implementation of the SSIP and to guide efforts for scale-up of EBPs statewide. Internal MSDE and DEI/SES teams (refer to MD Part C SSIP, Phase III, Year 2 Report pgs. 29-30) continue to support alignment of the Part C SSIP work with the MSDE DEI/SES strategic plan and with Part B SSIP efforts. As DEI/SES has continued its work with different contractual partners and the Division of Early Childhood, a new quarterly meeting was added to strengthen the implementation of EBPs within the MSDE and across institutes of higher education partners. The MSDE EBP Collaborative Partners meeting includes representatives from the UM-SSW, JHU-CTE, University of Maryland College Park, and the Division of Early Childhood at the MSDE. While the purpose of these meetings is to update the team on relevant work, it also serves as a vehicle for exploration and problem-solving around how to best integrate the work across EBPs, other Divisions, and into personnel preparation programs. This collaboration across contractual partners supports not only the Part C SSIP work but the overall work of early childhood special education in the State.

During Phase III, Year 3, the SIT has been extremely involved with decision making about the ongoing implementation of the SSIP. This high-performing team met consistently over the past year alternating between virtual 1½ hour meetings primarily for member updates, and 3-hour face-to-face working meetings. The SIT utilized the TAP-IT data-informed decision-making process to inform State guidance documents, to recognize and make infrastructure shifts, and to share local strategies and resources to support the LITs. After several rounds of feedback early in 2018, about specific requirements for RBI training, certification, and ongoing support and fidelity, the State finalized the *Guide to RBI Training and Coaching.* The SIT agreed to implement the RBI based on this guidance to support RBI implementation

with fidelity. For the remainder of 2018, the SIT focused on implementation of the *SEFEL/Pyramid Model Home Visiting Benchmarks of Quality*. A Guidance document for the *BoQ* was created to support a shared understanding about each tier of the SEFEL/PM framework. Thorough data analysis of the *BoQ* across all four programs led the SIT to focus on Tier 1 Data-Based Decision-Making practices and three out of the four LITPs have initiated universal social-emotional screening practices. With the revisions made by NCPMI to both the program and provider level Part C Pyramid Model fidelity tools, the SIT will continue to focus efforts on implementation of the Pyramid Model framework, beginning with the revised *BoQ.*

The focused work of the SIT can only result in effective implementation when the LITP leaders close the feedback loop and share implementation strategies and resources with their LITs and with all of their early intervention providers. Each of the four SSIP jurisdictions has an active LIT which meets at least monthly. These teams follow the TAP-IT cycle and document their work in the TAP-IT Digital Portfolio. Additionally, the LITs have been actively engaged in piloting strategies and tools to support implementation at the practitioner level. These tools have been uploaded into the SIT TAP-IT DP so they are shared across programs and team members. Examples of some of the tools developed include: *Parent Resource Questionnaire, Community Resource Guide, ASQ-SE Implementation Flow Chart, Reflective Coaching Skills Checklist, Reflection Worksheets,* and *Family Visit Notes*. As mentioned earlier the State Systems Coach routinely attends LIT meetings to better align State-level priorities with local-level processes and ensure a communication loop back to the State-lead Teams. During the next year, as the LITs continue to use TAP-IT to examine the effectiveness of implementation, to embed policy-practice feedback loops, and to support the components of infrastructure needed to implement EBPs with fidelity, they will be encouraged to document fidelity of their data-informed decision-making process using the *TAP-IT Fidelity Assessment Tool* following each TAP-IT Cycle.

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

In the fall of 2018, the MSDE partnered with AnLar, LLC, a Washington, D.C.-based educational consulting firm to take over external evaluation for the SSIP from Evergreen Evaluation and Consulting (EEC). The MSDE and AnLar partnered to review the Phase III, Year 2 evaluation plan, examine current data collection activities, and discuss opportunities to revise and update the evaluation plan based on the current needs of the SSIP. No major changes were made to the SSIP Logic Model and Evaluation Plan in the current year, as the State felt that the changes made in the previous years to align the two were sufficient. The evaluation questions presented below are organized into implementation evaluation questions (e.g., What happened? How many times did it happen?) and outcome evaluation questions (e.g., What change occurred as a result of SSIP activities?). In the evaluation plan, implementation evaluation questions begin with an I (i.e., I1, I2) while outcome evaluation questions begin with an O (i.e., O1, O2).

a. How evaluation measures align with the theory of action

The MITP Evaluation Plan was designed and revised in earlier years through a participatory evaluation process in which MSDE staff and stakeholders worked with external evaluators to develop and refine the activities and performance measures to monitor effectiveness of implementation. The plan ensures alignment between the outcomes found in the *MITP SSIP Theory of Action*, the *SSIP Logic Model* and implementation and outcome evaluation questions in the *MITP SSIP Evaluation Plan* (Attachment A).

b. Data sources for each key measure
c. Description of the baseline data for key measures
d. Data collection procedures and associated timelines

The MITP SSIP Evaluation Plan includes evaluation questions on implementation and short, medium, and long-term outcomes, as well as corresponding performance measures for each. The implementation questions help the state to ensure that activities of the SSIP are being implemented according to the plan, and that data are reflecting progress in implementation. The short-term outcomes are foundational to the effective implementation of the SSIP and are about learning that is taking place. The medium-term outcomes focus on implementation of the knowledge and skills learned as well as infrastructure improvements. Finally, long term outcomes address the overall impact of the SSIP and reflect child level improvements.

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

a. How the State has reviewed key data that provide evidence regarding progress toward achieving improvements to infrastructure and the SiMR
b. Evidence of change to baseline data for key measures

MDSE has identified four key focus areas for our work on the SSIP: Participation and Learning; Improvements to Infrastructure; Fidelity of Implementation of Evidence-Based Practices (EBPs); and

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Progress Toward Achievement of the SiMR. Evaluation questions are presented in each of the four areas in tables which describe the measures for the implementation and outcome questions, data sources, data collection procedures and timing, and current data. Where applicable, change from baseline was included in the chart to show progress. Challenges are also presented in each of the four areas as well as practice highlights from participating SSIP counties.

Participation and Learning

This section includes data on evaluation questions related to establishing the foundation necessary for changes in infrastructure and capacity to implement evidence-based practices.

Evaluation Question	Measure of Success	Data Sources	Data Collection Timeline	Baseline/ 2017 Data	2018 Data	Notes/ Comparison
I3. How many PL sessions on EBPs (SEFEL/PM, RBI and reflective coaching) were conducted? · What topics? · How many participants? · What local programs were represented?	# PL sessions by: · Topic · # Participants · # LITPs represented	SIT/LIT Progress Update in Google Documents	Quarterly Summary for Annual Report		10 Trainings across 4 SSIP Programs 421 Total Participants (not unique) Topics: -Trauma-Informed PM - PM Booster Training - ITP/EBP Reflective - Coaching session	
I9. What resources were selected or developed to support EBPs, systems coaching, implementation science & TAP-IT?	Name, type of resources	Child Outcomes Gateway; Making Access Happen; MD SEFEL/ PM website; MD Learning Links	Quarterly for Annual Report		Since the start of the SSIP, the State EC Team and the SIT selected 8 previously developed fidelity resources and developed a total of 16 new resources and supports.	See below for full list
O1. To what extent were professional learning and resources of high quality, useful, and relevant for participants	X% of participants who rate PL high quality	End-of-PL Survey (for state level content training) – Impact of Training and Technical Assistance (IOTTA)	At the end of each professional learning session.	State-Led PL: Baseline established in 2018 Contractor-Led PL: Average rating of high quality 96%.	State-Led PL: Average rating overall: 8.6 Trainer credibility average rating: 9.0 Organized and coherent rating: 8.7 Held their interest/attention rating: 8.1 Contractor-Led PL: Average rating overall: 8.8 Trainer credibility average rating: 9.1 Organized and coherent rating: 9.0 Held their interest/attention rating: 8.4	Reporting in the current year is using a 1-10 scale vs. a 1-100% in the previous report. Data show that overall ratings are consistently high.

O2. To what extent did State and LITP Systems/Content Coaches increase their knowledge of:						
Mental health services/ agencies (local/state)	% of participants who report increased knowledge of mental health services	Mental Health Services Survey	Annually	Helped families access mental health services frequently or very often: 18.1% Indicated they knew a moderate amount or a lot about early childhood MH services: 52.1%	Helped families access mental health services frequently or very often: 20.1% Indicated they knew a moderate amount or a lot about early childhood MH services: 57.3%	2% increase in helping families access MH services 5% increase in knowledge about MH services
Reflective Content Coaching SEFEL/PM Routines Based Interview (RBI)	X% of local coaches increase their knowledge. X% of EI Providers increase their knowledge of RBI and Reflective Coaching/ SEFEL/PM	Impact of Training and Technical Assistance (IOTTA)	End of PL Survey	Mastery/ Competence Rating Average Pre: 6.4 Post: 7.6 Increase: 1.2	Mastery/ Competence Rating Average Pre: 5.7 Post: 7.2 Increase: 1.5	Mastery/ Competence has been **consistently rated higher post vs. pre** coaching and training in 2017 and 2018.
IFSP	X% of local coaches increase their knowledge. X% of EI Providers increase their knowledge of RBI and Reflective Coaching/ SEFEL/PM	Impact of Training and Technical Assistance (IOTTA)	End of PL Survey		Mastery/ Competence Rating Average Pre: 5.1 Post: 6.7 Increase: 1.6	Mastery/ Competence was **rated higher post vs. pre** training in 2018.
O3. How often did participants access the related online resources?	# of hits on related online resources	B-K Child Outcome Gateway; Making Access Happen; SEFEL/ PM website; Maryland Learning Links	2x per Year (June, Dec.)	B-K Child Outcomes Gateway: 339 users Making Access Happen: 1103 SEFEL/PM Online Modules Accessed: 588 users	B-K Child Outcomes Gateway: 2256 users Making Access Happen: 1709 SEFEL/PM Online Modules Accessed: 627 users Maryland Learning Links: B-K: 3050 unique pageviews COS: 1002 unique pageviews	B-K Child Outcomes Gateway: **565% increase** Making Access Happen: **55% increase** SEFEL/PM Online Modules: **6.6% increase**

Key Successes in Improvements to Participation and Learning

The implementation and outcomes questions in this section are all related to measuring changes and impact in participation and learning. The questions were designed to allow the SIT and LITs to track progress in professional learning, new resources that were developed and how often online resources were accessed.

I3. How many PL sessions on EBPs (SEFEL/PM, RBI and reflective coaching) were conducted? What topics? How many participants? What local programs were represented?

In the current year, there were a total of 10 professional learning sessions conducted in the four SSIP jurisdictions. These PL sessions included a variety of topics related to implementation of the chosen EBPs, including; Trauma-Informed PM, PM Booster trainings, ITP Trauma-Informed Pyramid Model trainings, and Quarterly EBP Reflective Coaching sessions. A total of 421 participants attended the trainings listed throughout the year. PL sessions will continue in the upcoming year with a focus on Pyramid Model training and boosters, as well as additional roll-out of local RBI training and reflective coaching training.

I9. What resources were selected or developed to support EBPs, systems coaching, implementation science & TAP-IT?

The State has selected and/or developed numerous resources since the start of the SSIP. These documents are being used and are reviewed annually for any changes or updates based on SSIP implementation progress. The resources selected to date include:
- The *Observation Checklist for High Quality Professional Development Training* – used to help with high quality training activities and to provide ongoing feedback and coaching to trainers
- EBP-specific fidelity checklists – used to track progress towards capacity building through reflection, observation, and coaching
    - *RBI Implementation Checklist* – used to measure fidelity for "certification" and to guide self-reflection and coaching sessions.
    - *RBI-Fidelity Coach* (FC) – used for further reflection and refinement of RBI implementation.
    - *The Coaching Practices Rating Scale* – used to self-assess implementation of coaching practices.
    - *SEFEL/PM Benchmarks of Quality* – used to guide infrastructure supports for implementation (plan to use the *Part C BoQ* developed by NCPMI in 2019).
    - *SEFEL/PM Family Coaching Checklist* – used to track implementation of SEFEL/PM strategies with families (plan to use the *EI Practitioner Fidelity Tool* developed by NCPMI when available).
- *TAP-IT UNITED Protocol* – used to build high performing implementation teams.
- *TAP-IT Fidelity Assessment* – used to assess team's data-driven decision-making process.

The resources developed by the State and/or the SIT to date include:
- *MD SSIP Training and Coaching Protocol* – outlines the State rationale and expectations related to EBP training and ongoing support.

- *MD Guide to RBI Training and Coaching* – outlines State RBI training and coaching expectations.
- *Benchmarks of Quality Guidance Document* – provides specific guidance on the meaning of each of the BoQ indicators. This companion document was created by the MD SIT.
- *MD IFSP Roots and Results of the Process Training of Trainers* – provides materials to support local level IFSP training.
- *MD Individualized Family Service Plan (IFSP) Process & Document Guide* – outlines the revised IFSP process.
- *MD IFSP Self-Assessment Rating Tool* (draft) – outlines compliance and best practice standards for IFSPs.
- *MD Birth-Kindergarten COS Process Training of Trainers* – provides materials to support local level COS training and ongoing support.
- MD Birth-Kindergarten Child Outcomes Gateway (website) – houses a repository of resources supporting improved child outcomes.
- *MD COS Technical Assistance Bulletin* – outlines State and federal requirements for COS reporting.
- *MD COS Core Components Rationale* – outlines necessary components for consistent COS rating process.
- *MD Guide to B-K COS Process Training and Support* – outlines State-required COS training components.
- MD COS Competency Check – assesses knowledge of COS process following training.
- *MD COS Fidelity Checklist* (draft) – provides program self-assessment to monitor implementation of COS Core Components.
- From Roots to Results (2017): Implementing a Birth to Kindergarten System of Services – provides statewide training to support the development, implementation, and evaluation of the IFSP/IEP process through evidence-based teaming and coaching practices.
- From Roots to Results (2018): Implementing a Birth to Kindergarten System of Services with a Focus on Fidelity – provides statewide training to support the use of fidelity tools to ensure implementation of EBPs as intended.
- *MD Early Childhood Intervention & Education System Personnel Standards Guide* – outlines revised early intervention personnel standards requirements and preschool special education recommendations.

O1. To what extent were professional learning and resources of high quality, useful, and relevant for participants?

Part C early intervention providers received trainings throughout the year conducted by State trainers and contracted-trainers (UM-SSW and JHU-CTE). Data were collected during specific trainings on knowledge gained, and the quality, usefulness and relevance of the trainings using the *Impact of Training and Technical Assistance (IOTTA)*. Data from the *IOTTA* are reported on a scale of 1 to 10, with 10 being the highest.

The *IOTTA* was used for both state-led and contractor-led trainings so that the MITP would have a standardized way of looking at feedback from trainings that could be compared across trainings, topics, trainers, and sites. The data presented below are separated into I*OTTA*'s collected by the State during

statewide IFSP Training of Trainers (ToT) conducted in June 2018, and the *IOTTA*'s collected by contractors as a part of their training and TA.

<u>State-Led Professional Learning</u>

In June 2018, the State DEI/SES Early Childhood Team rolled out an IFSP ToT to each of the five regions in the State. These ToT sessions focused on the revised IFSP process and document and companion guidance materials with the intent of participants returning to their regions to disseminate the information back to local staff. *IOTTA*s were collected from 184 participants total over the five regional ToTs, the data from which are combined below in Figure 4. Participants rated the credibility of the trainer highest with an average of 9.0, followed by organization (8.7) and interest (8.1). Overall the average rating of 8.6 is very high and reflects the effort made by the MITP to deliver high quality IFSP ToTs.

Figure 4. State-led Professional Learning Feedback from IOTTA Responses (n=184)
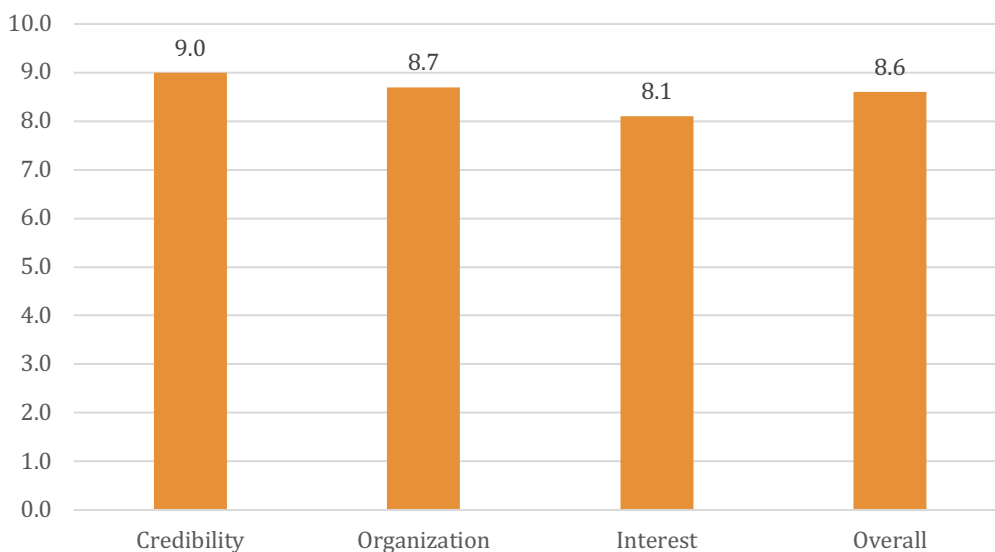
<u>Contractor-Led Professional Learning</u>

This evaluation survey was distributed to participants by UM-SSW at several SEFEL/PM trainings throughout the year:
- May 2018: Frederick County SEFEL/PM ITP Booster to EI Providers
- May 2018: Frederick County Trauma Informed SEFEL/PM to EI Providers
- August 2018: Cecil County SEFEL/PM ITP Booster to EI providers
- October/November 2018: Howard County ITP SEFEL/PM Booster Training to EI Providers
- November 2018: Cecil County ITP Trauma Informed SEFEL/PM to EI providers

It is clear from the data (Figure 5 below) that overall average ratings by participants on all responses are very high (8.8). Participants were asked to specifically rate the trainer credibility, how well organized and coherent the training was, and whether the training held their interest/attention, which were all very high at 9.1, 9.0, and 8.4 respectively.

Figure 5. Contractor-Led Professional Learning Feedback from IOTTA Responses 2018 (n=180)
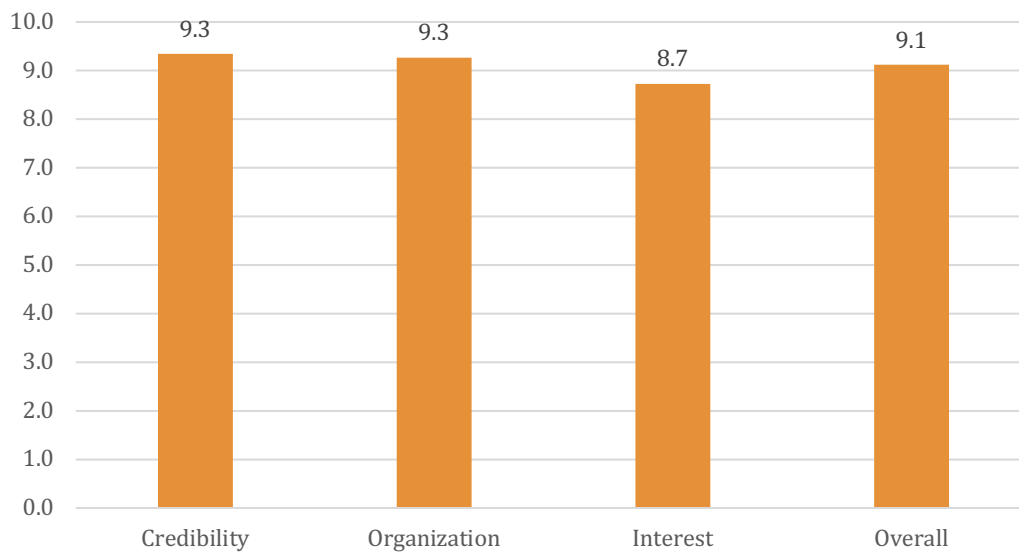
These data are reviewed after each training session to determine areas of strength of each training and also to target where there may be additional information needed. The *IOTTA* data will continue to be collected in 2019 for all planned trainings and coaching sessions. The MITP would like to ensure that these data are collected in a consistent and continuous way to ensure that the trainings and TA provided are having the intended impact, with continued increases in knowledge associated with professional learning.

O2. To what extent did State and LITP Systems/Content Coaches increase their knowledge of:

Early Childhood Mental Health (ECMH) Services

An early childhood mental health services survey is sent to all SSIP early intervention providers once a year to determine their knowledge and referral to ECMH services for the families and children they serve. A total of 200 providers completed the survey in 2018.

- Figure 6 below shows that in 2017, 18.1% of providers surveyed reported that they helped families to access ECMH services frequently or very often. In 2018, 20.1% of providers indicated they helped families frequently or very often. This is equivalent to 2.0% relative increase, and an 11% absolute increase in providers reporting helping families' access ECMH services.
- In 2017, 52.1% of providers indicated they knew a moderate amount or a lot about ECMH services. In 2018, 57.3% said they knew a moderate amount or a lot. This is equivalent to a 5.2% relative increase, which means that 10% more providers reported an increase in knowledge about ECMH services from 2017 to 2018.

Figure 6. Provider Early Childhood Mental Health Knowledge 2017 & 2018 (n = 200)
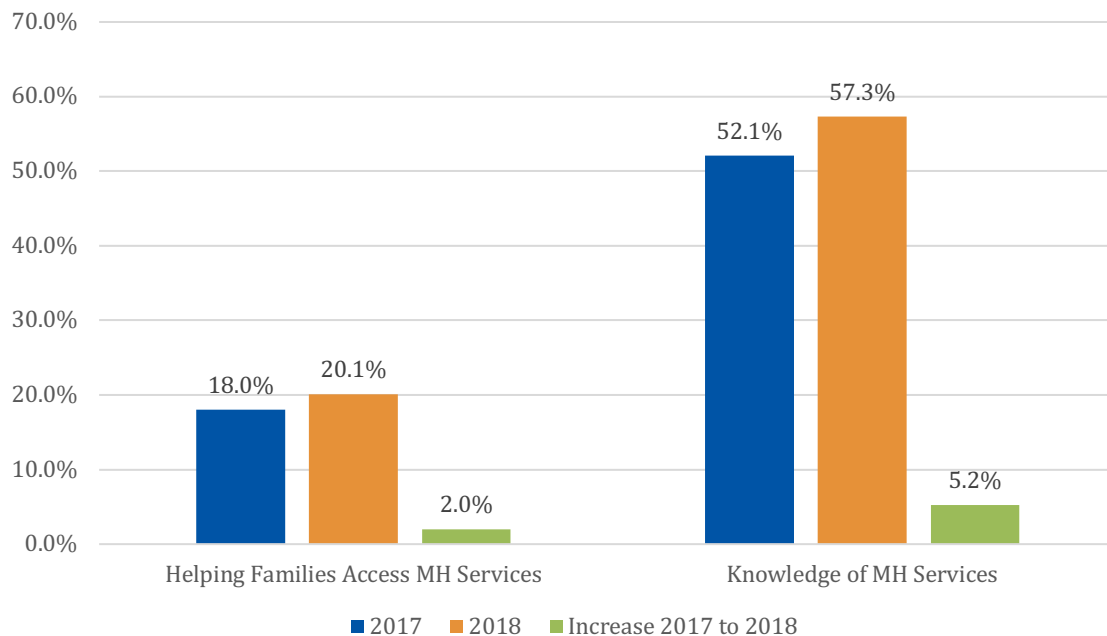
As the State continues to roll-out resources and tools to providers around accessing early childhood mental health services, and as the focus on social-emotional progress and outcomes continues, the State expects to continue to see access and knowledge ratings increase. Additionally, the State ICC recently formed an Early Childhood Mental Health Task Force to help identify and target areas to increase collaboration around ECMH supports and services.

SEFEL/Pyramid Model

The *IOTTA* (described above), in addition to collecting the information described above, also collects information on participants' mastery and competence of training content. Participants are asked to respond to two questions, the first asks about the level of mastery or competence with the information, tools, and or skills described in the training goals, and the second asks about the level of mastery or competence after the training. Participants rate their mastery/competence on a scale of 1 to 10 with 1 being Complete Beginner and 10 being Fully Expert.

Figure 7 shows the average participant rating for level of mastery or competence at both pre and post trainings in 2017 and 2018.
- On average participants rated their pre-training mastery/competence to be 6.4 in 2017 and 5.7 in 2018 on average (range 4.8-6.3) and post-training the rating was 7.6 in 2017 and 7.2 in 2018 (range 6.9-7.9).
- Overall there was an average rating increase of 1.2 in 2017 and 1.7 in 2018 in mastery/competence from pre to post training.

Although these are self-ratings, the participants are being asked to reflect on how the training has impacted skill and knowledge immediately following the training and given tools to take back with them to their work. The results were reviewed by the EBP Expert Team for Reflective Coaching, RBI, and

SEFEL/PM, as well as the coaching and TA team at UM-SSW. While the level of mastery before and after the training showed growth in both years, the level of mastery is still in the intermediate range, indicating the need for continued follow-up coaching and support from the State content coaches.

Figure 7. Participant Rating of Mastery/Competence Pre-Post Trainings 2017 & 2018 (n=288)
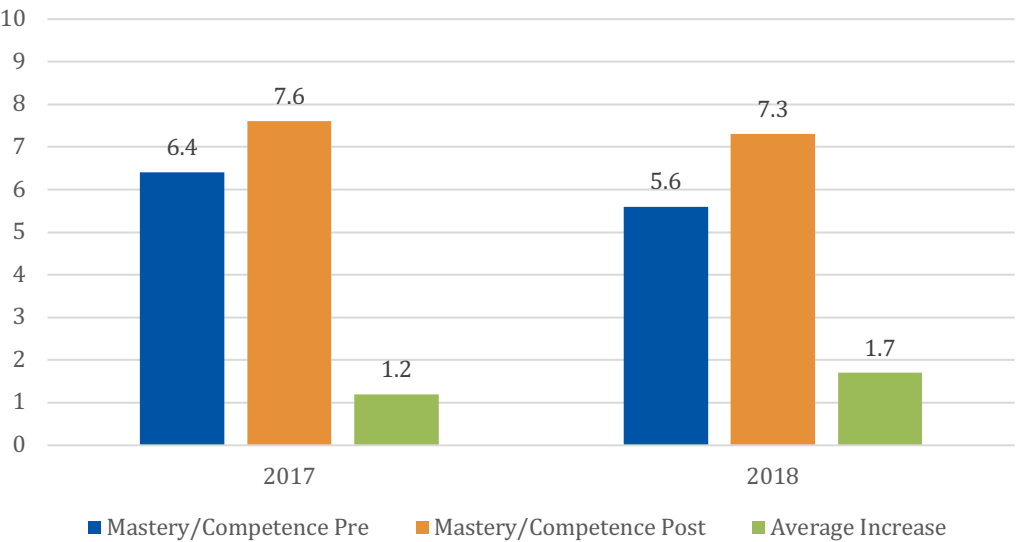
IFSP

As mentioned in O1 above, IOTTA data were collected from all 184 participants of the five regional IFSP ToTs conducted in June 2018. The data from the five regions were combined to look for self-reported increases in knowledge pre-to-post training and presented in Figure 8 below. Similar to the data presented above, participants self-rated an increase of 1.6 points in mastery/competence of the training materials from pre-to-post training. The consistency observed in the IOTTA feedback among regions was also high, reassuring the MITP that the IOTTA is capturing the information necessary to gain feedback on the effectiveness of trainings.

Figure 8. Participant Rating of Mastery/Competence Pre-Post Trainings July 2018 (n=288)
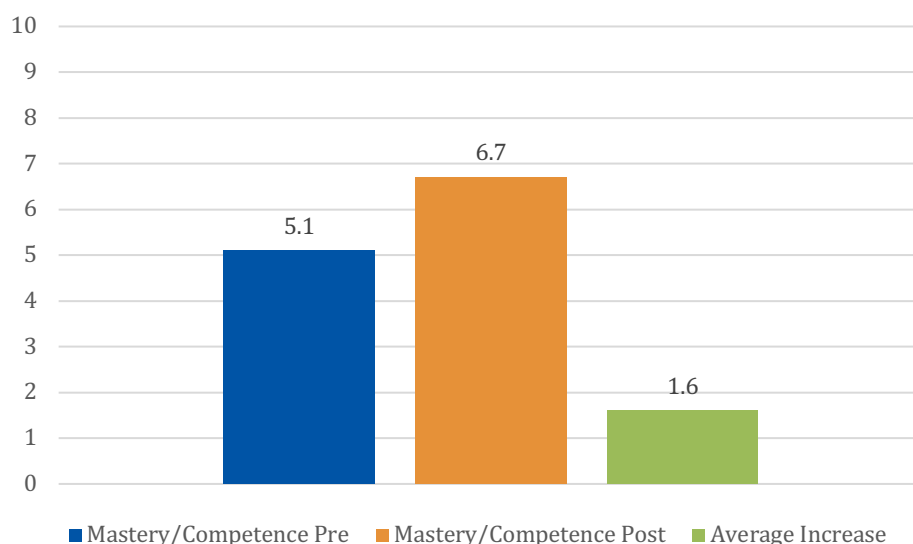
O3. How often did participants access the related online resources?

The MITP has created numerous online learning modules, tools, resources, and fidelity measures as a part of the SSIP. In order to track whether these modules, tools and resources are being accessed/utilized the State has collected data on how often online sites are accessed. There are four main sites that are tracked:

- Maryland Birth-Kindergarten Child Outcomes Gateway – this website contains resources and information for practitioners, trainers, and leaders around Early Childhood Outcomes.
- Making Access Happen – this toolkit, a repository of supports, learning modules, and resources is designed to provide a personalized, interactive learning experience for practitioners, providers and families in the support of evidence-based practices in inclusive early childhood settings.
- The Maryland Infants and Toddlers Social Emotional Foundations for Early Learning course – this online module focuses on training program staff working primarily with families in the home setting to increase capacity in supporting social emotional needs. There are 3 modules to the training each with a different focus; 1) Social Emotional Development, Universal Practices, and Family Partnerships, 2) Targeted Social Strategies, and 3) Intensive Interventions.
- Maryland Learning Links – this website provides resources and information to practitioners, teachers, and families on a variety of early childhood and special education topics. There are two main sections of the website that are tracked for access purposes: Birth-Kindergarten and COS.

Data on accessing online resources has been collected for 2017 and 2018 and are reported below (Table 4). There was an increase in the number of users accessing each of the websites, with MD B-K Child Outcomes Gateway showing the greatest increase at 565% in 2018 compared to 2017. This is attributed to 2018 being the first full year of the website being operational and the State requirement to retrain all birth-kindergarten staff on the revised COS process, including completion of the online COS Competency Check. The other two websites which were tracked over two years (Making Access Happen and MD Infants and Toddlers SE Foundations for Early Learning) showed increases in users

of 55.0% and 6.6%, respectively. In the upcoming year as the State begins to scale-up and expand the interventions to more sites in MD, these online resources will be key to consistent practices, messaging and branding. Data on online access will continue to be collected and reported on in future years.

Table 4. Access to Online Resources 2018

Website	2017	2018	Increase
MD B-K Child Outcomes Gateway	339 Users	2256 Users	565%
Making Access Happen	1103 Users	1709 Users	55%
MD Infants and Toddlers SE Foundations for Early Learning	588 Users	627 Users	6.6%
Maryland Learning Links	No Data	B-K: 3050 Unique pageviews COS: 1002 Unique pageviews	N/A

Challenges to Improving Participation and Learning

As reported previously, inconsistent understanding of the SEFEL/PM early on led to concerns of how program and provider practices would be implemented at the local level. Early SEFEL/PM trainings focused more on knowledge of social-emotional learning and health but did not leave coaches in a position to begin supporting practices or leaders to support infrastructure shifts. The UM-SSW took the feedback from the local SSIP programs and revamped and differentiated the trainings in 2017 and 2018. As the counties continue to roll-out the model with leaders and practitioners, the emphasis will be on fidelity of implementation at the program and provider level. The State also applied for and participates in targeted TA from the NCPMI in order to better support statewide infrastructure development and sustainability of the model.

Improvements to Infrastructure

An important foundational piece of the SSIP is to create and strengthen the infrastructure of the MITP. Several process and outcomes evaluation questions address improvements to infrastructure and are detailed below, including processes and structures in place for implementing professional development and leadership practices that will support the achievement of the SiMR.

Evaluation Question	Measure of Success	Data Sources	Data Collection Timeline	2017 Data	2018 Data	Notes/ Comparison
I1. How many State Implementation Team meetings were held?	# of meetings	SIT/LIT Progress Update Tracking Sheets	Annually		7 face-to-face state implementation team meetings 5 webinar meetings	The SIT is consistently meeting as in previous years
I6. How many systems coaches were trained and in place?	#/Title of trained ITP Systems Coaches	Meeting notes, attendance in Google Documents	Annually		12 total (2 from each site, 4 MITP staff) initially trained in 2016-17	All sites have at least 2 trained local system coaches supported by a State systems coach

Evaluation Question	Measure of Success	Data Sources	Data Collection Timeline	2017 Data	2018 Data	Notes/ Comparison
I7. How many/what type of coaching was provided and to whom?	# Coaching activities by: Type Topic Duration	I7. How many/what type of coaching was provided and to whom?	Quarterly Summary		Reflective Coaching February 2018: 69 Reflective Coaching May 2018: 54 Reflective Coaching August 2018: 48 Reflective Coaching November: 60	Statewide Reflective Coaching sessions are well attended
O4. To what extent did MITP engage in strategic collaboration and communication with inter- agency and intra-agency stakeholders?	X% of State staff indicate communication and coordination was effective. #/type of jointly planned PD sessions	· Agendas · Artifacts/ Products · Meeting Minutes · TAP-IT Digital Portfolio LITP Interviews Meeting notes/attendance in Google Documents	Quarterly Review and Summary	TAP-IT Cycle 1 HOT Rating (2017): 3/12 = 25%	TAP-IT Cycle 2 HOT Rating (2018): 8/12 = 75% TAP-IT Cycle 3 HOT Rating (2018): 11/12 = 92% See list of inter- agency collaborations in narrative	The SIT has demonstrated increasing collaboration and communication throughout each of the three cycles (increase from 25% in Cycle 1 to 92% in Cycle 3)
O5. To what extent did State systems coaches provide programmatic support and technical assistance to LITP consistent with the MD Differentiated Framework?	X% coaches providing high quality systems coaching	Systems Coaching/Client Survey	Annually in January		100% rating for: Overall Quality Usefulness Relevancy Satisfaction	These will now serve as baseline data going forward.
O7. To what extent did State content coaches provide programmatic support and technical assistance to LITPs?	X% State coaches providing high quality content coaching	Coaching Feedback Questionnaire	Annually in June		Quality: 54% Usefulness: 28% Relevancy: 20% Satisfaction: 24% Capacity: Support implementation: 28% Fidelity: 32% Supporting Colleagues: 20% Supporting SE Outcomes: 17%	These will now serve as baseline data going forward

Key Successes in Improvements to Infrastructure

In the past year, the MITP has made a number of improvements to State infrastructure that have supported local infrastructure within the four SSIP counties. State content coaches have developed regular coaching and training cycles with local coaches, including collecting data to use for feedback and reflection. The State has also worked closely with the LITPs to respond to requests for additional TA resources and to message the importance of infrastructure development including new staffing positions. As in previous years, emphasis has continued on maintaining and developing new strategic partnerships and collaborations as evidenced by the numerous partnerships highlighted by the State

and local programs, as well as supporting the SIT and LITs to become high performing teams.

I7. How many/what type of coaching was provided and to whom?

The MITP contracts with the University of Maryland School of Social Work (UM-SSW) to facilitate virtual and in-person SEFEL PM coaching sessions for local coaches and to support the outcomes and fidelity of the SEFEL PM. RBI coaching is provided through a contract with JHU-CTE to support fidelity of the RBI process and adherence to the Maryland *Guide to RBI Training and Coaching*.

In 2018, the MITP worked closely with its partners above in the four SSIP counties to continue to deliver ongoing coaching to local coaches and leaders. Topics of coaching included discussions of goal-setting, reflective conversation, performance feedback, modeling, role-playing, problem-solving, and providing materials and resources.

- Cecil County had monthly SEFEL/PM coaching sessions to focus on leadership and systems coaching; they discussed the needs of families and how SEFEL/PM would help meet those needs. Cecil County met three times throughout the year with the State RBI coach to review current progress, including data, and to discuss onboarding new providers and to support providers who did not meet fidelity.
- Frederick County had monthly coaching with the SEFEL/PM State Coach to discuss the *BoQ* and the implementation of universal screening. JHU-CTE supported the site with RBI coaching over four different face-to-face meetings to assist with fidelity reviews, help review and discuss guidance on use of RBI with new staff, discuss the fidelity process and peer-to-peer coaching.
- Howard County had regular coaching sessions in collaboration with both the statewide RBI coach and the SEFEL/PM coach to help integrate the EBPs. The county also worked with the RBI coach on ways to increase peer coaching and self-reflection practices.
- Montgomery County had bi-monthly two-hour SEFEL/PM coaching sessions for each of the five regional teams (and including the ITP leadership), which focused on identifying screeners for the *BoQ* indicators. The RBI coach presented at several meetings to provide an overview of the role and support the county would receive with additional training support and began discussions on training plans. Montgomery County will be scaling up their training to increase the number trained to fidelity and utilizing the RBI within practice.

Local coaches and leaders in the four SSIP jurisdictions also met four times in 2018 for statewide Reflective Coaching Sessions, facilitated by UM-SSW and JHU-CTE. The content of these sessions varied but included topics such as: the five characteristics of coaching and the four types of coaching questions, coaching practices rating scale review, identifying solutions to challenges around colleague to colleague reflective coaching, and sharing of local promising practices and successes. These statewide reflective coaching sessions were well-attended, with between 48 and 60 coaches in attendance. The MSDE DEI/SES will continue to support State-level coaches to build capacity within the local jurisdictions through reflective coaching in order to implement SEFEL/PM and RBI with fidelity at the local provider level.

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O4. To what extent did the MITP engage in strategic collaboration and communication with inter-agency and intra-agency stakeholders?

The MITP tracks both inter- and intra-agency strategic collaboration and communication as a medium-term outcome to determine if the efforts to expand partnerships as a part of the SSIP are effective and to determine areas for continued expansion.

<u>Interagency Collaboration</u>

As described earlier in the report, the MITP has spent the initial years of the SSIP strengthening and reaching out to key collaborative partners in a strategic way to build a coordinated and comprehensive system. At each virtual SIT meeting, team members reported out on strategic collaborations with partners during the month. Some examples of the types of partnership and collaboration activities that occurred in the previous year include:

- The MITP
  - Working with national TA providers to promote evidence-based teaming webinars and to explore billing for early childhood mental health services;
  - Regular meetings with Home Visiting partners at University of Maryland Baltimore County (UMBC), which includes topics such as cross-training of home visiting staff, Department of Social Services (DSS) staff, and ITP staff;
  - Coordinated cross-system Substance-Exposed Newborn training for ITP, Department of Social Services, and home visiting staff;
  - Completed the State *SEFEL/PM Benchmarks of Quality* with the MD State SEFEL/PM Leadership Team; and
  - Participating in the newly formed Mental Health Association of MD/DC.
- Cecil County
  - EI providers attended a MD Health Department Presentation on mental health/substance use support;
  - EI providers were presented information from a local organization about women transitioning from a correctional setting;
  - Worked with Head Start staff to assist with onboarding of new Head Start staff;
  - Regularly attended meetings at the Judy Center, a MD agency that prepares children age birth through kindergarten for school readiness; and
  - Attended meetings of the Homeless Collaboration Committee.
- Frederick County
  - Staff representatives attended Safe Babies Court;
  - Ongoing collaboration with Frederick County Public Schools (FCPS) including Cultural Proficiency Training for staff;
  - EI Childcare workgroup provided training for Childcare Choices (training childcare providers);
  - Participated in a community collaboration to provide Parent Cafe's for families with children 0-5;
  - Met with staff from Maryland School for the Deaf (MSD) toddler teachers to collaborate on the new IFSP; and
  - Partnered with the Frederick County Parks and Recreation Department to provide an inclusive "Get Ready for Preschool Program."

- Howard County
    - Participated in a home visiting meeting with Early Childhood Advisory Council (ECAC);
    - Participated in a weekend Discovery Fair held by the local Office of Children and Families; and
    - Collaborated with the Office of Children and Family Services to discuss how to bring home visiting services together for coordination.
- Montgomery County
    - Conducted a formal outreach to local pediatricians to inform them of MITP services;
    - Participated in Maryland Family and Advocate Leadership Collaborative Summit;
    - Participated in SESAC (Special Education State Advisory Committee) and HOC (Housing Opportunities Commission) meetings;
    - Presented information on Infant Toddler services to the Montgomery County Organization of Child Care Directors; and
    - Participated in the Champions for Children Early Childhood Fair.

Intra-agency Collaboration

In order to answer the question of whether the SIT is a highly functioning team, an instrument to measure group functioning, developed by JHU-CTE, was introduced in 2017. This tool, known as the HOT rating, asks the team to rate themselves in twelve different standards/Highly Performing Team principles on a three-point scale: "Team Consistently Demonstrates"; "Team Usually Demonstrates"; or "Team Somewhat or Does Not Demonstrate". The twelve standards/principles are related to listening, completing activities on time, contributing to productivity, respect, organization and preparation, willingness to help, positive interdependence, individual accountability, performance monitoring, engagement and momentum, collaborative confidence, and technology optimization.

The SIT used the HOT rating for Cycle 1 in 2017, and then twice more in 2018 for Cycle 2 and Cycle 3. The table below shows the results of the ratings over the three cycles. Data indicate that the SIT has rated more of the twelve items "Team Consistently Demonstrates" at each of the cycles, going from 25% in Cycle 1, to 75% in Cycle 2, to 93% in Cycle 3. The SIT plans on continuing to use the HOT rating in the upcoming year to make sure that the gains in communication and collaboration demonstrated by the SIT over time are sustained.

Table 5. Communication and Coordination of the SIT by HOT Rating 2017 & 2018

	Team Consistently Demonstrates (% of total)	Team Usually Demonstrates (% of total)	Team Somewhat or Does Not Demonstrate (% of total)
Cycle 1 (2017)	25%	42%	33%
Cycle 2 (2018)	75%	25%	0%
Cycle 3 (2018)	93%	7%	0%

O5. To what extent did State systems coaches provide programmatic support and technical assistance to LITPs consistent with the MD Differentiated Framework?

As mentioned earlier, the MSDE provides technical assistance (TA) and systems coaching support to local programs. The MSDE tracks each instance of TA requested and provided to the four SSIP jurisdictions throughout the year for topics such as federal indicators, focused coaching around the SSIP evidence-based practices, and general SSIP TA. The TA can be initiated by the local programs or by DEI/SES. Table 6 below shows the number of instances of TA provided to each of the four counties in 2018.

Practice Highlight

Howard County has partnered closely with the State B-K Liaison/System Coach to think about solutions and options for continuing to implement reflective coaching. The State System Coach has participated as a member of the county's LIT and assisted with a root cause analysis to determine targets for local Phase II implementation. The LITP will continue to work on fidelity measures with both the System Coach and with external consultants (Rush and Shelden).

Table 6. Technical Assistance Provided by County

County	Instance of TA
Cecil	25
Frederick	104
Howard	25
Montgomery	28
Multiple Counties	87
Total	269

In January 2018 and again in January 2019 the MITP distributed the MITP SSIP Survey to local systems coaches to gather data on their perceptions of the quality of system coaching supports from the state systems coaches. The survey asked for local coaches to reflect on the support they received from the state systems coaches over the past year. Items on the survey addressed frequency and types of TA/Coaching accessed as well as the quality, relevance, and usefulness of the TA/Coaching. The state received a total of 6 responses in 2018 and a total of 8 responses to the survey in 2019 (at least one staff member responded from each of the four counties). The survey asked respondents to rate the overall quality, usefulness, and relevancy of the TA provided. The respondents were considered to have responded positively if they rate Very Good/Excellent for overall quality, Useful or Very Useful for usefulness, and Relevant or Very Relevant for relevancy. Responses (Figure 9) show that both years (all 100%) demonstrate that satisfaction with the coaching and TA provided by the State is high from the perspective of the local systems coaches. The MITP will continue to work with the evaluators and LITPs to determine the best way to use these data going forward for continued improvement of coaching, technical assistance, and supports.

Figure 9. Local System Coach Perceptions of State System Coaching Supports 2017(n=6) & 2018 (n=8)
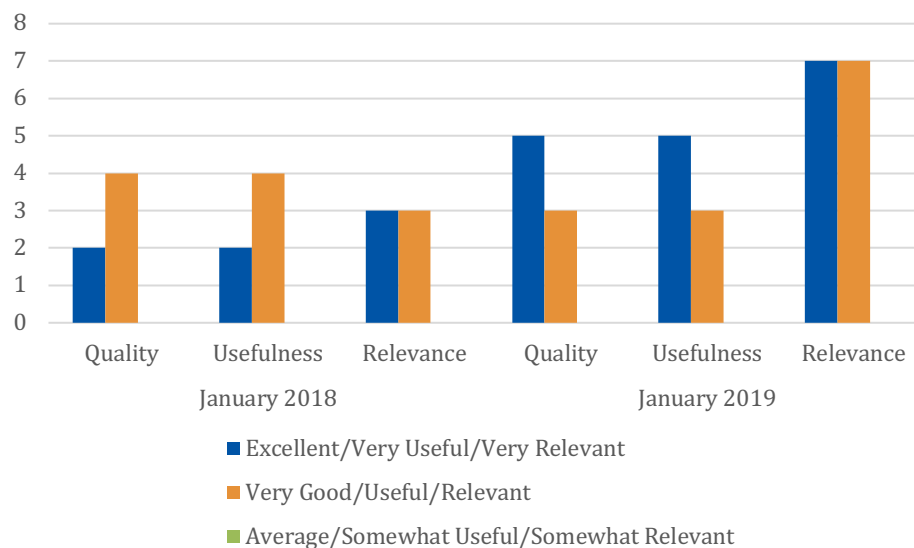

O7. To what extent did State content coaches provide programmatic support and technical assistance to LITPs?

Quarterly EBP Reflective Coaching Sessions

As previously discussed, quarterly EBP Reflective Coaching Sessions occurred throughout the year with content co-facilitated by the State RBI expert (JHU-CTE) and the State SEFEL/PM expert (UM-SSW) to support the SSIP LITPs' integrated implementation of Reflective Coaching, RBI, and SEFEL/PM, and to support improved colleague-to-colleague coaching. During the February and May 2018 meetings the *IOTTA* was used to measure participants' mastery/competence of the coaching session content. In particular, they were asked to rate their level of mastery/competence with the information, tools, and or skills described in the session objectives on a scale of 1 to 10 with 1 being Complete Beginner and 10 being Fully Expert. A total of 108 respondents (49 in February and 59 in May) responded to the *IOTTA* (Figure 10 below).

Figure 10. Participant Rating of Mastery/Competence Pre-Post Coaching 2018 (n=108)
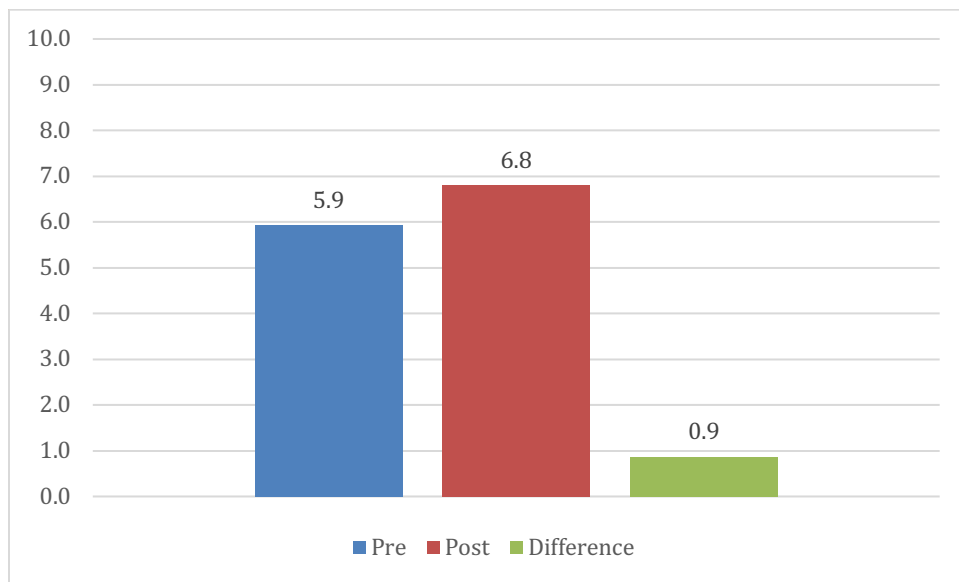
The average participant rating for level of mastery/competence rose 0.9 points from 5.9 pre to 6.8 post. The MITP, while encouraged that coaches reported some increase pre-to-post, would like to see higher post ratings as the State continues to build a statewide coaching infrastructure. The quarterly EBP sessions will conclude next year as Master Coach Training and coaching support will be offered statewide. However, EBP-specific coaching at the individual program level will continue on a regular basis.

Coaching Feedback Questionnaire

In July 2017 and again in July 2018 a *Coaching Feedback Questionnaire* was distributed to local content coaches to collect data on the State coaching they had received to date. The questionnaire asked them to reflect on the coaching approaches utilized and to indicate knowledge gains and continued needs. The 2017 response rate was too low to report meaningful information, so the survey was distributed again in 2018 to establish baseline.

Responses to the survey (Figure 11) were received from 25 EBP coaches in the four SSIP jurisdictions (all represented), 58.3% who were a local SEFEL/PM coach, 25% who were a local RBI coach, and 16.7% who were both a local RBI and SEFEL/PM coach. The survey asked the coaches to rate the overall quality, usefulness, relevancy, and overall satisfaction of the content coaching provided, as well as to rate their improvement in capacity in several areas (building local infrastructure, implementing EBPs with fidelity, supporting colleagues to implement EBPs, supporting SE outcomes for young children with disabilities and their families).

| **Practice Highlight** |
| --- |
| Coaching Session Participant: "The **EBP Reflective Coaching Sessions** have helped me to refine my skills as a coach, practice asking specific types of reflective questions, and value time to team with my colleagues." |

Figure 11. Local content coaches rating of Quality, Usefulness, Relevancy, and Satisfaction 2018 (n=25)
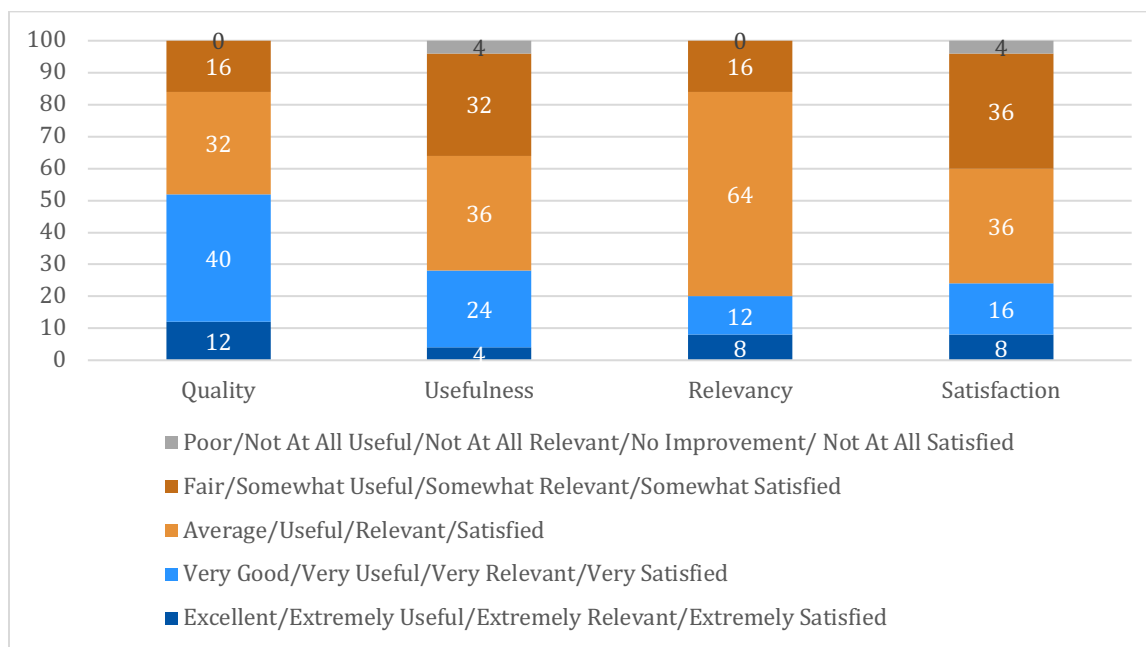
Content coaches rated the quality of the content coaching highest, with 52% of respondents reporting that it was Very Good/Excellent. These results are consistent with the previous year's responses (not shown) and demonstrate that the local coaches perceive the coaching on EBPs to be of high quality. During interviews with the leadership and coaches of each of the SSIP jurisdictions, the expertise and knowledge of the trainers was a theme that emerged.

The lowest rated item of the four was how relevant the local content coaches felt the coaching has been to date, with 80% rating it as Average/Fair. More than a third (40%) of coaches rated their satisfaction with the coaching as Not At All Satisfied/Somewhat Satisfied. However, the timing of the survey in July 2018 would indicate that perhaps the feedback may be reflective of earlier training sessions that did not clearly outline coaching expectations. Data also potentially illustrates the continued question about consistent understanding of reflective coaching practices. These will serve as baseline data and the results will be reported in future years' reports. The MITP continues to be responsive to SSIP implementation feedback.

Figure 12. Local content coaches rating improvement in capacity 2018 (n=25)
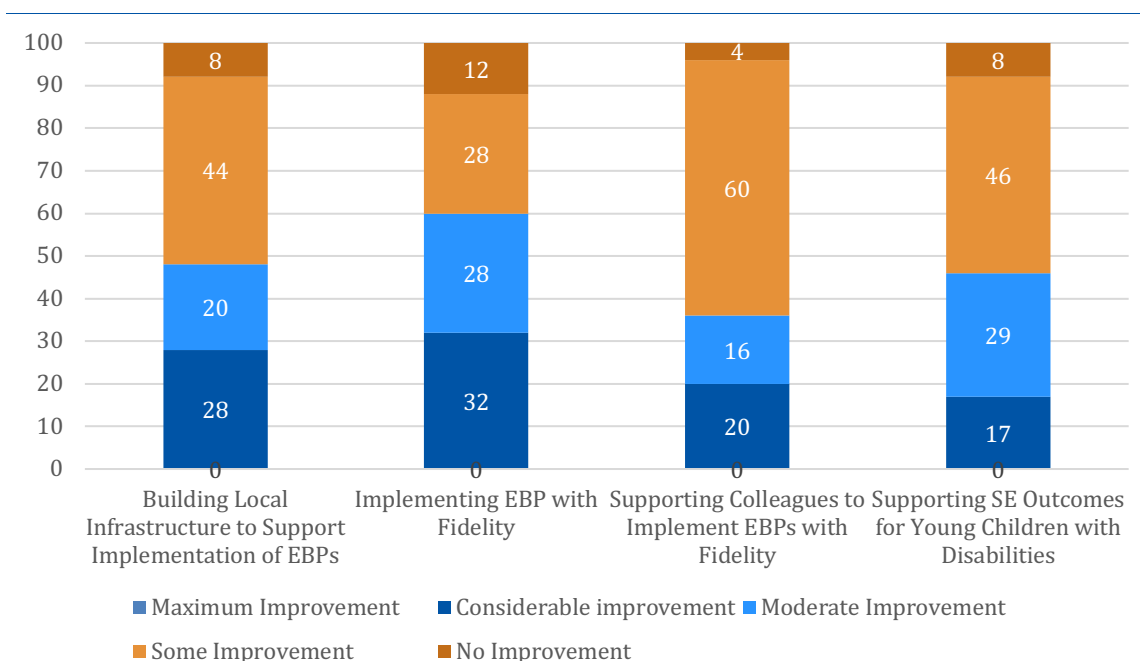
The content coaches' responses reflect the work that was done by the SITs and LITs in the current year to concentrate on fidelity of implementation for the chosen EBPs. Figure 12 shows that 60% reported Some/Considerable Improvement in capacity associated with the coaching they've received. As the State continues to support the local jurisdictions with resources and training around implementation, the expectation is that coaches will continue to report increased capacity. An area for future improvement may be in additional supports around peer-to-peer coaching and methods for teaming and collaboration across jurisdictions as evidenced by 64% rating No/Some Improvement in Supporting Colleagues to Implement EBPs with Fidelity. Additionally, there is a need for continued capacity-building in understanding and addressing social-emotional development and relationships.

Challenges Improving Infrastructure

As in previous years, the largest challenges to improving local infrastructure have been building in designated time for coaching and staff turnover at the local sites. Several of the counties reported that coaches have turned-over necessitating additional trainings and onboarding of new staff. The MITP through the provision of State Content Coaches continued to work closely with the SSIP programs in 2018 to improve both program and provider capacity around coaching colleagues. The SIT and LITs continue to share strategies/tools for onboarding of new staff, allowing time for reflective practices, and creating local coach positions/responsibilities. The goal is to create and sustain infrastructure at all levels to support implementation of reflective coaching practices with fidelity.

Fidelity of Implementation of EBPs

The State has adopted and developed a series of fidelity tools and measures which are now being implemented to various degrees in the four SSIP counties. The State is emphasizing fidelity measures with the local teams in 2019 as the programs move deeper into the stages of implementation and the

number of trained coaches to fidelity will need to grow. In addition, the MITP recognizes that the eventual scale up of the EBPs will require a well-planned methodology for training and fidelity assessments for maximum state-wide impact. This section shares the results of the fidelity measures collected in 2018, with many serving as baseline data for comparison in future reports.

Evaluation Question	Measure of Success	Data Sources	Data Collection Timeline	2017 Data	2018 Data	Notes/ Comparison
I4. How many/what type of fidelity tools were administered?	#, type of EBP of fidelity tools administered	SIT/LIT Progress Update in Google Documents	Quarterly Summary for Annual Report		See list below	
I10. How many IFSPs were reviewed?	# IFSP reviewed with IFSP Outcomes Review for Evidence of Standards Tool	IFSP Outcomes Review for Evidence of Standards Tool	Annually	Standards Tool 2015 Baseline: Cecil: 1/8 (12.5%) Frederick: 1/8 (12.5%) Howard: 1/8 (12.5%) Montgomery: 1/8 (12.5%)	Standards Tool 2018: Cecil: 8/8 (100%) Frederick: 1/6 (16.7%) Howard: 5/8 (62.5%) Montgomery: 8/8 (100%)	Three of four counties have made significant progress in meeting standards (≥50%) from 2015 to 2018
O6: To what extent did State and LITP implementation teams use an evidence-based data-informed decision-making process with fidelity?	X% implementation teams using the TAP- IT process for data-informed decision making	TAP-IT Fidelity Assessment in Digital Portfolio	2-3x per year at end of each TAP-IT Cycle	TAP-IT Cycle 2 (March 2018): Team: 30/33 Analyze: 19/21 Plan: 17/21 Implement: 15/15 Track: 6/9 Technology: 12/15	TAP-IT Cycle 3 (March 2019): Team: 32/33 Analyze: 20/21 Plan: 20/21 Implement: 15/15 Track: 9/9 Technology: 12/15	The SIT is demonstrating increased data-based decision making over time.
O9. To what extent did local ITP RBI/SEFEL/PM coaches provide high quality content coaching?	X% coaches providing high quality content coaching	Coaching Practices Rating Scale	3x per year (Feb., May, Nov.)		Three Highest Rated Items: #2: 4.5 #1. 4.0 #10.3.9 (see below)	These will now serve as baseline data going forward.
O10.To what extent did participants in the four LITPs implement EBPs with fidelity?	% of LITP providers implement EBPs with fidelity					

RBI		RBI Implementation Checklist	Twice, annually	17.0% Trained to Fidelity	32.6% Trained to Fidelity	91.7% Increase in the number of staff trained to fidelity in RBI across the four SSIP programs
SEFEL/PM		SEFEL/PM Benchmarks of Quality	Twice, annually		Range: 12.5% - 87.5% at partial or yes	These will now serve as baseline data going forward
COS	95%	Maryland Child Outcomes Summary Competency Check	Annually starting in 2018		Knowledge Check: 97.8% Decision Tree: 97.1%	These will now serve as baseline data going forward.
O11. To what extent do IFSPs include social emotional specific outcomes and services?	% IFSPs with social emotional specific outcomes and services IFSPs reviewed in 2017 = 42 IFSPs reviewed in 2018 = 51	IFSP Social-Emotional Review Tool	Sample: #/jurisdiction reported Annually	Sample 1: 95% with SE outcomes 5% with SE services Sample 2: 63% with SE outcomes, 9% with services	Sample 1: 96% with SE outcomes, 4% with SE services, Sample 2: 96% with SE outcomes, 12% with SE services	Increases noted in sample 2 and in subsequent IFSP reviews/updates
O12. To what degree are families engaged in the IFSP process evidenced by functional, routines-based IFSP outcomes?	% of families reporting they help their child develop and learn	ITP Family Survey	Annually (Results Available in January)	MD: 98% Cecil: 97% Howard: 98% Frederick: 98% Montgomery: 97%	MD: 98% Cecil: 98% Howard: 98% Frederick: 98% Montgomery: 98%	Results have been consistently high (>97%)

Key Successes in Fidelity of Implementation of EBPs

Many of the early years of the SSIP has been working to develop and install the evidence-based practices identified by stakeholders (RBI, SEFEL/PM, Reflective Coaching). Beginning in 2018 and onward the emphasis is on implementing the EBPs with fidelity in order to make certain that there is a consistent positive impact throughout the state. Data are being collected on fidelity whenever possible, and this section outlines the way the MITP is beginning to establish baseline fidelity measures to look for improvement over time.

I4. How many/what type of fidelity tools were administered?

Once the EBPs were selected through the SSIP stakeholder and data analysis process, the MITP began to focus on the use of reflection and fidelity tools/measures. To date the following tools are being used in the state at varying degrees of implementation:

- SEFEL/PM: SEFEL/PM Benchmarks of Quality

- RBI: RBI Implementation Checklist & RBI-FC

- Coaching: Coaching Practices Rating Scale

- COS: MD COS Competency Check

- TAP-IT: TAP-IT Fidelity Assessment

<table>
<tr><td>**Practice Highlight**</td></tr>
</table>

Frederick County is using reflective coaching with staff in their program and also with families. The County created coaching practice guidelines which includes "making access happen" videos where coaching is described and demonstrated, and reflective activities are used to reinforce the learning. The County has revised and implemented a reflective coaching checklist to use for peer-to-peer coaching and onboarding of new staff.

I10. How many IFSPs were reviewed?

The State began working with the four targeted SSIP LITPs in 2015 to review IFSPs utilizing the *Functional, Routines-Based IFSP Outcomes Review for Evidence of Standards*. The quality of IFSP outcomes continues to be reviewed to support functional, routines-based IFSP outcomes by the four SSIP LITPs. This was expanded in 2018 to all LITPs as part of a self-assessment incorporated into the local grant application for federal/State funds. An additional IFSP review tool was developed to specifically identify social-emotional outcomes and services.

Data from the 2015 *Functional, Routines-Based IFSP Outcomes Review for Evidence of Standards* tool was compared to 2018 data to look for change in the four SSIP counties. Table 7 below shows the change in the eight major areas of evidence of standards from 2015 to 2018.

Table 7. Change in IFSP Evidence of Standards from IFSP Reviews 2015 to 2018

County	2015 Score	2018 Score	Relative Change
Cecil	1/8 = 12.5%	8/8 = 100%	+ 87.5%
Frederick	1/8 = 12.5%	1/6* = 16.7%	+ 4.2%
Howard	1/8 = 12.5%	5/8 = 62.5%	+ 50%
Montgomery	1/8 = 12.5%	8/8 = 100%	+ 87.5%

*2 standards were not applicable for the IFSPs reviewed

Three of the four SSIP counties showed a large increase (≥ 50%) in the number of standards met on IFSPs from 2015 to 2018, with one county remaining relatively unchanged. These data show that the targeted SSIP work on quality IFSP outcomes are beginning to be reflected in the IFSPs that are reviewed annually. Two of the programs showed evidence of standards in all eight areas for the majority of IFSPs reviewed, a vast improvement over the one out of eight observed at baseline. These data are shared back with the LITPs to assist with targeted areas for local training and technical assistance for the upcoming year.

The State also developed a new IFSP review tool in 2017 to specifically identify social-emotional outcomes and services on IFSPs. The tool was piloted in late 2017 and then used again at the end of 2018. A total of 42 IFSPs were reviewed by the MITP in 2017 and 51 IFSPs were reviewed by LITP leaders of the four SSIP LITPs in December 2018. Results of the 2018 reviews, including comparisons

to the 2017 reviews, are shared in **O11** below.

O6: To what extent did State and LITP implementation teams use an evidence-based data-informed decision-making process with fidelity?

In March of 2018, the SIT conducted the initial *TAP-IT Fidelity Assessment* based on reflection of their team's progress-to-date. The fidelity assessment provides an indication of the extent to which the data-informed decision-making process (TAP-IT) is being implemented. The assessment addressed each component of the process: Team, Analyze, Plan, Implement, and Track, as well as their use of technology in that process. The intention is that the SIT will complete the fidelity assessment after each cycle in their process to review where they may need to improve and/or change their processes and practices related to data-informed decision making as they support SSIP implementation. The process includes agreeing to and assigning rating of In Place (3), Partially in Place (2), Emerging (1), or Not Evident (0) for each item within the components of the assessment. The results from the March 2018 and 2019 TAP-IT Cycle fidelity assessments are included below in Table 8. Data show that the SIT is making progress on their data-informed decision-making process and have the majority of the components In Place or Partially In Place.

Table 8. TAP-IT Cycle Fidelity Assessment Results

COMPONENT	CYCLE 2 - MARCH 2018 TOTAL SCORE/TOTAL POSSIBLE SCORE	CYCLE 3 - MARCH 2019 TOTAL SCORE/TOTAL POSSIBLE SCORE
TEAM	30/33	32/33
ANALYZE	19/21	20/21
PLAN	17/21	20/21
IMPLEMENT	15/15	15/15
TRACK	6/9	9/9
Technology	12/15	12/15

The SIT completed Cycle 2 (with a focus on RBI) and the *TAP-IT Fidelity Assessment* in March 2018. The SIT completed Cycle 3 (with a focus on SEFEL/PM) in January 2019. The SIT completed the *TAP-IT Fidelity Assessment* on Cycle 3 during the March 2019 face-to-face SIT meeting.

The LITs have just started to use the *TAP-IT Fidelity Assessment* in their local implementation work during 2018/2019. Those data are entered into the Digital Portfolio by the four SSIP counties and will be used to look for progress in implementation and data-based decision-making over time. The State Systems Coaches will be working with the LITs through the Local Systems Coaches in 2019 to ensure consistent data collection. The results of the LITs *TAP-IT Fidelity Assessments* will be included in next year's report.

O9. To what extent did local ITP RBI/SEFEL/PM coaches provide high quality content coaching?

An emphasis in 2018 has been to collect data on the impact of content coaching supports at the local level and how those supports translate into improved practices for children and families. The MITP utilized a *Coaches Practices Rating Scale* (CPRS) which serves as a self-assessment for local content

coaches, and also administers a *Coaching Feedback Questionnaire* to local coaches to gain feedback on the quality, usefulness, relevance and improving capacity based on coaching training and technical assistance.

Coaching Practices Rating Scale

The *Coaching Practices Rating Scale (CPRS)* adapted from Rush & Shelden (2006) is used to gather data on the quality of local coaches' content coaching. The self-assessment is a tool for local RBI and SEFEL/PM coaches to reflect on their opportunities to implement specific practices and rate the frequency with which they did this. The scale used is: 0 (none of the time) to 5 (all of the time). The CPRS was first administered in November 2017 at an EBP Reflective Coaching Session and approximately 19 out of 70, or 27% of local content coaches completed it. It was determined that the data collected in 2017 would not be used due to the low response rate, therefore, the 2018 data will be considered baseline.

In 2018 the CPRS was administered at two Reflective Coaching sessions in February and May. The February session had a total of 70 coaches in attendance, and the May session was attended by 60 coaches. There was some overlap between the attendees of both sessions, so a total of 71 coaches completed the CPRS. The 2018 data were analyzed and reported by University of Maryland School of Social Work in February 2019 and highlights of that analysis are provided in Table 9 and 10 below:

Table 9. Three Highest Rated Reflective Coaching Scale Items (n=71)

Scale Item	Mean Rating (February and May average)
2. Interacted with the [learner] in a nonjudgmental and constructive manner during coaching conversations.	4.5
1. Acknowledged the [learner's] existing knowledge, skill, and ability as the foundation for improvement.	4.0
10. Asked probing questions to examine the [learner's] knowledge, skills and abilities.	3.9

Table 10. Three Lowest Rated Reflective Coaching Scale Items (n=71)

Scale Item	Mean Rating (February and May average)
6. Observed the [learner's] use of the targeted skill(s) or practice(s).	3.2
14. Engaged the [learner] in reflection on the usefulness, effectiveness, and need for continuation of coaching.	3.3
7. Created opportunities for the [learner] to observe [you] the coach and or others modeling the targeted skill(s) or practice(s).	3.3

The MITP is working with UM-SSW to use this data to inform future coaching sessions by targeting areas where coaches have consistently self-rated as low. The CPRS will continue to be distributed at

Reflective Coaching Sessions in 2019, with the intention of looking for increases in self-ratings over time and determining areas of continued challenges. The evaluation team will work with the MITP in the upcoming year to determine if perhaps this outcome should be revised to include more about reflection and self-assessment rather than quality.

O10.To what extent did participants in the four LITPs implement EBPs with fidelity?

Routines-Based Interview

Each staff person who was trained in RBI by the nationally trained State RBI Content Trainer/Coach or by a Maryland State-approved RBI Trainer/Coach passed a knowledge assessment with 90% accuracy and completed the *RBI Implementation Checklist* with at least 90% accuracy. While each of the four SSIP jurisdictions are in different stages with RBI implementation, the State saw an increase from 17.0% to 32.6% of providers across the SSIP jurisdictions having been trained to fidelity, **a 91.7% increase in 1-year**. This can be credited to the work of the local programs to implement the practice universally and to access the training and supports provided by the MITP and JHU-CTE. The table below summarizes the number of EI providers in each of the counties who are in training or have been trained to fidelity. Three of the four counties have 100% of their providers in training or trained to fidelity in RBI. Howard County has the highest percentage of staff trained to fidelity at 87.2%, while Montgomery County has the most trainers (70) who have passed the fidelity check. The State is extremely encouraged by these results, which demonstrate that the SSIP is having the intended impact of disseminating evidence-based practices with fidelity.

Table 11. SSIP Program Staff Trained in RBI to Fidelity*

	Cecil	Frederick	Howard	Montgomery	Total
Total EI Providers	**15**	**39**	**39**	**293**	**388**
# In Training	11	21	5	45	82
# Trained to Fidelity	4	18	34	70	126
% in Training	73.3%	54.0%	12.8%	15.4%	21.2%
% Trained to Fidelity	26.7%	46.0%	87.2%	23.9%	32.6%
% in Training or Trained to Fidelity	100.0%	100.0%	100.0%	39.3%	53.9%

*Data as of February 2019

SEFEL/Pyramid Model

To address performance related to implementation of SEFEL/PM components at the program level, the State chose the *SEFEL/PM Benchmarks of Quality (BoQ).* The *BoQ* was originally published in 2011, authored by Lisa Fox and Erin Barton, and in brief are:

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

It should be noted that the State will be utilizing the 2018 Revised *Early Intervention (Part C) Benchmarks of Quality* moving forward.

The original *BoQ* includes rating options of 0 (not in place), 1 (partial), or 2 (in place) across a set of indicators for each tier. The indicators are separated into those for Data-Based Decision Making (DBDM), Assessment-Driven Supports and Interventions (ADSI), and for Tier 1, Home Visitor Support (HVS). After facilitated discussion and the creation of a guidance document the *BoQ* was administered in a group format to the SSIP Counties over two meetings in May and June of 2018. In June, the SIT identified a goal to increase the percentage of Tier 1 Indicators "partial" or "in place". In November of 2018, the SIT reviewed Tier 1, Data-Based Decision Making (DBDM) to look for progress.

In the Phase III, Year 2 SSIP evaluation findings, *BoQ* results did not include results from two of the four program sites in the largest LITP. Additionally, after focusing on the *BoQ* with the SIT, the quality of the data was questioned due to a lack of understanding of the *BoQ* indicators. The State in collaboration with the evaluators have decided that baseline data should ideally include data from all four programs, and therefore, the data presented here will serve as baseline data with progress reported in next year's report.

The summary data in Figure 13 below shows the percentage of the four programs that are reported to be at partial/emerging or yes for each of the benchmarks within the components of the *BoQ*. Two of the three Tier 1 components are at 75% or greater implementation, demonstrating that many of the initial infrastructure shifts, resources, and practices are being adopted and used by the LITPs. The MITP was also encouraged that the programs reported partial or full implementation greater than 65% for two of the three Tier 3 components.

Figure 13. Percentage of SSIP Sites at Partial/Emerging or Yes by Benchmarks of Quality Component
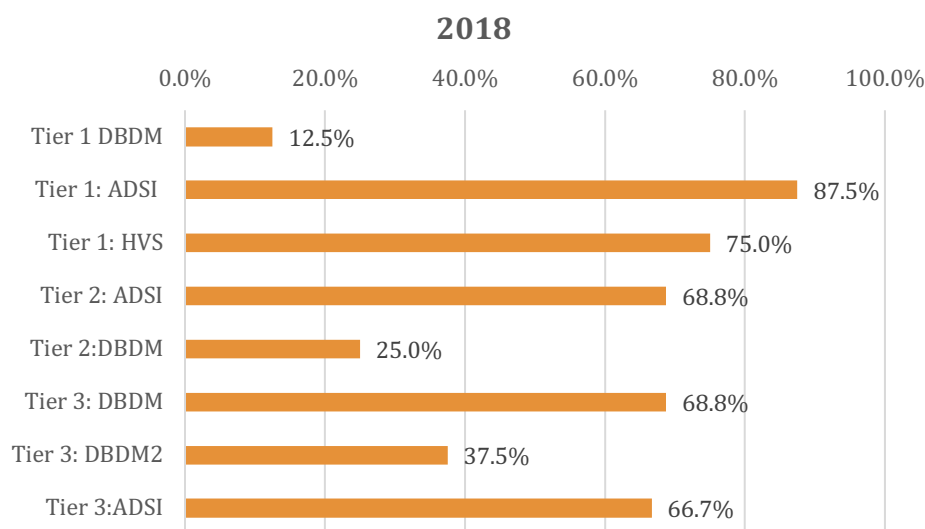
The results of the *BoQ* are being used to target those areas where no or partial was reported and to identify the goals necessary to continue progress toward full implementation. One area in particular that was targeted by SEFEL/PM team was the Tier 1 Data-Based Decision Making (DBDM) which came

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in at the lowest of all of the components (12.5% partial or yes in May/June 2018). A benchmark for this component is the use of a social emotional screening tool, and with targeted support the jurisdictions made progress in this domain. Three of the four counties are now using social emotional screening and one is partially, compared to only one partially screening and 3 of 4 not screening at all in the spring. In addition, one county is now partially Journaling visiting logs that include social emotional/ dyadic observations, compared to none previously. One county is now fully and one partially processing for scoring screening tools and determining next steps, compared to only one partial in the spring. Overall, SSIP LITPs are attempting to implement universal screening practices to improve data-based decision making for addressing social-emotional concerns.

Practice Highlight

Montgomery County is in the process of training/retraining all staff on the SEFEL/Pyramid Model with the goal of countywide implementation in the next year. The State SEFEL/PM coach has been working closely with the local coaches in monthly face-to-face meetings to continue training and implementation, with all remaining untrained staff scheduled to attend a three-day long SEFEL/PM training in April 2019. The largest SSIP County with over 300 providers, lessons learned through the SSIP process is that it is important to go slow and to use current coaches as successful change agents for those new staff adopting the model.

These changes have resulted in the November Tier 1 DBDM assessment increasing to 43.8%, a 250% increase in less than six months. Although this type of progress cannot be expected in all areas in such a short period of time, the results are encouraging that targeted technical assistance around infrastructure development can continue to make an impact on SEFEL/PM practice integration and fidelity.

Reflective Coaching

As Sheldon and Rush are continuing to provide reflective coaching training with follow-up coaching to support practitioners to implement reflective coaching to fidelity, the State in collaboration with the SIT will be determining how to collect fidelity data on reflective coaching with families and reflective coaching colleague-to-colleague.

Child Outcomes Summary Process

Birth to kindergarten COS training of trainers (TOTs) were held in five regions during November 2017. These trainings were designed to help participants understand implementation of the COS process with fidelity, ensuring the consistent use of the Maryland four core components and to assess competency in the COS rating process. The expectation for the trainers who attended was to conduct local training of all birth-kindergarten staff and culminate the training with completion of the COS Competency Check over the next year.

Practice Highlight

Cecil County was able to pool resources with the County's preschool program to hire a part-time COS coach who regularly meets with teams at elementary schools with 3 & 4-year-old pre-K programs and Infants and Toddlers Program staff to conduct professional development and participate in planning discussions. Part of her role is to review COS data to look for trends to identify areas for additional technical assistance and coaching, facilitate pre-IFSP/IEP meetings with teams, and to model in IEP meetings. Her future work includes home visits to monitor implementation with families. The County has monitored fidelity of staff using a fidelity checklist where staff are asked to self-rate the frequency at which they used 4 key components for fidelity. This information was then used to send out for mid-year evaluations to monitor growth.

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The MD COS Competency Check (MD COS-CC) was completed by staff in all four SSIP LITPs from November 2017 to January 2019. A total of 329 practitioners completed the MD COS-CC for both the Knowledge Check and the Decision Tree. The results (Table 12 below) demonstrate an extremely high mastery of these concepts, with 97.8% and 97.1% of participants meeting competency in Knowledge and Decision Tree, respectively. Each of the four SSIP LITPs all had consistently high competency percentages, demonstrating that trainings and resources are reaching their intended targets.

Table 12. Completion of the Maryland COS Competency Check (MD COS-CC) by SSIP Site February 2019

County	Knowledge Check	Decision Tree
Cecil	4/4 = 100%	3/3 = 100%
Frederick	50/50 = 100%	40/44 = 90.1%
Howard	48/48 = 100%	47/48 = 97.9%
Montgomery	220/227 = 96.9%	239/244 = 98.0
Total	322/329 = 97.8%	329/339 = 97.1%

The State will continue to collect this data on an annual basis going forward as a way of making certain that new providers understand the competencies required to determine COS ratings. The MD COS-CC can also be used as an annual or regular professional development resource with existing staff and providers as a way to ensure that practices remain consistent and that staff are reminded of them often. The ultimate goal of the MITP is to have every practitioner pass both competencies (100% competency) and complete the process with fidelity.

The State also developed the (draft) *Maryland COS Process Fidelity Checklist* in response to local leaders requesting a tool to monitor fidelity of the four core components. With the revisions to Maryland's IFSP process and document, continued feedback on the specific checklist items and specific ways to use this tool will be gathered by the SIT and LITs during the first part of 2019 in order to make revisions and finalize this fidelity check.

O11. To what extent do IFSPs include social emotional specific linkages, assessment tools, and outcomes?

Beginning in 2017, the MITP developed and implemented an IFSP review tool to help identify the number of IFSP outcomes specific to social-emotional development and then whether social work, psychology, or family counseling/training services were included. This review tool was first used by MITP staff in December 2017, and then by LITP leaders from each of the four SSIP jurisdictions in December 2018. Reviews consisted of looking at two sets of samples of IFSPs, with the first set randomly chosen from the total number of IFSPs developed during the year where the child was made eligible with delays in social-emotional development. The second set of sample IFSPs looked at initial IFSPs developed during the year with COS entry ratings on Outcome #1 of a 3 or below (no age-expected skills for social-emotional development and relationships).

The 2017 review data (reported in the Phase III, Year 2 report) showed that social-emotional outcomes

were included in 95% of the first sample (5% having services specifically related to social-emotional needs) and 63% in the second sample (9% having services specifically related to social-emotional needs).

The 2018 reviews included five IFSPs from three out of the four LITPs and ten IFSPs from the largest LITP (two IFSPs from each site) for a total sample of 25 IFSPs for the first sample, with one additional review included for the second sample for a total sample size of 26 IFSPs. Of the 25 IFSPs reviewed in the first sample, those children eligible for delays in social-emotional) 24 out of 25 IFSPs (96%) included social-emotional outcomes. Of those, only one (4%) was identified as having social work, psychology, or family counseling/training services. The review also included looking at subsequent IFSPs to see if there were any changes related to social-emotional outcomes/services. Additional social-emotional outcomes were added to 6/25 IFSPs (24%) and social work, psychology, or family counseling/training services were added to 5/25 IFSPs (20%).

In the second sample of IFSPs reviewed, those with entry COS ratings for Outcomes #1 of a 3 or below, 25 out of 26 initial IFSPs (96%) included social-emotional outcomes. Of those, three IFSPs (12%) included social work, psychology, or family counseling/training services. On the last IFSP prior to exit, 26/26 (100%) included social-emotional outcomes and 9/25 (36%) IFSPs included social work, psychology, or family counseling/training services.

The results for the first sample are similar for 2017 and 2018 (95% and 96% including SE outcomes, respectively), however there was a large increase in 2018 in the number of IFSPs in the second sample that include social-emotional outcomes (63% in 2017 to 96% in 2018). The 2018 data also show a large number of social work, psychology, or family counseling/training services added to subsequent IFSPs which could indicate that staff are identifying the need for these services more often after initial evaluation and assessment. These data will continue to be looked at going forward using the State's data system which is being modified to include how each outcome in the IFSP cross-walks with one of the Early Childhood Outcome areas. Therefore, the State will be able to track and report the number of social-emotional outcomes in IFSPs during the upcoming year and then over time look for change associated with greater implementation and focus on RBI and SEFEL/PM practices to support children's social-emotional development and relationships.

O12. To what degree are families engaged in the IFSP process evidenced by functional, routines-based IFSP outcomes?

As the SSIP programs continue to scale-up their use of evidence-based practices with fidelity, the impact of increased knowledge, skills, and resources should be demonstrated through increased participation and engagement of families in the Early Intervention process. The MITP each year is monitoring the *Early Intervention Services Family Survey* of the Maryland Infants and Toddlers Program in the SSIP LITPs as well as throughout the state. The figure below shows that the percentage of families reporting they help their child develop and learn in 2018 is consistently high for the State and each of the four counties (97% or greater*). As the MITP moves forward to measure the impact of the SSIP on families, it may be necessary to look at additional ways of gaining feedback due to the extremely high ratings families give to the program. The State will work with the evaluators to determine if additional data collection measures can be instituted with families to determine if the SSIP is having the intended impact in family engagement in the IFSP process, including potentially interviews and focus groups.

Figure 14. Percentage of Families Reporting They Help Their Child Develop and Learn 2018
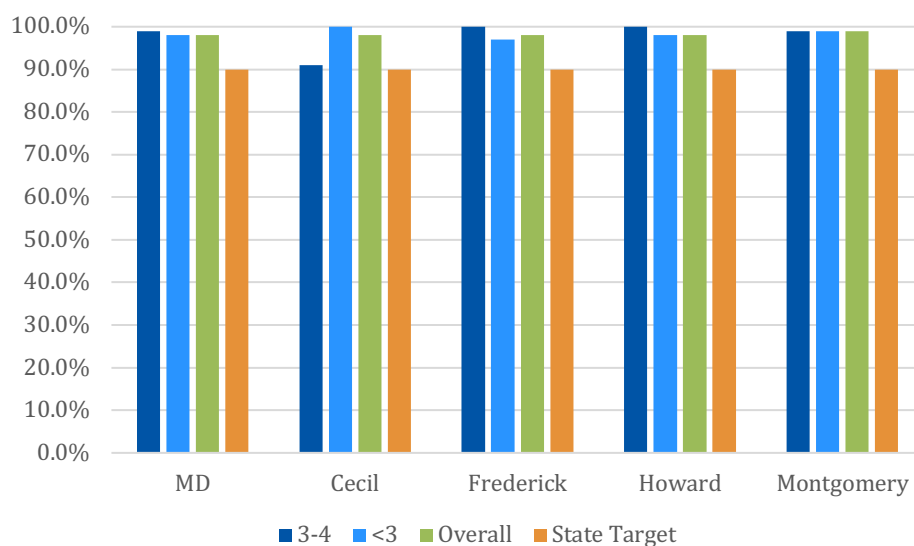
*Cecil County has very small N for 3-4

Challenges Implementing EBPs to Fidelity

Similar to the challenges described in the improving infrastructure section, the time to complete fidelity checks and to engage in reflective practices must be valued and built into early intervention provider schedules. Staff turnover at the local provider level continues to be a challenge to implement the chosen practices with fidelity. There was also feedback during interviews with the SSIP program leadership that fidelity measures are still being developed or revised for some of the practices and that it may take additional time to get staff trained to fidelity due to it. For example, the *SEFEL/PM Benchmarks of Quality* fidelity check was beginning to be used consistently in the four programs which had participated in training and completed the checklist on several occasions. Since that time the NCPMI has released a new Part C specific *BoQ* and this new *BoQ* will now have to be disseminated, taught, and implemented. The MSDE DEI/SES, in collaboration with the SIT, plans to work with the evaluation team to determine which additional fidelity measures are needed and how the State can continue to work with National and State technical assistance providers on this challenge.
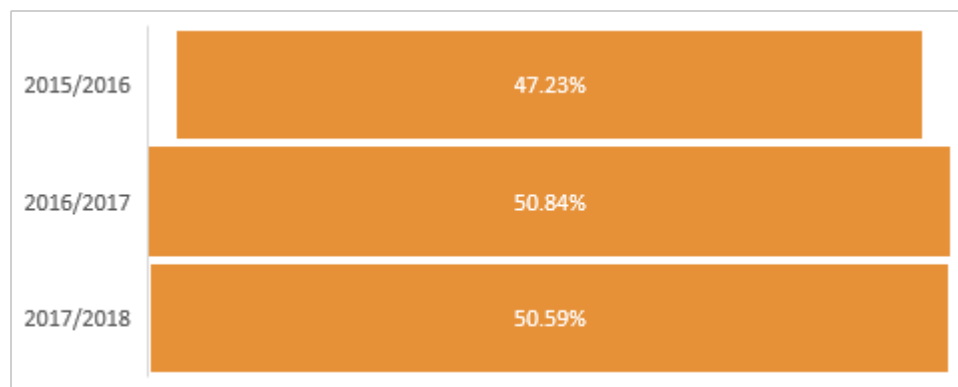
Evaluation Question	Measure of Success	Data Sources	Data Collection Timeline	Baseline Data	2017 Data	2018 Data	Notes/ Comparison
O13. What was the change over time for infants, toddlers, and preschool aged children, meeting positive social-emotional skill standards?	% infants, toddlers, and preschool aged children substantially make progress in social-emotional development	Child Outcomes Summary	Annually	2015/2016 Baseline: 47.23%	2016/2017 Actual: 50.84%	2017/2018 Actual: 50.59%	Data have remained steady from 2016/2017 to 2017/2018.

Key Successes in Progress Toward Achieving the SiMR

O13. [SiMR] What was the change over time for infants, toddlers, and preschool aged children, meeting positive social-emotional skill standards?

The State has chosen as its SiMR the Part C Indicator 3A, Summary Statement #1, the percentage of infants, toddlers, and preschool aged children who substantially make progress in social-emotional development. Data are monitored throughout the year with an aggregate report prepared in January which summarizes both the state results and the results for the four SSIP programs. Figure 15 below shows the change in 3A, Summary Statement #1 from baseline (2015/2016) to current (2017/2018). Please note that the baseline was re-adjusted in the Phase III, Year 1 report to account for new changes in methodology in data collection of child outcomes. The data below show that after an initial increase in 2016/2017, the indicator results have remained steady in 2017/2018. These results are expected, as it is anticipated that the gains in progress each year will take time to show up in the ratings that are done at the end of a child's time in Part C services. The State remains encouraged by this outcome and will continue to monitor it throughout the year and in future SSIP reports. An additional way to view data that might demonstrate shifts in practice would be to drill down to COS entry ratings over time. The revised IFSP now has a COS entry report to support analysis of this data.

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Figure 15. Change in 3A, Summary Statement #1 from 2015/2016 to 2017/2018 Across the Four SSIP LITPs

Challenges to Achieving the SiMR

The State feels confident with the implementation progress observed to date that the four LITPs demonstrate results that are at or on track to meeting the SiMR.

c. **How data support changes that have been made to implementation and improvement strategies**

During Phase III, Year 3 data collected at the Quarterly EBP Reflective Coaching Session through the *IOTTA* and the *Coaching Practices Rating Scale* continued to show only moderate gains in capacity building around colleague-to-colleague coaching. This has led the State to move forward with Master Coaches to further build a coaching infrastructure.

Additionally, LITs are using data to help refine processes for the unique needs of each program. For example:

*   Based on data and feedback that the evaluation, assessment, and IFSP development process was too long for a single meeting, one county changed their initial eligibility evaluation and assessment process to include scheduling a second meeting to complete the family RBI/IFSP. They also assigned a local coach to each four geographic teams and began a reflective coaching component for training staff to implement RBI's with fidelity.
*   Another county found that mailing the ASQ:SE-2 to all families with the initial evaluation appointment letter allowed more time for reviewing/scoring with the family at initial evaluation. The instrument is also being used at each child's annual review. Providers are now sharing additional S/E resources with all families at evaluation and additional resources are available to staff to support families as needed.

d. **How data are informing next steps in the SSIP implementation**

The SIT uses TAP-IT, an iterative data-informed decision-making process, to intentionally inform next steps in the SSIP implementation. The SIT will continue to work with the LITs in the upcoming year to refine their implementation strategies based on the data in this report and the data that are collected

and shared throughout the year.

e. **How data support planned modifications to intended outcomes (including the SIMR)— rationale or justification for the changes or how data support that the SSIP is on the right path.**

Implementation data suggest the SSIP is on the right path, therefore, there are no suggested changes to evaluation outcomes or the SiMR at this time.

3. *Stakeholder Involvement in the SSIP evaluation*

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

Stakeholders, including local program staff, state agency staff, family representatives, institutes of higher education, parent support agencies, and EBP experts, continue to be involved in every aspect of SSIP implementation and evaluation with short, medium- and long-term outcomes, measures of success, data sources, timelines, and data collection procedures. In previous years, the MITP worked in collaboration with external evaluators and intra- and interagency stakeholders to continue aligning the evaluation plan with the logic model. The key external stakeholders, Maryland's State Interagency Coordinating Council (SICC), continued to be informed and involved in the ongoing evaluation and had a voice in decision-making regarding the ongoing evaluation of the SSIP in several ways. In February 2018, Montgomery County updated the SICC on their SSIP progress to date, which included a presentation and facilitated discussions with the opportunity for questions. In October 2018, Frederick County also had the opportunity to present on their SSIP progress, which included sharing data on implementation of EBPs. The SICC has established an Early Childhood Mental Health (ECMH) Task Force to focus on breaking down barriers associated with social-emotional screenings, silos, and stigma impacting young children and their families. The lessons learned from the SSIP sites during presentations, as well as the data that are regularly shared during SICC meetings can help the ECMH Task Force target the areas in most need. The results of the Early Childhood Mental Health Survey, along with other relevant SSIP data will be shared at the joint SICC/LICC this spring to determine next steps.

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

A major stakeholder success in the current SSIP year occurred in August 2018 during one of the

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quarterly Reflective Coaching Sessions. Nearly 50 local coaches joined the State coaching team to discuss the successes achieved to date in implementing evidence-based practices and to celebrate their successes. The session was extremely well-received with positive responses from the attendees who felt that the shared opportunity to discuss implementation challenges and successes from both the state and local perspectives was extremely beneficial.

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

D. Data Quality Issues

1. Data Limitations Affecting Progress in Implementing the SSIP and Achieving the SiMR

The MSDE DEI/SES worked with the external evaluators at AnLar to review the evaluation questions, data collection tools, data collection and analysis plans, and continuous quality assurance mechanisms used by the SIT, LITs, and the State teaming infrastructure. The goal of the review was to recognize areas of data quality concerns, and how they were being addressed through the multiple feedback loops built into the TAP-IT cycles and SSIP implementation plans. The review demonstrated that the State has been very successful at utilizing and incorporating feedback from the SIT and LITs, and data quality limitations that were discovered are being addressed as outlined below.

a. **Concern/Limitations About Quality or Quantity of Data**
b. **Implications for Assessing Progress or Results**
c. **Plans for Improving Data Quality**

In previous year reports there were data quality concerns around the procedures for administering various fidelity tools and checklists. In response to these concerns, the State in collaboration with the SIT, developed the MD *Guide to RBI Training and Coaching* for implementation of the RBI with fidelity. Through facilitated conversations, the SIT developed a companion guidance document for the *SEFEL/Pyramid Model Benchmarks of Quality*. This enabled the Local Systems Coaches/leaders to have a clear, shared understanding of the *BoQ* indicators, which changed the initial responses and provided a more accurate baseline measure. Continued work around the revised *BoQ* and the practitioner-level fidelity tool will be reviewed collaboratively with the SIT before these are rolled out with the LITs to ensure shared understanding and high-quality data collection.

The need for a greater understanding of reflective coaching across all evidence-based practices was identified through quarterly EBP coaching sessions, interviews with the leaders in the four SSIP counties, and through feedback from post-training and coaching surveys. The State is responding to this feedback by focusing the limited resources available to bringing in external national expert trainers who will work with the local programs on fidelity, and shifting away from the generalized quarterly EBP coaching sessions. Feedback will be collected on this shift over the next year with the intention of using the data to make changes as needed. Master Coaches will be trained in the use of coaching logs as they implement colleague-to-colleague coaching to support fidelity of reflective coaching practices. These additional data will be used to help answer the evaluation questions related to implementing coaching practices with fidelity.

The MITP attempted to implement a new process this year for the four SSIP counties to review IFSPs for social emotional outcomes and services. This paper tool was utilized by all four LITPs to review over 50 IFSPs. While the data were extremely helpful in looking at overall trends in the IFSPs reviewed, the data were collected inconsistently by the programs and combining the data were therefore, difficult. With the revisions to the MD Online IFSP, a checkbox was added to the IFSP outcomes page to identify which of three early childhood outcomes is being addressed. With the ability to consistently collect social-emotional outcomes data, the results can be easily aggregated and shared back with LITPs to look for trends as well as areas of strengths and areas of improvement. The data can also be used by the State to look for jurisdictions that may need additional training and technical assistance around

developing social-emotional outcomes. The intent of the online tool is to create a mechanism where the local program staff can monitor the changes to IFSPs over time as providers begin to adopt reflective coaching, RBI, and SEFEL/PM practices to increase social-emotional skills and relationships.

One final area for data quality focus in the upcoming year will be the use of TAP-IT cycle fidelity assessment by the LITs. The SIT has been very successful in integrating team practices into their work which has resulted in higher ratings of cohesion on the TAP-IT HOT rating and the *TAP-IT Fidelity Assessment* and is evidenced by the efficient work and results of the SIT over the past year. The SIT will continue to encourage the LITs to document their use of teaming and data-informed practices with the hope that implementing the TAP-IT process with fidelity will continue to benefit the local programs in their complex work of implementing multiple EBPs with fidelity.

E. Progress Toward Achieving Intended Improvements

1. Assessment of Progress Toward Achieving Intended Improvements

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

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

The DEI/SES B-K Liaisons continue to employ a Systems Coaching approach as the primary mechanism for providing support to the local level. Relationships across and between all levels of the SSIP teaming structures have continued to grow stronger through regular meetings and communication, joint training, and continuous formative assessment and adjustments of plans and practices. These relationships provide the foundation to engage in difficult conversations with a shared problem-solving lens that works towards moving closer to the common goal. The SIT has become more confident and competent in the TAP-IT process, including utilization of the Digital Portfolio to inform decisions about goals and action steps. The MSDE believes these teaming structures and practices, combined with Systems Coaching, has been instrumental in making progress towards the SSIP-related evidence-based practices and will continue to build skills and capacity in these areas at the State and local level to support current implementation and sustainability as well as future statewide scale-up.

A major infrastructure shift in Year 3 was the roll-out of the revised MD IFSP process, document, and online tool on October 1, 2018. The new IFSP process is a substantial shift in process and requires local jurisdictions to make personnel and infrastructure shifts to meet the requirements of delineated evaluation and child and family assessment activities as well as a more integrated COS process. Although response to the process and document changes have been positive and programs and providers generally understand the rationale and best practice, the reality of needing to shift personnel and infrastructure resources remains challenging. The DEI/SES B-K Liaisons continue to support local leaders in thinking about and planning for incremental shifts in infrastructure. The MITP remains convinced that this change in the development, implementation, and evaluation of the IFSP process will result in more robust authentic assessment activities, leading to increases in participation-based intervention and ultimately, improved child outcomes. The meaningful integration of the COS process, to include the required use of the Decision Tree within the online IFSP, is also expected to increase fidelity across providers and programs and yield more accurate COS ratings.

Another significant shift in infrastructure that began in Year 3 was the change to Maryland's Comprehensive System of Personnel Development. Historically, early intervention providers have submitted applications to be determined "Suitably Qualified" to the MSDE. The applications included transcripts and worksheets to identify which classes/workshops/trainings, and what percentage of them, met the required hours in each competency area. Often these applications referenced coursework from 25 or more years ago and there was much variability around calculating how much of a class was applicable to the birth-three population. The MITP realized that although the early intervention workforce may be highly qualified within individual disciplines, collectively there was inconsistent knowledge about the evidence-based practices of early intervention and early childhood special education. Therefore, a

workgroup was formed to review the Suitable Qualifications process and make recommendations to ensure a more consistently trained workforce in LITPs. The first recommendation was to change the name of Maryland's Early Childhood Intervention and Education System of Personnel Development from "Suitable Qualifications" to "Personnel Standards". A Guide was developed that outlines the legal requirements, grounds the revised standards in early childhood recommended practices, and identifies the requirements for completing the learning activities for all early intervention providers as well recommendations for the preschool special education workforce. The new requirements are categorized as: Foundations of Early Intervention; IFSP Development, Implementation, Evaluation; Teaming and Coaching Practices; and Service Coordination. The activities within each category include a variety of online modules, webinars, articles, self-reflection, and in-person training. The Guide was presented to all Birth-Kindergarten Leaders during the Regional Professional Learning Opportunities in December 2018 for review and feedback. Implementation will begin July 1, 2019. A database is being developed that will require local programs to enter, track, and maintain the status of providers meeting Personnel Standards. Again, the intent is that the early childhood workforce across Maryland will be more consistently trained and firmly grounded in the foundational principles and practices of early intervention.

The SIT continually reviews and reflects on the implementation of evidence-based practices, including sustainability, and in Year 3 has more intentionally considered the impact of scaling up across the state as plans are made to move forward. As described previously, an Evidence-Based Practices Reflective Coaching Cohort of 60-75 local coaches, facilitated by State Content coaches, has been meeting quarterly since 2016. This activity started as a group of local RBI coaches meeting in the morning and then local SEFEL/PM coaches meeting in the afternoon. It became evident fairly quickly that there was less common understanding of reflective coaching across both groups than was originally expected and therefore, the groups were combined to focus on building capacity of reflective coaching across any/all EBPs. As the State has begun to plan for expanding implementation beyond the four SSIP counties, it is clear that there is not capacity at the State level to continue bringing providers from across the state together on a regular basis with the expectation to support changing practices and behaviors. This issue was shared as a question and concern during the monthly coaching calls with Shelden and Rush as the MITP sought to learn how other states have scaled up coaching support at all levels. Shelden and Rush shared their Master Coach approach to train a select few coaches within programs to then coach colleagues to implement natural learning practices, inclusive of any evidence-based practice. The MSDE team explored the approach and logistics more, including cost, and agreed that building a Master Coach level into the statewide coaching infrastructure would support sustainability and began plans for training an initial cohort of up to 30 coaches. An application process for Master Coach Training and Support was established with input from Shelden and Rush that identified prerequisites at both provider and program level for participation. The application was shared with all B-K leaders at the Regional PLOs in December 2018, along with the explanation that to be eligible, the jurisdiction would have already had Shelden and Rush complete two days of on-site training and six months of follow up coaching with all staff, and that the applicant would have already met coaching fidelity through that process. Although many counties have contracted with Shelden and Rush to conduct trainings, only a few have completed the six-month follow-up coaching which limited the number of applicants meeting all prerequisites. Thus, a smaller group (19) was identified to participate in the first year of Master Coach training and support, that began in February 2019. The MSDE expects to offer Master Coach training and follow-up coaching again in 2020 and beyond as local jurisdictions continue to complete county-level training that establishes the foundation of practices and expectations that a Master Coach can

then build on and support. The MSDE team will continue to plan with Shelden and Rush for how to provide ongoing support to the Master Coaches. This support will replace the quarterly EBP Reflective Coaching Sessions as several of those participants are in the Master Coach cohort. This shift also allows the support to build on a common foundation of coaching knowledge as Master Coaches will demonstrate fidelity based on the criteria put forth by Shelden and Rush. Continuing to offer this level of training and support is expected to strengthen and further sustain the statewide coaching infrastructure at all levels.

The MITP has continued in Year 3, to strengthen the message of the importance of addressing leadership and organization (infrastructure) components for successful implementation of evidence-based practices and not focusing solely on staff competency. This has been a key theme in all discussions, professional learning opportunities, and grant activities. Many of the fidelity tools highlighted during the December 2018 Regional PLOs addressed infrastructure components rather than provider practices. The EC team provided examples of how these tools could be utilized during each stage of implementation from planning to full implementation. The restructuring of the CLIG (the primary grant mechanism through which local jurisdictions receive federal Part C and State funds) at the beginning of Year 3, required LITPs to address both infrastructure and personnel development components in data analysis and planning. It not only continues to be the organizational framework for the CLIG, additional discretionary grant opportunities across the DEI/SES strategic imperatives now require similar analysis and planning to be awarded funding.

Finally, interactions with intra- and inter-agency partners is moving beyond communication and cooperation to true collaboration in workforce and infrastructure development. For example, the Home Visiting Consortium began to explore ways to support home visitors' capacity to work with families of substance-exposed newborns (SENs). The Maternal, Infant, and Early Child Home Visiting (MIECHV) program used funds to contract with the University of Maryland to develop a training and planned to partner with the Department of Social Services (DSS) to train home visitors and DSS staff together. Because the MITP State staff participated in these conversations at the consortium meetings, it was recognized that local ITP staff are also working with these families and would benefit from specialized training. Collectively, home visiting, DSS, and ITP staff could provide more coordinated and comprehensive supports and services to families with shared understanding of best practices and of cross-agency roles and responsibilities. Thus, all three agencies now participate in regionalized SEN training with local staff from each organization.

Also, through participation in the targeted technical assistance for Part C programs with the National Center for Pyramid Model Innovations (NCPMI), the MITP learned of additional TA opportunities supporting implementation of the SEFEL/PM. The team was particularly interested in one opportunity that focused on implementing throughout a birth-kindergarten system, as that is in line with the DEI/SES Early Childhood Imperative, and the Part C SSIP work seemed to provide a good foundation to build from. A pre-application call with the TA providers brought the realization that although the SIT is a high functioning team, its focus on several EBPs within Part C programs specifically did not meet the criteria of having a State SEFEL/PM Leadership Team as defined in the *State Benchmarks of Quality*, nor was the *State BoQ* being utilized by the SIT (the SIT had reviewed the program level *BoQ* with each SSIP county). There is a MD State SEFEL/PM Leadership Team in place, however this team has focused primarily on a training cadre and not on infrastructure components of the model. DEI/SES staff brought the *State BoQ* to this team, along with sharing the conversation with the NCPMI staff and the result of

not being eligible for TA because the *State BoQ* was not being used to direct the team. After some discussion, the State SEFEL/PM Leadership Team decided to complete the *State BoQ* and then identified goals and action steps, including timelines for completion to begin aligning the team's purpose and activities with the full model. This team has participants and representation from many sectors and programs across the state. Using the *State BoQ* to guide the work will allow statewide infrastructure to be developed more systematically and intentionally, resulting in the model being implemented with higher fidelity and not focusing exclusively on staff training. DEI/SES staff are members of both the SIT and State SEFEL/PM Leadership Team and will continue to share lessons learned across both teams and merge efforts.

A third example of increased collaboration is taking shape with the submission and recent award of the Preschool Development Grant Birth Through Five (PDG-B-5) to the MSDE Division of Early Childhood. The DEI/SES was included in the development of the grant submission and, through the first year of this grant, will be partnering with the University of Maryland School of Social Work to continue building on the Part C SSIP work by scaling up the SEFEL/PM into the preschool special education programs in the four SSIP counties. The local SSIP ITP directors will work with the MSDE and UM-SSW staff to share lessons learned about implementation in the early intervention programs with the local Preschool Coordinators to inform planning and implementation in preschool. This work is expected to contribute to a comprehensive B-K system that supports smooth transitions from Part C to Part B services and supports the social emotional development and meaningful participation for all children in natural and inclusive learning environments. It reflects true collaboration on multiple levels and across systems and funding sources in accordance with the intent of the grant award. The DEI/SES will participate in the statewide needs assessment and expects to continue to be part of the next phase of the PDG-B-5 when the three-year application is submitted.

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

As described in the *SSIP Phase III, Year 2 Report,* the SIT has grappled with the completion of fidelity measures originally identified on the evaluation plan, especially the provider-level tools. The team had agreed to relax the initial requirements around frequency of completing some measures to gather further information and explore realistic expectations. Additionally, the TAP-IT cycles have brought strategic focus to the specific EBP that is being addressed within each cycle and with that, the realization that collectively, the State and local programs needed to first look at fidelity of systemic structures to support implementation of the EBPs before drawing any conclusions from provider-level fidelity tools.

The SIT completed TAP-IT Cycle 2, early in Year 3, which focused on RBI implementation. As discussed in previous sections, the number of early intervention providers in the SSIP counties trained to fidelity in the RBI increased by 91.7% in the first year. The outcomes of an RBI completed with fidelity include establishing positive family relationships, getting a rich description of child and family functioning, and identifying a list of family-identified, functional, participation-based child outcomes. The high percentage of families (98%) reporting they believe early intervention services helped them help their child to develop and learn could be attributable at least in part to a positive relationship with the early intervention providers as a result of completing the RBI. The increase (63% in 2017 to 96% in 2018) in the number of IFSPs with outcomes related to social emotional development that also had an entry COS rating of 3 or less for outcome 1, indicates a correlation between more robust child and family

assessment in first identifying the strengths and needs and then developing IFSP outcomes to address the family's priorities. Additionally, the significant increase (>50%) in the number of standards met on the *IFSP Review for Evidence of Standards* in three of the four counties illustrates increased knowledge and capacity in developing functional, participation-based IFSP outcomes. Although these data are loosely correlated to the RBI at this point, due to challenges with reviewing IFSPs and cross-checking with the type of child and family assessment that was completed and what early childhood outcome is being addressed, the MITP is encouraged and confident that with the enhanced reporting capabilities of the new MD online IFSP, this data will be easier to aggregate and draw more distinct connections. It should be noted that those programs fully implementing RBI have already made infrastructure changes to allow teams time to complete the RBI following the evaluation for eligibility. Programs that have not fully implemented are continuing to make adjustments in their processes, understanding the need to create additional time within the 45-day timeline, which may include increasing number of staff to do the work, in order for providers to complete the RBI with fidelity. The SIT continues to engage in conversations and problem-solving about staffing and time.

The remainder of Year 3, the SIT focused on the SEFEL/Pyramid Model and engaged in TAP-IT Cycle 3, completing the program-level *Benchmarks of Quality*. As described earlier, the team engaged in conversation about the BoQ over the course of several months, which resulted in much clearer understanding of the components, identification of a goal to increase Tier 1 indicators, and making significant increases (250%) towards that goal. The primary indicator that was put into place in three of the four counties, was to implement universal social-emotional screening. Within a couple of months, the SSIP directors in those counties reported how just doing the screenings was increasing social-emotional knowledge in the early intervention staff and changing how they were approaching and providing services. The *Family Coaching Checklist* was originally identified as a measure of provider practices in the SEFEL/PM, however it has not been consistently utilized and the SIT agreed to come back to discussions after gathering additional TA. In the meantime, the NCPMI has developed a draft *Early Interventionist Pyramid Model Practitioner Fidelity Tool* that will replace the *Family Coaching Checklist*. The Targeted TA provided through the NCPMI will inform the SIT's decision making regarding the utilization of the new practitioner fidelity tool. Until then, the SIT is not collecting fidelity measures on the provider level but will continue to complete the *Early Intervention BoQ* to ensure the infrastructure pieces are in place to support practitioner practices with fidelity. Again, data showing increases in the number of IFSPs with social-emotional outcomes indicates increased staff competency in identifying related issues which could be linked to the additional SEFEL/PM trainings, as well as the implementation of universal social-emotional screening.

The emphasis on building capacity in Reflective Coaching to support the implementation of all evidence-based practices has continued throughout Year 3. The intention was to measure fidelity of coaching at each of the quarterly EBP Reflective Coaching Sessions with a self-assessment using the *Coaching Practices Rating Scale.* Adjustments to both the form and the collection process were made in an effort to improve the quality and quantity of data but the process and data collection has continued to prove challenging. Through the ongoing coaching that the MITP staff receive from Shelden and Rush, it was learned that the *CPR Scale* was never intended to measure fidelity. Rather it was meant as a guide to self-reflect on the components of each characteristic of coaching. Shelden and Rush use a formula as they review coaching logs to determine if fidelity is met, approaching, or not observed. This formula quantifies the number and type of questions the coach uses as well as the utilization of the characteristics of coaching and natural learning environment practices. Shelden and Rush provide this

training to local jurisdictions through two-days of on-site training followed by six months of support through coaching log reviews. All four SSIP counties have had Shelden and Rush in for the onsite training. Three of them have participated in the six-month follow-up with coaching logs, although one was several years ago with many different staff members. The MSDE decided to build on those experiences to increase capacity of coaching by offering the Master Coach training and support statewide. The intent is that Master Coaches in local programs will be able to reinforce coaching strategies through a defined set of strategies and criteria with staff who have also completed the universal level of coaching training and support to meet fidelity.

Regardless of the EBP, the MITP continues efforts to build understanding and capacity in using fidelity measures within reflective practices as a mechanism to coach, develop, and sustain providers and programs. Creating the time and space to truly reflect on process and procedures is challenging to implement even for those who embrace the concept. The State will continue to partner with local programs to identify and address the systemic issues that contradict reflective practices.

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

In Phase III Year 3, the MITP continued building on and strengthening the foundational objectives of participation and learning that began in Years 1 and 2, including providing high quality professional learning opportunities and high-quality coaching and resources to support ongoing implementation.

Professional learning opportunities included statewide Training of Trainers on the revised MD IFSP Process and Document as well as refresher SEFEL/PM training in three of the four SSIP counties. The DEI/SES rounded out the year's professional learning activities with statewide regional Early Childhood PLOs, focusing on the fidelity of implementation of evidence-based practices to build comprehensive birth-kindergarten systems. Data reflect participants' perceptions of high-quality professional development and increases in knowledge.

The EBP State Content Expert Team continued efforts to strengthen understanding and implementation of reflective coaching as the adult interaction style to support local implementation of the RBI and SEFEL model. Again, data indicate that the quality of the majority of coaching opportunities at all levels was reported as "Very Good/Excellent". The summer 2018 EBP Reflective Coaching Session gave participants an opportunity to reflect on the SSIP "journey" at the State and local levels. Individuals and teams shared concrete examples of their progress in building capacity in coaching practices and in integrating the EBPs. Overwhelmingly, they shared sentiments of gratitude for the State-provided opportunities to grow their professional and program practices.

Data clearly shows that resources created to support implementation of EBPs are widely accessed. This is evident in the number of times websites are visited, especially the Child Outcomes Gateway, participants in both training and coaching opportunities at State and local levels, and respondents to surveys.

The medium-term outcomes related to implementation continued to build on previous activities and are discussed throughout this report. In general, infrastructure improvements were noted through stronger, higher performing teams both at the State and local levels, as is evident in the improved communication

and collaboration within the TAP-IT process. The ongoing collaboration with intra- and inter-agency partners also continues to grow beyond sharing of information to conducting cross-sector professional development, such as the SEN training, and influencing infrastructure development, as in the State SEFEL/PM Leadership Team adopting the *BoQ* based on the MITP/SIT experiences with TA. The PDG B-5 grant also provides a clear mechanism and expectation to build a comprehensive, mixed delivery system of care and education for young children that the DEI/SES will continue to be a part of. It is expected that Year 4 and beyond will only continue to broaden these types of cross-system collaborations and build the effectiveness of all teams to bring the State closer to the desired long-term outcomes.

The four LITPs implementing the three identified EBPs continue to move through the stages of implementation at their individual rate for each practice. Three of the four LITPs report the implementation of the RBI as "planning for full implementation" and one in the "initial" stage. Likewise, three also report being in the "initial" stage of implementation for the SEFEL/PM, while one self-identifies in the "installation" phase. This reflects much of the work done in the SIT during Year 3 and an advancement in the stage of implementation of the SEFEL/Pyramid Model compared to self-reports at the end of Year 2. The identification of the stage of implementation for reflective coaching shows the greatest variances across the four counties. Two consider themselves "planning for full implementation", one is in the "initial" stage, and one in the "installation" stage. This also illustrates programs making progress with implementation as all four reported being in the "initial installation" stage last year.

As conversations around the use of fidelity tools to measure implementation at the provider and program level continue, so too, does the evolution of understanding the evidence-based practices models in their entirety. All three of the SSIP EBPs have fidelity tools created by the model developers. As discussed in the Year 2 report, the RBI is believed to be a more concrete practice to define and measure. The *Benchmarks of Quality* for programs and providers also clearly outline the components of the SEFEL/Pyramid Model, once the time is taken to fully understand the indicators. Effectively measuring implementation of Reflective Coaching though continues to be elusive. Initially, the *Coaching Practices Rating Scale* was thought to be one way to measure, however coaches reported a lack of understanding for some of the concepts and thus frustration with self-assessment. The installation of Master Coaches in Maryland is an effort to bring clarity and fidelity to coaching practices as measured by the definition provided by Shelden and Rush. The MITP continues to highlight the value of reflective practices and emphasizes the need for the State and local programs to address how the infrastructure impacts the true implementation of reflective coaching, including the identification of an evidence-based teaming model that utilizes Reflective Coaching as the mechanism to build team capacity.

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

d. **Measurable improvements in the SiMR in relation to targets**

The MITP SiMR focuses on an increased rate of growth of positive social-emotional skills and relationships for infants, toddlers, and preschool age children with developmental delays/disabilities in

four LITPs, as measured by Part C Indicator 3A, Summary Statement #1. As reported in the Phase III Year 1 report, baseline data and targets were adjusted for 2015/2016 due to a change in methodology in data collection of birth to kindergarten child outcomes. Targets for the four LITPs increase by one percentage point each year through FFY 2018. Table 13 below shows the baseline data (2015/16), target and actual data for 2016/17 (July 1, 2016-June 30, 2017), and the target and actual data for 2017/18 (July 1, 2017 - June 30, 2018), and the target for 2018/19.

Table 13. Indicator 3A, Summary Statement #1 Baseline, Targets and Results for Infants, Toddlers, and Preschoolers Across the Four SSIP Jurisdictions

2015/2016 Baseline	2016/2017 Target	2016/2017 Actual Data	2017/2018 Target	2017/2018 Actual Data	2018/2019 Target
47.23%	48.23%	50.84%	49.23%	50.59%	50.23%

The four jurisdictions' aggregate data for 2017/2018 remained steady and continued to exceed the 2017/2018 target by 1.36 percentage points.

F. Plans for Next Year

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

Reflecting on Year 3 implementation and outcomes data, the MITP will continue building on and strengthening current strategies and add a few additional improvement activities to be implemented in Year 4. These include:

- Training and six months of coaching support from Shelden and Rush to the first cohort of Master Coaches (February 2019-September 2019);
    - Continued planning for ongoing support to Master Coaches after Sept. 2019;
    - Planning for the next cohort of Master Coach training, possibly in 2020;
- A written protocol for SEFEL/PM training, to include planning with leaders using the BoQ;
- Continue linking SIT work with the MD State SEFEL/PM Leadership Team;
- Roll out of the revised MD Personnel Standards (Guidelines and Database) requirements for early intervention providers and recommendations for preschool special education providers;
- MSDE and Maryland Department of Health (MDH) to continue discussions and collaboration around MA billing for early childhood special education EBPs;
- Begin revisions to the preschool component of the MD IEP to ensure implementation of EBPs and smooth transitions from Part C services;
- Continued development of revised online IFSP reporting capabilities to support local and State decision-making and to make correlations to implementation of EBPs;
- Research to identify differences in IFSP outcomes based on the type of child and family assessment completed (*RBI, SAFER,* or *Natural Routines and Environments section of the IFSP*); and
- SSIP evaluation plan components in monthly EBP collaborative meetings to ensure alignment of relevant data collection and planning activities.

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

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

The MITP continues to define and refine data collection measures and methods. In Year 3, the SIT and LITs realized the importance of program-level fidelity measures to ensure the infrastructure is in place to support implementation of EBPs to achieve intended results. This work will continue and provide the foundation for integrating provider-level fidelity measures that have long been a part of the evaluation plan but that have proved challenging to embed into program practices. The MITP recognizes the value in fidelity measures not only for evaluation of the SSIP work but to also support ongoing personnel and program development through a reflective and growth-based stance.

Specifically, the SIT will continue using the *Part C Program Benchmarks of Quality* to guide at least the first TAP-IT Cycle in Year 4. As explained in previous sections, the team will need to review the revised document and determine if there is a need to adjust current strategies for effective implementation of the SEFEL/PM model and to identify next goals and action steps. Additionally, it is anticipated that upon the release of the *Early Interventionist Pyramid Model Practitioner Fidelity Tool* from the NCPMI, the SIT will review and discuss the document in order to reach consensus about the utility of it to measure

fidelity of provider practices and to guide reflective coaching conversations. The MITP expects that the SIT and the LITs would use the provider-level fidelity tool to establish goals and action steps to measure progress towards implementation with fidelity.

Although not originally noted, the *Coaching Feedback Questionnaire* will be distributed to all Master Coach training participants. The data will be compared to the data collected from this tool used at the Quarterly EBP Reflective Coaching Sessions to guide decisions about next steps in the Maryland State coaching infrastructure.

The MITP will employ the revised online IFSP reports to more easily and accurately gather data on the number of IFSP with outcomes that are: functional and routines-based; aligned to the early childhood outcomes, especially outcome one; and linked to social-emotional services. The MITP is also anticipating being able to supplement the online reporting with an external research project to look at the quality of IFSP outcomes compared across the three child and family assessment options (*RBI, SAFER*, and the *Natural Routines and Environments section of the IFSP*).

Improvement in child outcomes data is the ultimate measure of SSIP progress. The MITP has engaged in multiple activities over the last three years to ensure accuracy of child outcomes data, including a heightened focus on authentic assessment, revised B-K COS Process training and competency checks, and revision of the IFSP process and document to meaningfully integrate the COS process. The impact of those activities however, will not likely be realized in statewide data until all processes are consistently completed with fidelity. Then the data has to reflect families that enter and exit the program after fidelity is well-established. Given that the SSIP programs are still at various stages of implementation and fidelity, the latter condition is not realistic at this point. The SIT though is beginning to explore other measures or methods that might indicate the change in practice that would be expected given the stage of implementation, such as comparing entry level COS ratings with current children vs. entry ratings from years past.

In general, the MITP, with input and guidance from the external evaluators (AnLar) and in collaboration with stakeholders, will continue to monitor evaluation activities and modify data collections, measures, and/or expected outcomes as appropriate.

3. **Anticipated barriers and steps to address those barriers**

Although anecdotal reports of more meaningful integration of the EBPs is occurring, the SIT continues careful and critical consideration of the ability of providers to truly internalize the evidence-based practices in a way that allows for full implementation within a service delivery model. The SIT meetings provide the time and space needed for continued open communication and ongoing reflection, sharing successes and challenges, and joint problem-solving. The MITP highlights the lessons learned in the SSIP counties at Statewide professional learning opportunities as a way to begin planning for scaled implementation in other counties as well.

Time continues to be the most significant barrier to implementation and evaluation of EBPs. It is important that expectations on all levels acknowledge the time that the change process necessitates to truly change behaviors and practices, fully implement models with fidelity, and result in improved outcomes for children and families. The MSDE continues to message this and share literature about

the gap between research and practice in the early childhood special education field. Furthermore, through Systems Coaching, the MSDE B-K liaisons partner with local leaders to think about ways to innovatively use discretionary funding to "create more time" by shifting roles and responsibilities of existing staff and exploring the possibility of creating new positions to support staff.

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

The MITP continues to actively participate in a variety of national technical assistance activities, including the Social-Emotional Outcomes (SEO) Collaborative, sponsored by the NCSI in partnership with ECTA, the Integrating Outcomes Learning Community, and the COS Data Community of Practice. Participation in these groups and the associated technical and programmatic support continues to be beneficial in supporting systems change in Maryland. Additionally, Maryland is a participating member of the NCPMI Targeted TA: Pyramid in the Part C SSIP group that has guided much of the SIT work with the *Part C Program BoQ*. The MITP anxiously awaits the release of the *Early Interventionist Pyramid Model Practitioner Fidelity Tool* from the NCPMI as well as the technical assistance for its implementation. Similarly, the release of the *Indicators of High-Quality Inclusion tool* and technical assistance is highly anticipated. The MITP staff also continue to participate in national TA from the Center of Excellence for IECMHC with cross-system partners. These social-emotional specific TA forums, combined with regular support for Part C and Part B 619 from the OSEP TA Center, provide Maryland with a strong network of TA providers and opportunities. The MITP does not have additional support needs at this time but feels strongly connected with the TA community if it should become necessary.

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