Maryland’s SEFEL Story: From Initial Implementation to Current Best Practices

Margo Candelaria, PhD, Kate Wasserman, MSW, LCSW-C, & Tresa Hanna
Agenda/Objectives:

- **Context:** Maryland’s History with the Pyramid Model

- **Focus:** Master Cadre Launched to support workforce implementation of best practices

- **Tracking:** OMS System to Support Fidelity and Monitor the Implementation Story

- **Planning:** Potential for OMS and Data story to illustrate impact of the work
Initial Supporters

Al Zachik, MD BHA

MSDE

Maryland State Department of Education

Equity and Excellence

#LEADINGCHANGE
Maryland’s History with the Pyramid Model

• Back in 2006 Maryland met the Pyramid!
  • Goal 1- Statewide sustainability
  • Goal 2- Support the professional development of an early childhood workforce in understanding the CSEFEL Pyramid Model
  • Goal 3- Evaluation
  • Building on PBIS
Maryland’s History with the Pyramid Model:

- MSDE Funded Wave of Trainings from 2006 – 2009 across the state, focusing on training trainers for sustainability
- SEFEL State Leadership Committee formed
  - Representatives from:
    - Behavioral Health Administration
    - State Dept of Education
    - Mental Health Clinics
    - Early Childcare Consultants & Childcare Resource Centers
    - Libraries
    - Higher Ed
So:

• Organize resources
• Kids get help early
• Do stuff that’s likely to work
• Provide supports to staff to do it right
• And make sure they are successful
Race to the Top Early Learning Challenge Grant

• Project 7 Addressing the health and behavioral needs of children through a coherent set of Early interventions and prevention programs

• OMS
• Website
• On-line Training Modules
• Leadership Summits with PBIS
• Building Training and Coaching pool
Maryland’s History with the Pyramid Model:

• Some counties and school systems were early adopters
  • Prince Georges County
  • Montgomery County
  • Washington County
  • Dorchester County

Pyramid Model OMS’ start
Separate OMS system in existence for MSDE
Funded consultation
SEFEL Training & Coaching OMS piloted internally in 2016-17 school year, launched state-wide with the cadre in December of 2017.

Statewide SEFEL Story
Survey – who is doing what where?
Maryland State-Wide SEFEL Survey:

Distributed to key stakeholders and SEFEL leadership to provide lists of known providers
Did individual outreach through project and county contacts
Distributed September through November 2017
115 responses as of 11/29/17

Survey Content Focus:
- Who was trained
- Their role in SEFEL
- How they were trained
- Training/coaching experiences
  - How, When, Where
- Organization info
- Based on questionnaires provided by Pyramid Consortium
Which of the following statements describes your role in SEFEL implementation? (Please select all that apply)
Do you have experience delivering or receiving SEFEL Coaching?
Please select your experience delivering and/or receiving SEFEL Coaching below. (Select all that apply)
How often do you provide SEFEL Coaching?

- 1 time per year
- 2-5 times per year
- 6-12 times per year
- Monthly
- Other

#LEADINGCHANGE
2017 – Launch of State-Wide Cadre Community of Practice:

• In an effort to support this network, and for Cadre members to connect with and learn from each other as well as other states and national experts, we host a monthly community of practice focused on supporting cadre members to deliver principles and practices related to coaching to support SEFEL implementation in its various forms across different settings.

• Community of Practice calls will begin in January 2018 and will offer Cadre members support, including TA from National Pyramid Consortium leadership, around collectively identified topics including:
  • Strategies for engaging workforce and families in coaching models
  • Models of coaching (embedded and external, local and distance, etc.)
  • Components of Practice-Based Coaching
  • OMS system for Tracking Coaching Activities
  • Evaluation and Fidelity Monitoring for Practice-Based Coaching
  • Incorporating SEFEL training modules into various settings with different audiences
Cadre Community of Practice:

- **Goal of the Cadre:** Our goal is to build and grow capacity and fidelity to the SEFEL Pyramid Model across the state. This Cadre follows a model replicated in other states facilitated by the National Pyramid Consortium to develop a statewide network of experts in the Pyramid Model and invest in their ability to support the early childhood workforce, young children, and families in a variety of settings.

- Invitation to apply process – asking for commitment of time and dissemination of the model.

- 30 members that represent: childcare resource centers, ECMH Consultants, resource staff in school systems, head start staff and others.
We asked they spend most of your work time

<table>
<thead>
<tr>
<th>Master Cadre Work Sites Webinar 1.22.18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publicly Funded</td>
</tr>
<tr>
<td>AM</td>
</tr>
</tbody>
</table>

2 people listed two work sites.
Focus on Bringing Practice Based Coaching to Fidelity
We surveyed about priorities:

- Accordingly, we are working to:
  - TPOT training in June 2018
  - Webinars on coaching practices (including fidelity measures and reporting within OMS!)
# Cadre Components

<table>
<thead>
<tr>
<th>Cadre Component</th>
<th>Implementation Target</th>
<th>What it qualifies you to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPOT Assessment</td>
<td>Preschool Classroom Fidelity</td>
<td>Assess Fidelity of SEFEL Implementation in Preschool Classrooms</td>
</tr>
<tr>
<td>TPTITOS Assessment</td>
<td>Infant/Toddler Classroom Fidelity</td>
<td>Assess Fidelity of SEFEL Implementation in Infant/Toddler Classrooms</td>
</tr>
<tr>
<td>Practice-Based Coaching</td>
<td>Support of Implementation of SEFEL across a range of settings</td>
<td>Provide Coaching to Early Childhood Workforce</td>
</tr>
<tr>
<td>Positive Solutions for Families</td>
<td>Supporting Parents of Preschoolers</td>
<td>Train and coach parents and caregivers</td>
</tr>
<tr>
<td>Parents with Infants Modules</td>
<td>Supporting Parents of Infants &amp; Toddlers</td>
<td>Train and coach parents and caregivers</td>
</tr>
<tr>
<td>SEFEL Infant/Toddler &amp; Preschool Modules</td>
<td>Train, coach and support implementation of SEFEL in a broad-range of child-focused settings</td>
<td>Support implementation of SEFEL in a range of early childhood settings</td>
</tr>
<tr>
<td>Program-Wide and Leadership Modules</td>
<td>Development of leadership and administrative systems to support implementation.</td>
<td>Support leadership teams</td>
</tr>
<tr>
<td>Trauma-Informed and Other Specialized Targets</td>
<td>Supporting specialized populations</td>
<td>Support implementation of SEFEL with respect to target and specialized populations</td>
</tr>
</tbody>
</table>
Social Emotional Foundations for Early Learning Outcomes Monitoring System

The SEFEL Outcomes Monitoring System (OMS) was built to support the SEFEL initiative in Maryland. The SEFEL OMS provides ongoing fidelity and outcomes monitoring of programs using SEFEL for the state of Maryland which help to enhance children’s social/emotional development and school readiness. The OMS evaluation will help to improve training and implementation efforts and also provide data that helps move programs to implement SEFEL in a more standardized way.
## Trainings

### Current Filters: None

**add a training**

<table>
<thead>
<tr>
<th>Action</th>
<th>Trainer</th>
<th>Training Completed</th>
<th>County/Jurisdiction</th>
<th>Training Date</th>
<th>Date Entered</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="#" alt="view" /></td>
<td>Jurisdiction Lead-Trainer</td>
<td>Infant and Toddler - Module 1</td>
<td>ALLEGANY</td>
<td>10/13/2017</td>
<td>10/13/2017</td>
</tr>
<tr>
<td><img src="#" alt="view" /></td>
<td>Jurisdiction Lead-Trainer</td>
<td>Parent - Module 2</td>
<td>CARROLL</td>
<td>07/06/2016</td>
<td>07/06/2016</td>
</tr>
<tr>
<td><img src="#" alt="view" /></td>
<td>External CoachTrainer</td>
<td>Infant and Toddler - Module 1</td>
<td>ANNE ARUNDEL</td>
<td>05/19/2016</td>
<td>05/19/2016</td>
</tr>
<tr>
<td><img src="#" alt="view" /></td>
<td>Test Trainer</td>
<td>TPOT - Reliability Training</td>
<td>ALLEGANY</td>
<td>04/08/2016</td>
<td>04/08/2016</td>
</tr>
<tr>
<td><img src="#" alt="view" /></td>
<td>External CoachTrainer</td>
<td>Preschool - Module 2</td>
<td>CALVERT</td>
<td>04/08/2016</td>
<td>04/08/2016</td>
</tr>
<tr>
<td><img src="#" alt="view" /></td>
<td>Internal CoachTrainer</td>
<td>Infant and Toddler - Module 3</td>
<td>QUEEN ANNES</td>
<td>04/08/2016</td>
<td>04/08/2016</td>
</tr>
</tbody>
</table>

#LeadingChange
OMS Report: What Strategies are used?

<table>
<thead>
<tr>
<th>Coaching Strategy used</th>
<th>%</th>
<th>Coaching Strategy used</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective conversation</td>
<td>35</td>
<td>Side-by-side verbal</td>
<td>15</td>
</tr>
<tr>
<td>Observing</td>
<td>35</td>
<td>Provide materials/resources</td>
<td>12</td>
</tr>
<tr>
<td>Problem solving discussion</td>
<td>33</td>
<td>Performance Feedback verbal</td>
<td>11</td>
</tr>
<tr>
<td>Goal setting/planning</td>
<td>31</td>
<td>Side-by-side gestural</td>
<td>7</td>
</tr>
<tr>
<td>Modeling</td>
<td>16</td>
<td>Role-Play</td>
<td>1</td>
</tr>
<tr>
<td>Other help</td>
<td>15</td>
<td>Manipulate environment</td>
<td>1</td>
</tr>
</tbody>
</table>

Not reported: Performance feedback written, video/review teacher, video demonstration, graphing
OMS Report: How many Strategies are used in a session?

- 37, 49%
- 14, 19%
- 12, 16%
- 8, 11%
- 3, 4%
- 1, 1%
Moving Forward

Using Data to Inform the Work!

• Having access to their system-wide data at all times allows coaches, program administrators and state funders to engage in CQI process as they see trends as well as the impact of work over time.

• Regular review of program reports can help coaches and programs extract data and understand what it means. Do their coaches need support/encouragement/additional TA to increase the range of coaching strategies used in sessions, or vary and individualize the joint goals?
Lessons Learned So Far...

• Building a system and waiting for them to come!
  • Build an open system, as roles and programs are fluid (e.g. someone might be an internal coach, and external coach, and a supervisor all in one day!)
  • Help them understand the reasoning behind the data collection (everyone hates paperwork!).
  • How to make it work for them!

• Need to think through long-term buy-in. What are motivators?
  • Recognition system for childcare centers and preschools in SEFEL.
  • Revenue generating for independent coaches as the model grows more mainstream in the field.
Questions, thoughts, ideas?