

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150016

Grants.gov Tracking#: GRANT11760297

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

10/14/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Maine Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

016000001

* c. Organizational DUNS:

8090455450000

d. Address:

* Street1:

State House Station #23, 111 Sewall Street

Street2:

* City:

Augusta

County/Parish:

* State:

ME: Maine

Province:

* Country:

USA: UNITED STATES

* Zip/Postal Code:

04333-0023

e. Organizational Unit:

Department Name:

Maine Department of Education

Division Name:

Leadership

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mrs.

* First Name:

Joanne

Middle Name:

C.

* Last Name:

Holmes

Suffix:

Title:

Federal State Legislative Liaison

Organizational Affiliation:

Maine Department of Education

* Telephone Number:

207-624-6669

Fax Number:

207-624-6700

* Email:

jaci.holmes@maine.gov

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Application for Federal Assistance SF-424*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.): [Add Attachment](#)*** 15. Descriptive Title of Applicant's Project:**

ME Preschool Expansion

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant 01, 02

* b. Program/Project ME-ALL

Attach an additional list of Program/Project Congressional Districts if needed.

 Add Attachment **17. Proposed Project:**

* a. Start Date: 01/01/2015

* b. End Date: 12/31/2018

18. Estimated Funding (\$):

* a. Federal	3,497,319.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	3,497,319.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach.

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr. * First Name: James

Middle Name: E.

* Last Name: Rier

Suffix:

* Title: Commissioner of Education

* Telephone Number: 207-624-6620 Fax Number: 207-624-6700

* Email: jlr.rier@maine.gov

* Signature of Authorized Representative: Walter Beesley * Date Signed: 10/14/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Walter Beesley	Commissioner of Education
APPLICANT ORGANIZATION	DATE SUBMITTED
Maine Department of Education	10/14/2014

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DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
☒ Prime ☐ SubAwardee
 * Name:
 * Street 1: Street 2:
 * City: State: Zip:
 Congressional District, if known:

6. * Federal Department/Agency: <input style="width: 90%;" type="text" value="US Department of Education"/>	7. * Federal Program Name/Description: <input style="width: 90%;" type="text" value="Preschool Development Grants"/> CFDA Number, if applicable: <input style="width: 20%;" type="text" value="84.412"/>
---	---

8. Federal Action Number, if known: <input style="width: 90%;" type="text"/>	9. Award Amount, if known: \$. <input style="width: 80%;" type="text"/>
--	---

10. a. Name and Address of Lobbying Registrant:
 Prefix: * First Name: Middle Name:
 * Last Name: Suffix:
 * Street 1: Street 2:
 * City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)
 Prefix: * First Name: Middle Name:
 * Last Name: Suffix:
 * Street 1: Street 2:
 * City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

*** Signature:**
*** Name:** Prefix: * First Name: Middle Name:
 * Last Name: Suffix:
Title: **Telephone No.:** **Date:**

Federal Use Only:

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program... **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

VE_Preschool_Expansion_GEPA_427.pdf

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Requirements – Section 427

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), Maine Department of Education (DOE) and all participating school administrative units (SAUs) plan to review existing policies and procedures to ensure that every aspect of the ME Preschool Expansion project fully aligns with the requirements of Section 427. This review of the MDOE and the SAU policies will occur prior to the beginning of the project. Upon completion of the reviews steps will be taken, as needed and no later than February 2015, to revise, modify, or develop new policies and procedures for complete alignment and compliance with Section 427 to ensure equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services provided by the federally funded Preschool Expansion Grant.

The ME Preschool Expansion grant is focused on supporting high need communities and high need children and will provide access to any of the proposed activities by children, teachers, school staff, and parents regardless of gender, age, race, color, national origin, or disability. For example:

For Grant Participants:

Professional development and coaching are offered by grant staff for all participants and every effort will be made to eliminate unfair barriers to their participating, such as translating written materials from English to Spanish, or Braille. Specialized electronic equipment and other needed accommodations will also be made available to those who request it.

For Grant Personnel:

The grant participants will follow stringent affirmative action procedures that are mandated by law for hiring personnel, including active recruitment of members of traditionally under-represented groups, documentation of these procedures, and written justification for any hire decisions. The State has a comprehensive Affirmative Action Plan (AAP) committed to creating a workforce that reflects the diversity of qualified individuals in the labor market. It is the policy of the State to recruit, hire, train, and promote persons in all job titles, without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, or other extraneous consideration not directly and substantively related to merit or performance. Employment decisions and personnel actions, including, but not limited to compensation, benefits, promotion, layoff/recall, transfer, termination, and training are based on the principle of ensuring equal employment opportunity and affirmative action.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Maine Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: James Middle Name: E.
* Last Name: Rice Suffix:
* Title: Commissioner of Education

* SIGNATURE: Walter Beasley

* DATE: 10/14/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

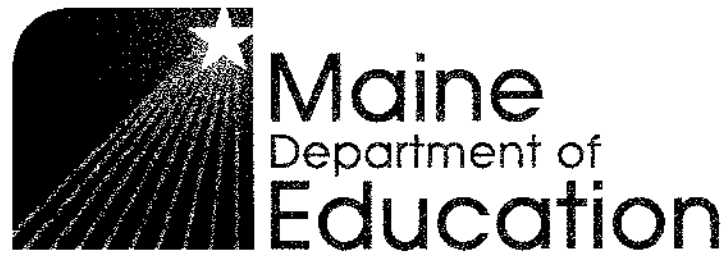
- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design, including a brief description of the sample, including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:



ME Preschool Expansion

Part 2: ED Abstract Form

Abstract

ME Preschool Expansion

Applicant: Maine Department of Education

Maine is well-poised to create/expand high-quality public preschool programs utilizing the strengths on extensive interagency coordination, collaborating with key partners (Head Start, Maine Home Visiting and local child care), implementing requirements outlined in recent legislation, and capitalizing on the excitement about early childhood education throughout the state. The Maine Department of Education engaged thirteen school districts, School Administrative Units (SAUs) in Maine with the highest numbers of children receiving free-and-reduced lunch who had no public preschool or were previously unable to meet the needs of the community. All SAUs have or will have a formal partnership with their regional Head Start grantee to deliver full day, full week programming with the “wrap around supports” Head Start requires to *all* preschool children. The grant will support the development or expansion of fifty-five classrooms by Year 4. Maine’s Preschool Expansion grant has eight ambitious, but achievable goals:

Goal 1: Use Maine's Early Learning Development Standards across all early childhood sectors and for all children to guide curriculum, instruction and assessment.

Goal 2: Require all public preschool programs to meet Maine's Public Preschool Program Standards and ensure compliance through a statewide system of monitoring and support.

Goal 3: Coordinate preschool programs and services at state and local levels with all sections that support early learning and development.

Goal 4: Maine's SLDS will improve linkages from birth-3rd grades.

Goal 5: Measure and achieve child outcomes that predict school readiness.

Goal 6: Create new and/or expand high-quality preschool programs in communities with high numbers of children 200% FPL and below during each year of the grant.

Goal 7: Create and sustain strong partnerships between Maine DOE and subgrantees to meet grant requirements.

Goal 8: Create a seamless birth-3rd grade continuum at state and local level in the twelve subgrantee SAUs.

The Preschool Expansion Grant funding has the potential to transform preschool programming in Maine and make significant progress toward a true birth-3rd grade system for children, families, teachers, and administrators.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

ME_Preschool_Expansion_Grant_Part_3.pdf

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)



ME Preschool Expansion

Part 3: Project Narrative Attachment Form
Application Narrative, Including:
Response to Selection Criteria and Sub-criteria
Response to Competitive Preference Priorities

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Selection Criteria

A. Executive Summary (10 points).

The Maine Department of Education has set eight ambitious and achievable goals in this proposal:

Goal 1: Use Maine's Early Learning Development Standards across all early childhood sectors and for all children to guide curriculum, instruction and assessment.

Goal 2: Require all public preschool programs to meet Maine's Public Preschool Program Standards and ensure compliance through a statewide system of monitoring and support.

Goal 3: Coordinate preschool programs and services at state and local levels with all sections that support early learning and development.

Goal 4: Improve data linkages from birth-3rd grade in Maine's State Longitudinal Data System (SLDS).

Goal 5: Measure and achieve child outcomes that predict school readiness.

Goal 6: Create new and/or expand high-quality preschool programs in communities with high numbers of children 200% FPL and below during each year of the grant.

Goal 7: Create and sustain strong partnerships between Maine DOE and subgrantees to meet grant requirements.

Goal 8: Create a seamless birth-3rd grade continuum at state and local level in the twelve subgrantee SAUs.

To determine where to target Preschool Expansion Grant funding the Maine Department of Education (Maine DOE) approached districts with the highest free-and-reduced lunch counts and where there was no public preschool currently; in Maine districts are called School Administrative Units (SAUs) Maine DOE then focused on districts looking to expand-either by number of classrooms to better meet the community need and/or expanding the existing programs to full day/full week as required by the funding. The Maine DOE has letters of understanding from thirteen SAUs encompassing almost every county in the state and creating or expanding partnerships with every Head Start grantee. In three districts there are partnerships with local child care agencies. Although the majority of the classrooms for most districts will begin in Year 1, there are classrooms beginning each year in the larger SAUs. Maine is

completing the process of promulgating *Public Preschool Program Standards* into rule (Chapter 125, Basic School Approval) and this process will be completed by January 2015. All new and expanded preschool programs will have to adhere to these standards whether or not they are a part of this grant. Maine's *Public Preschool Program Standards* meet or exceed the criteria set forth in this RFP.

Maine DOE has set child outcome targets in this proposal that are ambitious but achievable with the support of the training, technical assistance and family engagement this funding provides and the Department will measure the targets using both local and norm-referenced assessments.

The outpouring of support across a broad group of Maine stakeholders has been overwhelming. Rarely has the Maine DOE seen such excitement about a new opportunity. The Appendix contains letters of support from: Maine Principals' Association, Maine School Management Association, Maine Children's Alliance, United Ways, Maine Children's Growth Council, Maine Association of Special Education Coordinators, Fight Crime/Invest in Kids, Maine Early Learning Investment Group, John T. Gorman Foundation-to name just a few.

Maine has been careful not to allocate more than five percent of the grant funding to state infrastructure and is strategic in the use of those funds-e.g. creating a Public Preschool Monitoring position between Maine DOE and Child Development Service (CDS-Part B, 619) and a Project Manager position to oversee the grant implementation.

Ninety-five percent of the grant funding has been allocated to twelve SAUs and budgets submitted were carefully reviewed to ensure that very little money was used to cover administrative costs. These budgets were also reviewed by the Maine DOE Director of Finance to ensure that all possible forms of subsidy were being used in local budgets using the state's Essential Programs and Service (EPS) funding formula to ensure sustainability after grant funding. Most of the classrooms will begin in September 2015. All subgrantees have signed an initial Letter of Understanding (LOU) and will be required to execute a more detailed MOU within 90 days of the grant award. In order to be considered as partners with the Maine DOE in this proposal, each potential subgrantee had to give evidence and/or show commitment to providing and/or enhancing culturally and linguistically appropriate outreach and communication efforts in order to ensure that all families, including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children in available

programs. Because these requirements are a huge part of federal Head Start regulations, the partnerships are critical and these services will be required for *all* children in the preschool classroom-regardless of family income.

Evidence for selection criterion (A):

- (A)(3) and (A)(7) Information contained in Table A for the number of Eligible Children to be served each year of the grant and the number and percentage of State Preschool Program slots.

See Federal Table A in the application package

- (A)(4) Documentation of the structural elements in the definition of High-Quality Preschool Program.

See Illustration D, Section B(4) p. 14-15

- (A)(5) Set of expectations for school readiness.

See Section C(2)(c) pp. 46-48

- (A)(6) Letters of support from stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils.

See Appendix 1

- Any other supporting evidence the State believes will be helpful to peer reviewers.

See Appendix 2-16

B. Commitment to State Preschool Programs (20 points).

The extent to which the State has demonstrated its commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High-Quality Preschool Programs for Eligible Children, as evidenced by—

(1) State Early Learning and Development Standards (2 points)

Maine Goal 1: Use Maine's Early Learning Development Standards across all early childhood sectors and for all children to guide curriculum, instruction and assessment. (Progress to date below)

Maine's Early Learning Guidelines, what children should know and be able to do at the end of preschool, were jointly developed in 2003-04 and adopted in 2005 by the Maine Department of Education (Maine DOE), the Maine Department of Health and Human Services (Maine DHHS) and a stakeholder group representing all sectors of the early childhood community. They were designed to be used within and across a wide range of early learning settings: public preschool, Head Start, subsidized and private child care programs, nursery schools, family child care homes and informal child care settings. Maine Roads to Quality (MRTQ), the professional development network for early childhood professionals in the state, developed and delivers this 30-hour training available in on-line and face-to-face formats. This training is required for all Head Start programs and any child care provider or program moving to a Level 3 or 4 on

Maine's Quality Rating and Improvement System (QRIS). Maine public preschool programs must use the *Maine's Early Learning Guidelines* to align curriculum and assessments.

In 2007, under the auspices of Maine DHHS, a representative stakeholder group was formed and developed guidelines called *Supporting Maine's Infants and Toddlers*. They are divided into three age ranges: birth-8 months, 8-18 months, and 18-36 months. Each age range covers four areas: 1) Development into Social Beings, 2) Strong and Healthy Bodies, 3) Effective and Creative Communication, and 4) Curious Minds. These guidelines are accompanied by examples of child behavior and specific suggestions for providers to encourage development. Ideas for organizing the environment and meeting the principles of universal design are provided for each age range.

Over the past two years, a Maine DOE, Maine DHHS and a cross-agency group have been revising *Maine's Early Learning Guidelines*. This document, currently in final draft, is due to be completed by December 2014. The new document is titled *Maine Early Learning and Development Standards (Maine ELDS)* and aligns with the Common Core State Standards in language/literacy and math (Maine's college and career ready state standards for English language arts/literacy and mathematics). It contains all of the domains from the earlier document-Social-Emotional, Approaches to Learning, Social Studies, Creative Arts, and Science. The Science domain aligns to the Next Generation Science Standards. Domains where national standards have not been created/adopted continue to align to Maine's most current K-2 Learning Results.

Maine ELDS also reflects recent research on early language/literacy and numeracy. The ultimate goal is to have all the standards from birth-third grade available in an on-line document to all teachers, providers, administrators, home visitors, parents and anyone else who works with children along this continuum. **(See Appendix 2 for examples from each domain.)**

Maine ELDS are inclusive of all children, including children who are English Language Learners and children with special needs. The 2013 *WIDA Early English Language Development Standards-2.5-5.5 years* will become part of the *Maine ELDS*. When completed, *Maine ELDS* will include references and guidance on individualizing and differentiating instruction for children with special needs as well as resources for addressing cultural competence and diversity.

Maine ELDS aligns with the *Head Start Early Learning and Development Framework (HSELDF)*, which is particularly important for Head Start programs in partnership with public schools. (See Appendix 3)

The final *Maine ELDS* document will include examples of appropriate practice for each indicator and guidance for environments and materials. The funding from this grant will enhance the creation of a *Maine ELDS* website with links to videos, information and appropriate assessments for each domain. In order to be approved by MDOE, public preschool programs will have to demonstrate how their curricula and assessments align to these standards. The stakeholder group is planning a forum in January/February 2015 for roll-out to early childhood educators. (See Section C(1) pp 27-29)

- (2) **The State's financial investment, if any, and the estimated number and percentage of children, including if known, the estimated number and percentage of Eligible Children, served in State Preschool Programs over the last four years (6 points);**

Description of the Maine Essential Programs and Services (EPS) Formula Beginning in 2005-06, Maine's school funding formula became an adequacy-based formula entitled "Essential Programs and Services". Using a cost analysis, the State establishes the amount, level and cost of education components needed in each School Administrative Unit (SAU) to ensure all students have equitable opportunities to achieve proficiency in state learning standards. The essential programs and services allocation calculated for each school depends upon student, staff and school characteristics, resulting in unique EPS foundation operating cost rates for each Local Education Agency (LEA). By statute, the state share percentage of the total EPS foundation operating costs is %. Local share for each LEA is calculated on the basis of property valuation and local communities may choose to raise more than their required EPS foundation operating costs. The State subsidizes % of approved EPS special education costs for most LEAs, and up to % for minimum subsidy receiving LEAs.

District-Based Components:

Density/Sparsity of Small Schools

Additional State subsidies are provided to geographically isolated school and island schools.

Grade Level Differences

The number of staff approved for Preschool-8 and 9-12 grade spans vary depending upon EPS established ratios and costs which result in different EPS allocations based on grade span and size for each LEA, and different levels of state subsidy funds provided to each LEA.

Declining Enrollment or Growth

Adjustments for declining enrollment are provided based on the difference between the average of the two most recent census counts and the average of the six most recent census counts.

Capital Outlay and/or Debt Service

All expenditures for school construction that are approved by the State Board of Education are subsidized by the State.

Transportation

The total of subsidized transportation operating funds for each LEA is calculated on a funding formula that reflects LEA student density and miles traveled each year. Additional adjustments are provided for island schools, out-of-district special education costs, and ferry services.

Charter Schools

LEAs must forward the student's allocations to any approved public charter school a student chooses to attend.

Student-Based Components:**Special Education**

The State subsidizes (b)
(4) % of approved Essential Programs and Services special education costs for all non-minimum subsidy receiving LEAs.

Low Income / Compensatory Education / At-Risk

The State provides additional subsidies for all children eligible for free or reduced lunch in each LEA based on a 1.15 pupil weighting.

English Language Learner/Bilingual Education

The State provides additional subsidies for all ESL children based on weightings of between 1.525-1.70, depending upon the number of eligible children in each LEA.

Gifted and Talented Education

The State subsidizes approved EPS gifted and talented costs.

Career and Technical Education

The State subsidizes approved EPS career and technical education costs.

Preschool Education (Targeted Funds)

The State provides additional subsidies for public preschool program children based on a 1.10 pupil weighting which is reflected in Illustration A.

Illustration A Targeted Funds for Preschool Programs

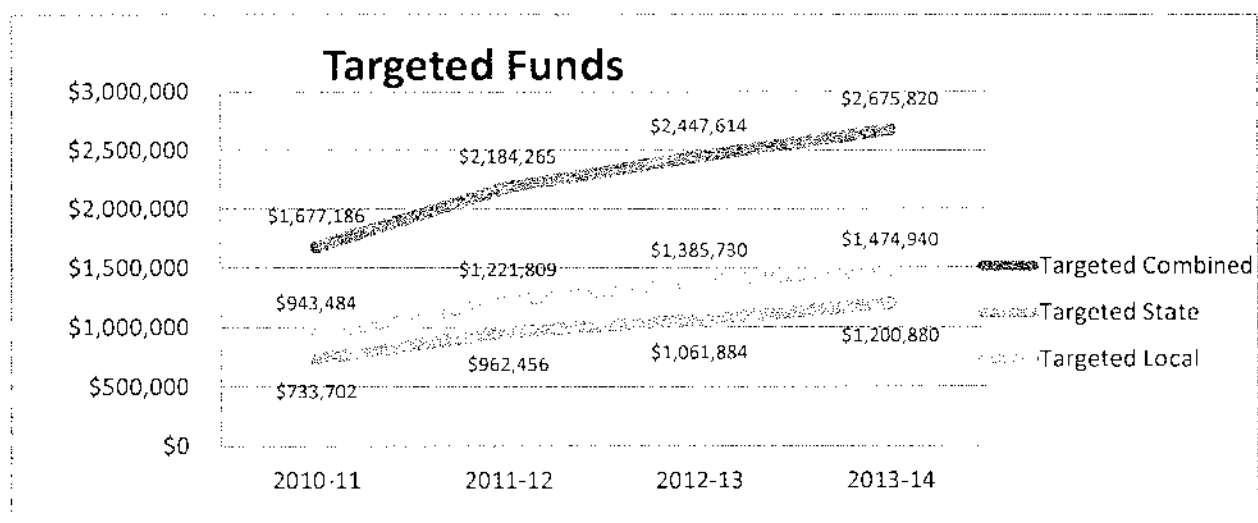


Illustration B reflects the combined district-based and student-based funds of the EPS funding formula that make up the Basic Allocation funds.

Illustration B Basic Allocation Public Preschool Programs

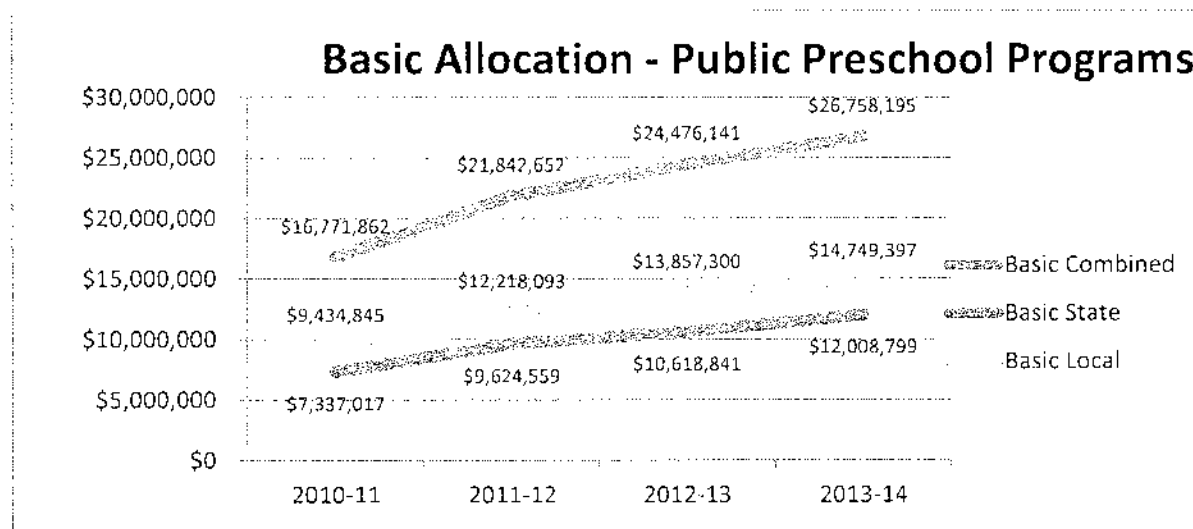


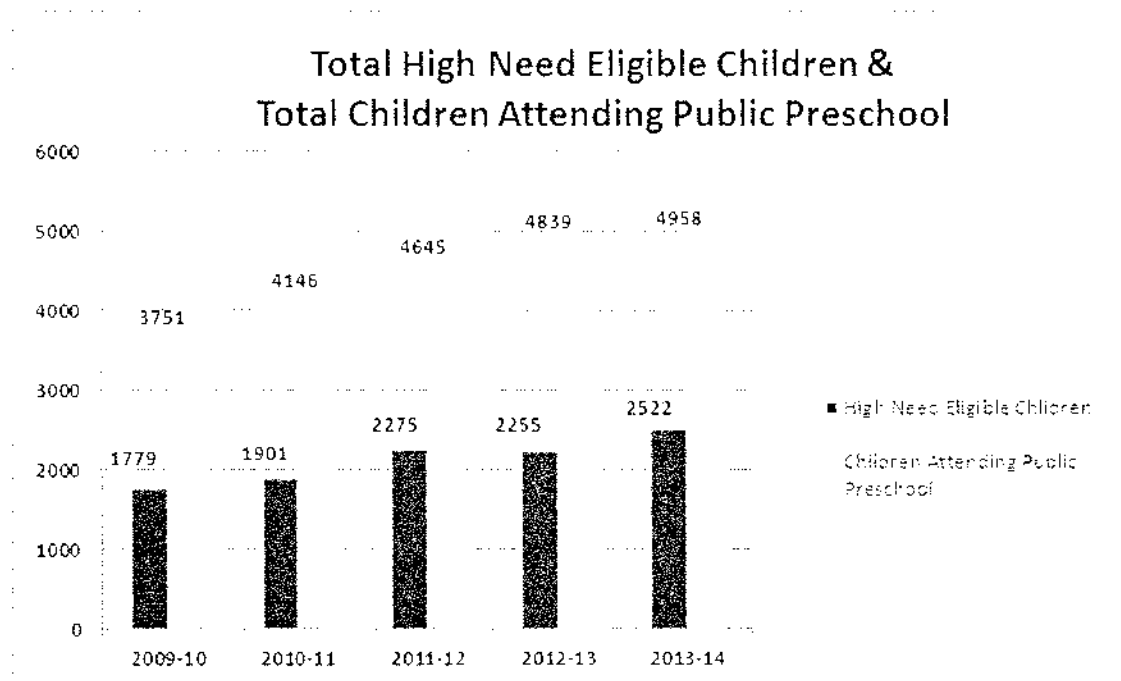
Table B of the Federal Application reports the combined Basic Allocation and Targeted funds that have supported public preschool programs in Maine through the EPS funding formula.

According to the U.S. Census Bureau's 2012 American Community Survey one year estimates, 40,236 of the 79,448 Maine children under the age of six lived below 200% of Federal Poverty Level (FPL). Thus, more than half of Maine's young children, 51% live in low income homes. To determine the four year old cohort Maine DOE divided the total number of children under age six, 79,448, by six which equals 13,248 four year olds 13,248 multiplied by .51 (51%) determined the number of four year olds living at 200% FPL or below-6756 children.

See Table B, Lines 4, 5, 6 & 7 of the Federal Application

Illustration C below shows the current number of high-need children attending public preschool.

Illustration C Total High Need Eligible Children & Total Children Attending Public Preschool in Maine



(3) Enacted and pending legislation, policies, or practices that demonstrate the State's current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children (4 points)

Maine has a thirty-seven year history of legislation aimed at strengthening early childhood programming. Over the past ten years there has been an emphasis on coordination and collaboration across state departments, creating new and refining existing programs, and providing new or increased funding. This coordination provides a strong foundation for building the reform agenda for the Preschool Expansion Grant and allows Maine to set ambitious and achievable goals. The three tables below show Maine's: 1) Legislation, 2) Policies and 3) Practices.

Table 1. Legislation

<i>Increased State Agency Collaboration and Coordination in Children's Programming</i>	
1977	Joint order of the Legislature required the Departments of Health, Education and Mental Health Mental Retardation and Substance Abuse Services to coordinate their work regarding children.
1980	Statutory language enacted to ensure Maine DOE coordinated service delivery for children with disabilities ages 3-5 statewide.
<i>Increased Focus on Early Childhood Education and Development</i>	
1983	20-A MRSA §4251 enacted to encourage school districts to placed increased emphasis on instruction and curriculum for all children ages 4 to 9. Pilot funding helped establish public pre-K programs, which

	then became part of the State subsidy beginning in FY87. (Maine DOE).
2006	20-A MRSA Chapter 606-B established a new Essential Programs and Services school funding formula which included both a subsidy for public preschool programs and a targeted weight for kindergarten through grade 2. (Maine DOE)
2007	20-A MRSA 4502(2); LD 560 – established <i>Maine's Early Learning Guidelines</i> (now in statute.)
2007	22 MRSA §262 enacted the provision of funding for universal home visiting in Maine. Maine Department of Health and Human Services (MDHHS)
2011	Chapter 77, (LD 1504), 125 th Legislature Resolve, to Ensure a Strong Start for Maine's Infants and Toddlers by Extending the Reach of High Quality Home Visitation was passed. Requires MDHHS to present (by Feb 2020) a report on home visiting that includes a plan for sustainability, quality assurance, investment in infrastructure and coordination with local resources. (MDHHS)
2011	Maine Families Home Visiting funding diversifies, moving from full funding from tobacco settlement funds to a blend of State CCDF match (with goal-directed partnership activities) and State child welfare funds (directed for the purpose of prevention of child maltreatment). (MDHHS)
2012	LD 1422 enacted- establish as a goal that children enter kindergarten prepared for the learning experiences that primary school provides. The chief indicator of progress is the percentage of children that enter kindergarten prepared for learning experiences in the kindergarten curriculum as determined by a common measuring tool and process. (Legislator's bill)
2014	LD 1530, Public Law 2013, Chapter 581 enacted encourages voluntary development of universal preschool. Joint Committee on Education was aware that there was a national focus on early childhood as well as significant cross departmental work in Maine enhancing the early childhood system in the state. The statutory revisions support continued expansion of public preschool programs, as well as refinement of program standards to ensure a level of quality. (Appendix 4)
2014	LD 1850, Resolve 2013, Chapter 114 enacted; establishes a commission to Strengthen the Adequacy and Equity of Certain Cost Components of the School Funding Formula. In particular the commission is to review the targeted funds for preschool to grade two, and the physical space and facility capacity and project the school facility costs for implementing public preschool programs in the state. (Appendix 5)
<i>Increased Focus on Child Care Improvement</i>	
1993	22MRSA §3733 appoints Maine DHHS as administering agency for child care funds. (MDHHS)
2001	22MRSA §3737 authorizes differential rate payment for services that meet or make substantial progress toward meeting nationally recognized quality standards (MDHHS)
2005	36MRSA §5219 – updates quality child care tax credit (originally passed in 1998) (MDHHS)
<i>Creation of Structures to Engage Community in Planning and Coordinating Children's Services</i>	
1993	22MRSA §3739 creates Child Care Advisory Council (MDHHS)
2008	5MRSA §24001 establishes the Maine Children's Growth Council (MCGC). Governor designates MCGC as the State Early Childhood Advisory Council (as outlined in the Head Start Reauthorization Act (MDHHS).

Table 2: Policies

Policies	
Key policy and initiatives that have laid the groundwork for Maine's early childhood reform work:	
1995	Maine DOE requires Kindergarten screening. The purpose of kindergarten screening is to identify students who may be exceptional or at risk of school failure. The plan for the use of screening days must be part of the school administrative unit's Comprehensive Education Plan and contains at least the following information: the objectives of screening, the qualifications of personnel, the instruments to be used, the data to be collected and analyzed, and how decisions will be made based on screening.
1999	MDHHS establishes Maine Roads to Quality (MRTQ), Maine's Early Care and Education Career Development Center, awarding the contract to University of Southern Maine. MRTQ supports and promotes early childhood workforce development.
1991-2010	Maine DOE and MDHHS sign a series of detailed interagency agreements articulating the specific roles and responsibilities for the coordinated implementation of early intervention and special education and related services. Most recent update was 9/15/10 for the coordination of early intervention services.
2003	Maine is one of 17 states funded under School Readiness Indicators: Making Progress for Young Children.

	<p>a partnership funded by the Packard, Kauffman and Ford foundations. This uses child well-being indicators to build a change agenda in states and local communities in order to improve school readiness and ensure early school success. There are three objectives:</p> <p>Objective 1: To create a set of measurable indicators related to and defining school readiness that can be tracked regularly over time at the State and local levels.</p> <p>Objective 2: To have states and local governments adopt this indicators-based definition of school readiness, fill in the gaps in data availability, track data over time, and report findings to their citizens.</p> <p>Objective 3: To stimulate policy, program, and other actions to improve the ability for all children to read on grade level by the end of third grade.</p>
2004	<p>Executive order leads Maine DOE Commissioner to initiate a task force to examine pre-K 16. The task force develops a plan for an integrated and seamless public special education system in Maine. Starting All Students Ready for Kindergarten is one of four major recommendations addressed. The task force recommends that Maine take the following steps, all of which have been accomplished:</p> <ol style="list-style-type: none"> 1. Establish early learning guidelines; 2. Develop certification standards for the universal pre-K personnel; 3. Establish transition guidelines for children served in the early care and education settings to ensure effective transitions into the preK-16 system; and 4. Establish regional "hubs" which would allow, for example, the Regional Resources, Healthy Maine Partnerships, Communities for Children, and the early care and education programs to work together under a common vision.
2005	An Maine DOE/MDHHS cross-department work group develops Early Learning Guidelines for children ages 3 to 5 which is cross-walked with Maine's Learning Results standards and Head Start domains. These guidelines are required to be utilized by MDHHS child care subsidized programs, and by Maine DOE regional Child Development Services sites and contracted providers. A work group has begun updating these guidelines to ensure their coordination with the Common Core and recent early childhood development research.
2006	Maine DOE adopts a Unified Special Education Regulation Birth to Age 20 (previously birth to K and school-age special education regulations were separate). This leads to greater understanding of the continuum of expectations and services for children under the federal Individuals with Disabilities Education Act (IDEA).
2008	MDHHS implements standards of practice for home visiting contracts with community agencies statewide.
2008	Maine Expanding Inclusive Opportunities Team is established; it's a federally funded initiative designed to build on existing State efforts to provide inclusion opportunities for children with disabilities and their parents.
2008	<p>Quality for ME, Maine's Quality Rating and Improvement System (QRIS), is fully implemented. This tiered system with four steps provides financial incentives to providers to participate. MQRS has three goals:</p> <ul style="list-style-type: none"> • To recognize early care and education programs that provide quality care; • To encourage providers to increase their level of quality; and • To provide parents with identifiable standards of quality.
2008	Maine DOE establishes a public preschool Community Collaboration Coach Model. This was initially funded by a Pew Center on the States PreK Now grant to Maine DOE, Head Start Collaboration Funds (MDHHS) and funds from the Maternal and Child Health Early Childhood Systems Initiative (MDHHS). Current funding includes IDEA Early Intervention Funds, Head Start Collaboration Funds and MIECHV funds.
2011	Maine DOE leads revision of the Early Learning and Development Standards originally developed in 2005, back mapped to the Infant Toddler Guidelines and forward mapped to the Common Core (Maine's college and career ready standards).
2014	Maine DOE develops proposed Chapter 124 of the Department of Education Regulations to establish quality standards for public preschool programs.
2014	In July of 2014, the State of Maine contracted with the University of Maine, in partnership with the University of Southern Maine's Cutler Institute of Health and Social Policy at the Muskie School of Public Service, to conduct a year-long study of <i>Quality for ME</i> , Maine's quality rating and improvement system. The goal of this study is to make recommendations to the Office of Child and Family Services (OCFS) for revisions to this system. During the next year, the project staff will form a stakeholder Advisory Committee

to meet quarterly to provide oversight to the revision process, review feedback and practitioners and parents, and help guide the development of the final recommended revisions.

Project staff will conduct regional focus groups to allow practitioners to examine recommended revisions and provide suggestions. The project plans to reach out to both practitioners who work at programs that are already participating in *Quality for ME* as well as those who are not enrolled, to better understand the benefits and challenges posed by the current *Quality for ME* system.

This process will include building on recommendations from the 2011 *Quality for ME* Validation Study conducted by researchers at the University of Southern Maine and gathering best practice information from other states.

Table 3: Practices

Practices

The following practices are aligned with policies and legislation to support progress toward high quality birth to five early learning and development systems:

- 1987 Public preschool funding is included in annual State subsidy to schools. (Maine DOE)
- 1991 Medicaid policy is aligned with the types of medically necessary services that are needed for children birth to 20 under the federal IDEA. (MDOE/MDHHS)
- 2005 Maine DHHS is reorganized to include a Division of Early Childhood within the new Office of Child and Family Services. (MDHHS)
- 2006 Maine DOE adopts the Essential Programs and Services (EPS) school funding formula which includes both a subsidy for public preschool programs and a targeted weight for pre-K through grade 2. (One of the primary drivers in Maine's school funding formula calculation is student count, pre-K through Grade 12. Four-year olds who attend public preschool programs are included in the pre-K through 2 supplemental adjustment -- an extra 10 percent above the normal per-pupil allocation.)
- 2006 Maine implements "Touchpoints", an approach to enhancing the competence of parents and building strong family-child relationships from before birth through the earliest years, establishing the basis for children's healthy development (MDHHS).
- 2008 The MDHHS Early Childhood Division creates a Quality Rating and Improvement System (QRIS) to identify early care and education programs based on their level of quality (Quality for ME).
- 2008 Maine adopts affiliation with Parents as Teachers (PAT) as the national model required of all sites. Maine PAT training team is developed; home visiting becomes part of the Maine Roads to Quality Registry, and all State-funded Maine Families Home Visiting staff are required to be Certified Parent Educators through the Registry (MDHHS).
- 2013 Maine's SAIEL Team begins meeting on a monthly basis with the Developmental Pediatricians (IHOC) Group to discuss and plan for integrated developmental screening across early childhood personnel. Agreement has been reached to have all early childhood personnel utilize one of two developmental screenings, and to have all personnel trained to be reliable in the two instruments. This will expedite referrals to the necessary agencies for subsequent services, and is more efficient for the children and families.
- 2013 Maine becomes part of a federally funded 10 state consortium to develop a formative Kindergarten Entry Assessment to inform instruction.
- 2013 Maine Children's Growth Council Professional Development Accountability Team (PDAT). PDAT is founded to integrate the early childhood professional development systems in Maine – birth through age 8. Professional Development as defined by the National Association for the Education of Young Children (NAEYC) combines Education, Training and Technical Assistance. The PDAT is made of representatives from:
 - Child Development Services
 - Maine DHHS Centers for Disease Control
 - Head Start Collaboration office
 - Child Care Centers
 - Head Start Directors
 - Maine Roads to Quality Professional Development Network
 - University of Maine Center for Community Inclusion and Disability Studies (CCIDS)
 - Head Start Training and Technical Assistance office

- Maine DOE/Public Pre-K
- Maine DHHS Office of Family and Children's Services (OFCS)

The current task is to locate and map the existing supports for education, training and technical assistance in Maine (birth through age 8). Survey data has been analyzed and a plan for a symposium in December 2014 is underway. The lead speaker will discuss the value of aligning professional development systems and how that influences positive child outcomes.

- (4) **The quality of existing State Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program; compliance with Program Standards; and support for program monitoring and improvement, which may be accomplished through the use of a TQRIS (4 points)**

Maine Goal 2: Require all public preschool programs to meet Maine's Public Preschool Program Standards and ensure compliance through a statewide system of monitoring and support. (Progress to date described below.)

Compliance with Program Standards

In 2007, Maine DOE convened a stakeholder group of early childhood professionals to review current research and develop recommended quality standards of program practice. The *Recommended Quality Standards of Program Practice* have been posted on the Maine DOE's website since that time. (See **Appendix 6**) Many SAUs used these recommended quality standards in designing their programs. When a Head Start agency or child care provider partners with local schools, their programs must be at a Level 4 on Maine's Quality Rating and Improvement System (QRIS), which requires accreditation by the National Association for the Education of Young Children (NAEYC) for center-based child care and nursery schools, National Association of Family Child Care (NAFCC) accreditation for family child care or a successful Head Start Performance Review. However, if SAUs are operating preschool classrooms on their own, the *Recommended Quality Standards of Program Practice* have not been required. This has left Maine with an unequal playing field, holding Head Start and child care programs to a higher standard than public schools. Although partnerships are strongly encouraged by the Maine DOE, the "double standard" could sometimes lead public schools to avoid working with potential program partners.

In January 2014, Maine DOE reconvened a stakeholder group made up of representatives from organizations/constituencies required by the Education and Cultural Affairs Committee of the Maine State Legislature to address the "double standards" problem. The *Public Preschool*

Program Standards Group reviewed the 2007 standards, and made recommendations for further refinement based on the most current research. The new standards raise the expectations for public preschool programs and put them on par with Head Start regulations and Maine's QRIS. The *Public Preschool Program Standards* will move to a rule will be promulgated within the next month and will be included in Basic School Approval, Chapter 124 through Maine's Administrative Procedures Act. The proposed date for completion of this process is January 2015. Maine meets or exceeds the federal high quality program requirements required by this grant through a combination of the program standards, Chapter 124, and several components of the Essential Programs and Services Funding Formula. Every school involved in this preschool expansion proposal will have to meet these standards at start-up or expansion. Illustration D below shows how Maine meets/exceeds standards of High-Quality Preschool Programs.

Illustration D High Quality Preschool Program Standards

Component	Regulatory Section of Rule Chapter 124	Essential Programs and Services (EPS)
1. High staff qualifications	Sec 7. Quality of Educational Personnel Bachelor's degree and 081 certification for the lead teacher and at least an Associate's degree for the assistant teacher with an Educational Technician II authorization	
2. High quality professional development		There is an allocation in EPS on a yearly basis to support professional development.
3. Child to staff ratio of no more than 10:1	Sec 6 School Administrative Unit Organization and School Size Child to adult ratio 8:1	
4. Class size of no more than 20	Sec. 3. Class Size -- Maximum of 16 children	
5. Full day program	Sec. 5. Instructional Time -- Minimum of 10 hours per week. Extended public preschool program required by subgrantees in this proposal.	
6. Inclusion of children with disabilities	Sec 4. Curriculum and Sec. 12 Coordinated Public Preschool Programs	
7. Developmentally appropriate, culturally and	Sec. 4. Curriculum and Comprehensive Assessment	

linguistically responsive instruction	System. Must align with Maine's ELDS Must be research-based.	
8. Individualized accommodations and supports	Sec. 4. Curriculum. Must align with Maine's ELDS Must be research-based and meet IEP goals.	
9. Instructional staff salaries comparable to salaries of the local K-12		Basic Allocation for salaries and benefits – Salary based on years of experience, degree level and regional adjustment; percentage for benefits for elementary school teachers, which includes public preschool teachers.
10. Program Evaluation	Sec. 17. Preschool Program Monitoring	
11. On site or accessible comprehensive services for children and community partnerships	Sec. 12. Coordinated Public Preschool Programs	
12. Evidence based health and safety standards	Sec. 8. Nutrition, Section 9 School facilities	

See Appendix 7 for more details of Maine Department of Education Regulation, Chapter 124

Beyond the adoption of high quality program standards and EPS funding, two data collection tasks are underway as a result of a pair of laws passed by the Maine State Legislature in 2014: *Public Law 2013, Chapter 114 (Resolve to Establish the Commission To Strengthen the Adequacy and Equity of Certain Cost Component and Public Law 581-Establishment of Universal Voluntary Preschool.* **(See Appendices 4 & 5 for laws)** *Phase One* survey, sent to all superintendents in September 2014, collects information about physical space, facility capacity, transportation needs, operational costs (current and projected) and partnerships. All SAUs must complete the survey, whether or not they already have a preschool program. The data from this survey will inform a report by MEPRI to the Maine State Legislature in its next session, beginning January 2015, to determine funding adjustments and allocations.

Phase Two of the survey which will be sent directly to each preschool teacher by the end of October is designed around the proposed Maine's *Public Preschool Program Standards*. The results of this survey will determine a baseline for program quality. The proposed timeline for

SAU compliance to the new *Public Preschool Program Standards* is 2015-16 for new programs (note that compliance will be mandated for any program using funds from this grant) and by 2016-17 for all SAUs. The Maine DOE will use the data obtained from this survey to develop a statewide plan for deploying its current and future Public Preschool Professional Development Coaches to provide targeted, evidence-based training and technical assistance to improve program quality and child outcomes. (See **Appendix 8 for copies of both surveys**)

Monitoring and Support

Four major initiatives are underway at this time with the goal of determining a baseline of preschool classroom quality and beginning support to preschool programs: 1) Creating state infrastructure; 2) Integrating public preschool programs into Maine's Quality Rating and Improvement System (QRIS) 3) Using the Classroom Assessment Scoring System (CLASS) tool to measure program quality; and 4) Providing targeted training and technical assistance to help teachers meet program standards.

1) Create state infrastructure

Public Preschool Program Standards include a provision for ongoing monitoring and improvement. *Maine Department of Education Regulation Chapter 124 Basic School Approval Public Preschool Program Standards* will have a specific section on monitoring, which reflects the following requirements:

- 17.01 Public preschool programs, including partnerships, will complete the electronic Public Preschool Program Annual Report online and submit to the Maine Department of Education no later than 30 days after the end of the school year.
- 17.02 Each public preschool program, including partnerships, will receive a site visit by the Department no less than once every three years.
- 17.03 The review will utilize observational instruments, implemented by qualified individuals with demonstrated reliability, that assess:
 - A) compliance with the program standards,
 - B) classroom quality, and
 - C) multiple dimensions of teacher-child interactions that are linked to positive child development and later achievement.

17.04 The results of this classroom evaluation will be shared with the teacher and principal and a plan for training and technical assistance will be developed. The electronic Annual Report in 17.01 above will serve as a yearly desk audit component of the monitoring system.

In addition, Public Law 2013, Chapter 581 during the last Legislative Session the Maine Department of Education granted a part-time (.8FTE) position to specifically coordinate the monitoring of the public preschool program standards. The Maine DOE will increase the position to full time (1 FTE) through a Legislative Change Package process. **See Appendix 9 Administrative Report of Work Content for the position**

2) Integrate public preschool into Maine's Quality Rating Improvement System (QRIS)

In July of 2014, the Maine DHHS contracted with the University of Maine (UMaine) and the University of Southern Maine (USM) to conduct a year-long study of *Quality for ME*, Maine's QRIS. The goal of this study is to make recommendations to the Maine DHHS Office of Child and Family Services (OCFS) for revisions to this system. Currently, Maine's stand-alone public preschool programs are not part of its QRIS. The Advisory Committee includes Maine DOE's Early Childhood Consultant and had its first meeting on September 2014. The Advisory Committee will meet quarterly to provide oversight to the revision process, review feedback from practitioners and parents, and help guide the development of the final recommended revisions. The goal is to integrate public preschools into the QRIS during the revision process.

In order to gather input on the revisions, UMaine/USM project staff will conduct regional focus groups to allow practitioners to examine recommended revisions and provide suggestions. The project will include both practitioners who work at programs that are already participating in *Quality for ME* as well as those who are not enrolled including public preschool teachers and administrators, to better understand the benefits and the challenges posed by the current *Quality for ME* system. This process will include building on recommendations from the 2011 *Quality for ME* Validation Study conducted by researchers at UMaine/USM and on gathering best practice information from other states.

3) Using the CLASS tool to measure program quality

Maine DOE sponsored a cross-systems training on the Classroom Assessment Scoring System (CLASS) tool in September 2014 for sixteen observers from Child Development

Services, Maine's Part B-619 agency, (See p.20) Maine Roads to Quality (Early Care and Education Development Network) (See pp 75-77) and Maine DOE. Once reliable, each of the CLASS observers will complete five observations of public preschool classrooms. In addition, they will also use an environmental checklist to determine classroom/equipment needs and the *CASETools Checklist for Providing/Receiving Early Intervention Supports in Child Care Settings* (Rush & Shelden, 2012). Classrooms observed on the first round will be geographically distributed throughout the state. For the first time, Maine DOE will have baseline data on preschool quality on over 50% of its publicly funded classrooms. Maine DOE plans to sponsor training for a second group of observers as well as a CLASS Trainer training in order to build state infrastructure across all early childhood systems. As part of ongoing monitoring, all public preschool classrooms will be observed at least once every three years.

4) Providing targeted training and technical assistance to support teachers and administrators meet program standards.

In September 2014, Maine DOE contracted three Public Preschool Professional Development Coaches. Unlike the previous work of the Maine DOE coaches, these professionals will be responsible for providing targeted, evidence-based training and technical assistance to teachers, not working to develop collaborations (now done by Department staff). The Coaches will use will use the data from the *Phase Two* survey (See Appendix 8) to provide training and technical assistance in the following areas:

- Effective learning-centered instruction using the revised Early Learning and Development Standards
- Implementing curriculum using research-based instructional strategies
- Supporting teachers and schools in meeting Public Preschool Program Standards, including the use of CLASS data
- Integrating public preschool programs into the kindergarten-third grade continuum
- Creating communities of practice designed to foster continuous improvement in public preschools

(5) The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool-aged children, including, if applicable, programs and

services supported by title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act (42 U.S.C. 9831 et seq.), and the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.) (2 points)

Maine's Goal 3: Coordinate preschool programs and services at state and local levels with all sections that support early learning and development. (Progress to date described below.)

Maine DOE, Maine DHHS and Child Development Services (CDS) play a major role in the coordination of preschool programs and services through its State Agency Interdepartmental Early Learning team (SAIEL). **(See Section B(6) for a detailed description of SAIEL pp. 24-27)** Representatives from SAIEL are members of the Maine Children's Growth Council. (Early Learning Advisory Council). Created by statute in 2008 as "the voice" of early childhood, the Maine Children's Growth Council is charged with achieving sustainable social and financial investments in the healthy development of Maine's young children and their families. The Council does that through: policy and system change recommendations made to the Governor and the Legislature; community and state leadership; collaboration, planning and monitoring; and widespread efforts to educate the people of Maine about the importance of the first few years of life. The Council is a public, non-governmental entity and its duties include, but are not limited to:

- A. Reviewing and addressing the recommendations of the Commission to Develop a Strategic Priorities Plan for Maine's Young Children, establish pursuant to Resolves 2007, Chapter 136.
- B. Advancing and implementation a long term plan building on *Invest Early in Maine: A Working Plan for Human Early Childhood Systems, 2007 Edition* published by the Maine DHHS. In order to achieve sustainable social and financial capital investment in the health development of Maine's young children and their families, the plan must include goals, benchmarks and strategies, and specific priorities.
- C. The Council shall consult and coordinate with relevant state and community entities including but not limited to the Child Care Advisory Council, the Office of the Child Advocate, the Maine DOE, Maine DHHS, Maine Children's Alliance, the Maine Association of Community Service Providers, and Health Maine Partnerships.
- D. Monitoring and evaluation progress in accomplishing the plan's vision, goals and benchmarks, including measure of outcomes and quantifiable performance indicators.

- E. Updating and revising the plan on a biennial basis to reflect experience with the plan, changing economic and demographic conditions in the State, and evidence regarding the impact of recommended investments on economic growth and productivity of the State.

Other State Level Coordination

Title I of the ESEA

Approximately two-thirds of Maine's public schools received Title I support for programming. Until recently, almost all of these schools directed support to students in kindergarten or above. In 2009, with the appointment of a new Maine Title I Program Director, Maine DOE changed direction to support more school wide, early childhood programming. The school-wide model allows preschool programming to be easily incorporated into the school's instructional plan. The number of preschool children served in Title I supported programs has more than tripled in the last five years (from 237 to 878).

Part C and Section 619 of Part B of IDEA

In Maine, the Child Development Services (CDS) system is an Intermediate Educational Unit that provides both early intervention (birth through two years) and Free Appropriate Public Education (FAPE for ages three through five years) under the supervision of the Maine DOE. The CDS system oversees the implementation of special education rules and federal and state regulations statewide, through a network of regional sites.

CDS consists of nine regional sites and a state office. The state CDS office maintains a central data management system and system wide policies and procedures; and it provides centralized fiscal services for regional CDS sites. Regional CDS sites provide case management and direct instruction for families with children from birth through age five. Each site conducts Child Find, which is the process of identifying children with disabilities. Screenings and evaluations are provided in order to identify children who are eligible for services. Regional CDS sites arrange for local services that include early intervention services, and special education and related services and work very closely with public preschool programs in every SAU.

The CDS system has served a steadily increasing concentration of children with very high needs, diagnosed with autism, multiple handicaps and/or other health impairments. These children need a much higher frequency, intensity and duration of services, which is why the expenditure rate for the system has grown at a faster rate than the numbers served. CDS plans to move all of the contracted providers of special education services into the QRIS, and over time help them move to higher steps, thereby increasing the quality of the programs serving these high needs children. Maine's experience is that over 60% of children with special needs have speech and language delays, and that highly skilled teachers working closely with speech/language pathologists can help preschool children obtain needed skills by kindergarten entry (December 1, 2013 Child Count data).

In a recent effort to increase the coordination of CDS services and public preschools the Maine DOE Early Childhood Consultant and the CDS State Early Childhood Special Education Technical Advisor created a joint Memorandum of Understanding (MOU) used in all public preschools beginning Fall 2014. **(See Appendix 10)** The Maine DOE Early Childhood Consultant attends regular meetings with state CDS and Regional CDS Leadership Team (made up of regional site directors) in order to communicate and strategize to ensure public preschools are meeting all IDEA requirements.

Maine DOE and Maine DHHS have a series of detailed interagency agreements articulating the specific roles and responsibilities for the coordinated implementation of early intervention and special education and related services to eligible children. These agreements have moved Maine from a state in which agencies functioned as silos to a state where early childhood education policy is integrated across departments and programs leverage available state and federal funding.

Subtitle VII-B of the McKinney-Vento Act

In August 2014, Maine's Head Start Collaboration Coordinator, Maine DOE's Early Childhood Consultant and CDS leadership staff met with the McKinney-Vento State Coordinator. The group attended this October 2014 McKinney-Vento Training. Maine's Public Preschool Program application will now require SAUs to identify the McKinney-Vento coordinator as well as their recruitment strategies for state approval for public. In addition, the Public Preschool Monitoring Annual Report will require SAUs to include the past year's

accomplishments/challenges on meeting the requirements of this law. The State plans to continue and strengthen the coordinated goal-setting among these stakeholders.

Head Start Act (42 U.S.C. 9831 et seq.)

. 37% of Maine's public preschool programs are in partnership with Head Start grantees; and there are Head Start/public school collaborations in every county in Maine. The details of these collaborations vary widely and are determined by a (OU) between the two entities at the local level. This MOU, which includes a budget detailing program income and expenses, is submitted with a preschool application to the Maine DOE for program approval. In some cases there are partnerships among CDS, Head Start and a public preschool program and there is a three party MOU. **See Appendix 11 for sample MOU**

Child Care and Development Block Grant Act of 1990 (42 U.S.C.9858 et seq.)

When the SAU is beginning to plan a public preschool program, it must show evidence of communication and planning with the local community child care providers and programs in its program application to the Maine DOE. Specifically, that evidence should include:

- Public announcement (in newspaper or local communication venue) of a meeting for all local child care providers and private preschool programs.
- Obtain input from the local community on their "Dreams and Fears" of the creation of a public preschool program. Minutes from this meeting must be submitted with the SAU's preschool application to the Maine DOE.

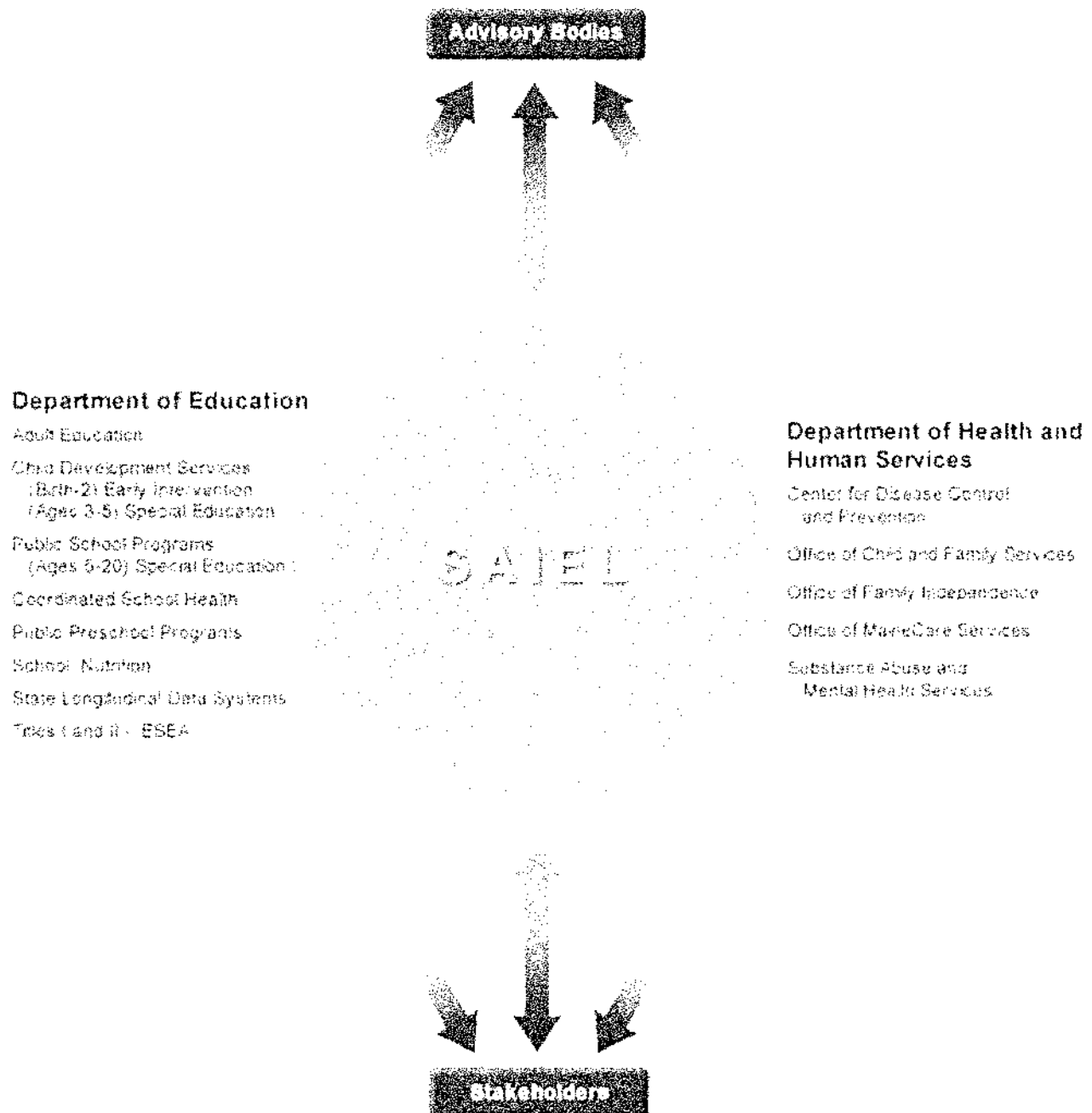
Ideally, SAUs invite the Maine DOE Early Childhood Consultant to discuss requirements for becoming partners with the school system(Level 4 on QRIS, teacher with an 081-ECE Certification) as well as a representative from Maine Roads to Quality (state professional development network) to share information on the supports available: Accreditation Cohorts that include technical assistance and payment of accreditation fees, and the Scholarships Program to be used toward obtaining a degree/working toward the 081 certificate..

(6) The State's role in promoting coordination of preschool programs and services at the State and local levels with other sectors that support the early learning and

development of children, including child health, mental health, family support, nutrition, child welfare, and adult education and training sectors (2 points).

State Level Coordination

Interagency Early Childhood Governance Structure: Based on the need to share and maximize resources, ensure consistent quality of programming, and better serve high-needs children and their educators, the Maine Department of Education and the Maine Department of Health and Human Services have laid the coordinated management of the variety of early learning and development programs they oversee through the State Agency Interdepartmental Early Learning (SAIEL) team. The team has been meeting since August 2011 refining a cross department early childhood work plan, integrating components of each agency's Strategic Plan. (See Appendix 12)



SAIEL Purpose: To serve as the administrative governance structure between the Department of Education and the Department of Health and Human Services to ensure interagency coordination, streamline decision-making, allocate resources effectively, incorporate findings from the various demonstration projects statewide and create long term sustainability for its early learning and development reform.

SAIEL Strategic Focus: Each agency manages programs and funds community or state level services to support young children and their families, but there are different and sometimes inconsistent policies, procedures and structures that lead to inefficiencies, duplication and rough transitions across programs as children age.

Governance: There is a need for consistent coordination across departments to allow efficiency and transparency in policy development and implementation.

- Regularly convene SAIEL Executive Committee (as MaineDOE and DHHS cross-agency working platform)
- Establish multiple communication lines with DHHS and Maine DOE offices
- Seek coordination between various early childhood and agency-specific strategic plans
- Lead and support the resource mapping of the MCGC Sustainability Committee
- Function as a unified coordinating body with joint recommendations to Commissioners/Cabinet

High Quality Accountable Programs: There is a need for clear and consistent progressive standards of quality required across programs to ensure equitable opportunities for children.

- Establish strands in the Quality Rating Information System for PreK and Early Childhood Special Education
- Support Coordination of Head Start, Early Head Start, Public PreK and Child Care programmatic standards
- Support efforts to improve transitioning services for children and families

Promoting Early Learning and Development Outcomes: There is a need for consistent research-informed child outcomes linked to an appropriate continuum-based assessment framework.

- Complete revision of joint (interagency) Early Learning and Development Standards
- Develop Comprehensive Assessment Framework
- Develop protocol for coordinating early learning programming with receiving kindergarten programs

Great Early Childhood Workforce: There is a need for a cross systems state network for professional development that is based on research and evidence based practice that provides fidelity of consistent, quality training and technical assistance.

- Embed Maine ELDS into Core Knowledge Training Program
- Encourage incorporating Maine ELDS into Higher Education degree programs
- Support workforce capacity to expand/improve family engagement and family understanding of child development

State Longitudinal Data Systems: There is a need for coordinated data collection and analysis to inform policy and practice.

- Develop Maine DOE-DHHS MOU for Early Childhood Data Sharing
- Bring CDS into the State Longitudinal Data System (SLDS)
- Develop/refine the research questions to be answered by the REL-NEI project
- Examine status of the early childhood linkage pilots to track participation in Early Head Start, Head Start and Educare. Build on the results of the pilot to link with child care data

Maine's Head Start Collaboration Office Director, Maine Roads to Quality Director, Maine State Library Early Literacy Specialist and the Developmental Systems Initiative Team meet monthly with SAIEL to insure effective communication and promote collaboration.

Local Level Coordination:

Since 2007, state statute has required collaboration in the development and enhancement of preschool programs to ensure that they support one another in the communities. The provision in 20-MRSA§4502(9) states:

Coordinated early childhood programs for children 4 years of age. Any school administrative unit that wishes to develop an early childhood program for children 4 years of age must submit a proposal for approval to the department. Evaluation of the proposal must include consideration of at least the following factors:

- A. Demonstrated coordination with other early childhood programs in the community to maximize resources;
- B. Considerations of the extended child care needs of working parents; and
- C. Provision of public notice regarding the proposal to the community being served, including the extent to which public notice has been disseminated broadly to other early childhood programs in the community.

Maine DOE's public preschool community coaches have facilitated the preschool approval process, and helped to establish links with other community programs and services. This has increased the number of schools that have partnered with top tier QRIS community child care programs, and Head Start to create effective delivery models. Thirty-seven percent of the current 210 public preschool programs utilize this collaborative approach. Public schools and Head Start comprise the majority of partnerships in Maine, and include child health, mental health, family support, family literacy and home visiting, all of the "wrap-around" services mandated by Head Start regulations.

The State's clear position is that the public preschool programs are to work in concert with the community-based providers. This position was strongly reinforced during the most recent Legislative Session, which ending in April 2014. *Public Law 2013, Chapter 581 (An Act to Establish a Process for the Implementation of Universal Voluntary Public Preschool Programs*

for Children 4 Years of Age) requires that by the 2018-2019 school year, each school administrative unit will have at least one public preschool classroom in partnership with community programs and resources as appropriate.

Evidence for selection criterion (B):

(B)(1) Executive summary or brief description of the State's Early Learning and Development Standards, including how the definition is met.

See Appendix 2

(B)(2) Completed table that describes the State's financial investment and number of children served in State Preschool Programs

See Table B of the Federal Application.

(B)(3) Evidence of enacted and pending legislation, policies, or practices.

See Appendices 4, 5, 7 & 12

C.Ensuring Quality in Preschool Programs (30 points)

The extent to which the State has an ambitious and achievable plan to ensure program quality, including a description of how the State will (8 points)--

(1) Use no more than five percent of the funds received over the grant period for State Preschool Program infrastructure and quality improvements at the State level through activities such as--

(a) Enhancing or expanding Early Learning and Development Standards;
Maine's Goal 1: Use Maine's ELDS across all early childhood sectors and for all children to guide curriculum, instruction and assessment. (Planned and/or Grant Funded)

In January 2015, the *Maine ELDS* Steering Committee will be formed with representatives from Maine Roads to Quality (MRTQ), CDS, Maine DOE, Maine DHHS and Head Start. The charge of the Steering Committee will be to oversee development and delivery of cross-sector training on *Maine's ELDS*. Each training will include follow-up technical assistance to ensure that the implementation of the new standards is developmentally appropriate, intentional and individualized for all children-especially for those with special needs and for English Language Learners. *Maine ELDS* training and technical assistance will be piloted in the subgrantee communities and will include invitations to all early learning providers in the SAU-family child care, family friend and neighbor care, private preschools, Head Start, public preschool, and kindergarten teachers. *Maine ELDS* cross-sector training and technical assistance will be a key connection between SAUs and community providers.

If awarded, the grant funding will support the development of a website that not only contains the standards from birth-3rd grade but also has hyperlinks to research, resources and videos of successful implementation strategies.

(b) Implementing Program Standards consistent with a High-Quality Preschool Program

Maine's Goal 2: Require all public preschool programs to meet High-Quality Program standards and ensure compliance through a system of monitoring and support.
(Planned and/or Grant-Funded)

All new and expanded preschool classrooms must meet Maine's *Public Preschool Programs Standards (See Appendix 6)*. The Maine DOE staff will work closely with schools opening new programs and ensure that current/expanded classrooms are meeting the High-Quality Standards. The Maine DOE Program Monitor will conduct site visits and will use an external evaluation process to ensure compliance with *Maine's Public Preschool Program Standards*.
(See Section C(2) pp.35-38)

(c) Supporting programs in meeting the needs of children with disabilities and English learners, including in workforce development;

CDS is currently in a process of revising its CDS program approval process for all preschool providers. Maine's *Public Preschool Program Standards* will influence and inform the CDS program approval revision process, supported by key CDS personnel.

Like the other sectors of Early Childhood Education (ECE) in the State of Maine, CDS as the regulatory body for the Birth-5 Early Intervention (EI)/ Early Childhood Special Education (ECSE) system will maintain the integration of the *Maine ELDS* in their system. Currently, for private preschool providers that seek approval from CDS for special education placement as the Least Restrictive Environment (LRE) based on an Individualized Education Program (IEP) for identified children, CDS requires that all preschool providers be familiar with and utilize *Maine's ELDS* in their choice of ongoing assessment and curriculum. There is a current and ongoing expectation for CDS approved preschool providers to integrate the *Maine's ELDS* in their settings; that way Maine will have a common expectations for both general ECE and ECSE placements for children with identified disabilities across all private preschool providers, Head Start, child care and public preschool settings.

Additionally, the finalization of *Maine's ELDS* is the first step in a thorough revision of the State's standards framework. With these revised standards, CDS will also lead a group of content experts to develop a supplement for the use of differentiated teaching for all children ages 3-5. This will offer detailed and multi-faceted examples of modifications and accommodations for any child. Multi-faceted examples will be in printed text, audio clips, and in a library of video vignettes in addition to national and local resources and select social media resources.

To support the integration of all sectors a full-time CDS/Maine DOE Monitor position will be created using 50% grant funds and 50% CDS funds. This position will be responsible for ensuring subgrantees are meeting the needs of children with disabilities. All public preschool classrooms must enroll children with IEPs as well as those in process of evaluation as required by IDEA.

English Language Learners comprise significant enrollment in only two subgrantee communities-Lewiston (Somali refugee/immigrants) and Westbrook (a larger variety of refugee immigrants from Africa, Southeast Asia and the Middle East). These subgrantees already have many supports in place for children and families and have conducted extensive training with staff and teachers. However, it will be the role of the local Preschool Coach/Coordinator and Public Preschool Monitor to ensure that the workforce needs are met.

As noted in Goal 1, Maine's ambitious and achievable plan is to meet as many workforce needs as possible through cross-sector development of *Maine's ELDS* training/technical assistance. Subgrantees will serve as pilot sites for the new training which will address curriculum alignment, appropriate instructional strategies and authentic assessment-particularly formative assessment to inform instruction.

(d) Conducting a needs assessment to determine the current availability of High-Quality Preschool Programs, including private and faith-based providers and Head Start programs;

The Maine Department of Health and Human Services (Maine DHHS) completed a market survey of child care in Maine in April 2013. In Fall 2014 MDHHS is beginning the process for an updated market survey to be completed by December 2015. Through SAIEL, this information will be shared with Maine DOE who will then share it with the subgrantees.

(e) Establishing or upgrading preschool teacher education and licensure requirements;

Maine is in the beginning stages of revising preschool teacher education and licensure requirements as part of a larger effort to increase the literacy requirements for teacher certification from birth-grade 12. Highlights of this proposal include changing the early childhood certification from Birth-5 to Birth-3rd grade, requiring early childhood certification to include provisional status with full certification after five years as is required of every other Maine teacher certification and to include ongoing practica and student teaching. The start of this State Board of Education and Maine DOE rulemaking is scheduled to begin in fall 2015. (See Appendix 16 for certification proposal)

(f) Improving teacher and administrator early education training programs and professional development;

Maine DOE and Maine Roads to Quality (MRTQ), Maine's Early Childhood Career and Professional Development Network have worked very closely together for over ten years. The *Public Preschool Program Standards* will require all public preschool teachers and educational technicians to join the MRTQ Registry. This will ensure that training is developed to enhance a Great Early Childhood Workforce. Maine DOE will sponsor cross-sector training with MRTQ and CDS and use grant funds to support two train-the-trainer events on the research-based Hanen training, *Learning Language and Loving It*. *Learning Language and Loving It* is an in-service education program that equips [teachers] with practical, interactive strategies for building the social, language and early literacy skills of preschool children. The program's three-pronged approach is aimed at prevention, intervention and enrichment; [teachers] learn how to ensure that every child in the classroom receives the support he needs -- including those with language delays and those who are second-language learners." Every Public Preschool Coach/Coordinator will participate in this training and SAUs will be required to contract with MRTQ to offer it annually to both the public preschool teachers and the local providers/programs.

Each subgrantee will receive professional development funds that can be accessed by local providers to obtain training and technical assistance through Maine Roads to Quality. In addition to providing more high-quality local training, these funds will help to promote a connection between the public schools and Maine's professional development network.

(g) Implementing a Statewide Longitudinal Data System (SLDS) to link preschool and elementary and secondary school data;

Maine's Goal 4: Improve data linkages from birth-3rd grade in Maine's State Longitudinal Data System (SLDS). (Progress to date below)

Maine's Statewide Longitudinal Data System has the capacity to track early childhood child, program and educator data and follow the children through public elementary, secondary and postsecondary education. The data system is currently working on including preschool linkages with Educare, Head Start, Child Development Services (CDS) and public preschool programs. Establishing linkages with early childhood programs was a component of the Maine's 2009 ARRA SLDS grant.

Preschool Program	SLDS Linkage Status
Public Preschool Programs	Full integration with K-12 State Student Identifier (SSID)
Child Development Services	Linkage established with K-12 SSID. Full integration in 2015 with new CDS management system.
Educare	Full integration with K-12 State Student Identifier (SSID)
Head Start	K-12 SSID linkage process established. Full integration planned in 2015 with all Head Start data system vendors.

The SLDS team has been meeting with early childhood program and technical staff at Maine DHHS to jointly develop linkages with additional DHHS data systems in order to monitor the effectiveness of early (birth to 5) learning programs in preparing children for elementary education.

A pilot linkage project between the Automated Eligibility Client System (ACES), (a core Maine DHHS data system), and Infinite Campus State Edition (the Maine DOE K-12 student information system) was successfully completed as part of the 2009 ARRA SLDS grant. The SLDS team was able to link MDHHS unique identifiers (MaineCare ID) with Maine DOE's State Student Identifier (SSID). Over 76% of the children from the ACES system were matched with SSIDs. The SLDS team was also able to assign SSIDs to all children enrolled in Educare (Waterville, ME). The current capacity to link SSIDs for children served by multiple preschool programs helps identify overlaps in participation. The linkage also enables the SLDS to track participation in early childhood programs and report on outcomes from State assessments given in elementary school.

The SLDS includes staff data from the Maine Education Data Management System (MEDMS) and the Educator Credentialing System. All public educators (preschool through grade 12) from are assigned a unique identifier by MEDMS; MEDMS also collects Social Security numbers. Data collected on public educators include: demographic; education; certification; criminal history background check; employment; and salary. The system has the capacity to include provider data from CDS, Head Start, and other early childhood programs. The SLDS also includes linkages to postsecondary and workforce data established through joint Maine DOE SLDS and Department of Labor Workforce Development Quality Improvement grant components.

(h) Implementing a Comprehensive Early Learning Assessment System;

A subcommittee of the Maine Children's Growth Council has been working to develop a Comprehensive Early Learning Assessment System to ensure clear, consistent implementation of a four-pronged assessment system. This system includes: 1. Screening measures (**See DSI below**), 2. Formative assessments; 3. Measure of environmental quality-ECERS; and 4. Measure of quality adult-child interaction-CLASS/Performance Evaluation and Professional Growth models. Maine's Comprehensive Assessment System will be required in all subgrantee regions.

Screening Coordination:

The Developmental Screening Integration Project (DSI), led by Maine Quality Counts, is another collaboration effort that aims to streamline services and improve the rates of developmental screening for children age birth-3 years old statewide. Maternal Child Health leaders at the Maine CDC have brought together a group of stakeholders across early childhood sectors with a shared goal: to improve developmental screening in Maine and get children into early intervention services sooner. This DSI Committee meets monthly with SAIHL, with larger stakeholder meetings quarterly. The overall aim of the project is to improve the rate of general developmental screening by three percentage points a year using MaineCare claims data (from 2013-2016). Despite a variety of efforts to improve opportunities for routine, periodic and comprehensive developmental screening for Maine's infants and toddlers, the documented rate from MaineCare claims for developmental screening is 1-6% for children ages 1, 2, and 3. (MaineCare claims data, 2011). To date, DSI has seen a marked improvement in developmental screening rates statewide when looking at MaineCare data (**See Illustration E below**).

Illustration E

Age	2011 Baseline Data	FY 2012 Data	FY 2013 Data	FY 2016 Target
Age 1	1.69%	3.26%	12.50%	11.1%
Age 2	2.48%	5.75%	17.11%	12.4%
Age 3	1.14%	1.57%	11.93%	9.5%

As a result of the dramatic increase in screening rates DSI is working to develop new and more ambitious targets for FY2016. Part of the reason DSI believes the rates have increased so much is not only the work of the DSI Committee, but also the efforts of Maine Quality Counts, to implement regional training sessions on best practices with health care providers throughout the state. This work will continue in 2015 with the focus on streamlining referrals and services across early childhood programs, including home visiting programs.

The DSI team has developed the *Maine Early Childhood 0-3 Developmental Screening, Identification and Assessment Terminology Summary* (See Appendix 14) It is the goal to continue this work for children ages 3-5 and then set goals from K-3; so a child would have an “Early Childhood Education Passport” documenting screenings and assessments from birth through third grade.

This grant will require use of the DIAL-IV Screening Tool in all subgrantee regions, thus continuing to work toward the goal of consistency across systems.

(i) Building preschool programs’ capacity to engage parents in decisions about their children’s education and development, help families build protective factors, and help parents support their children’s learning at home;

The Head Start Parent, Family and Community Engagement Framework is a research-based approach that shows how working together across many different systems and service areas yields positive outcomes for children and families. It will guide all subgrantee communities. Because all of the new and expanded programs will be in partnership with Head Start, all families will have access to these services through grant funding. Maine is also beginning to implement a response-based early intervention framework across Part C to Part B until the child

is 42 months to support family integrated progression for children transitioning from Part C to Part B.

(j) Building State- and community-level support for High-Quality Preschool Programs through systemic linkages to other early learning programs and resources to support families, such as child health, mental health, family support, nutrition, child welfare, and adult education and training sectors;

As mentioned previously, the DSI project has made great gains streamlining services and improving the rates of developmental screening for children age 0-3 year old statewide. Maine's cross-department team, SAIEL, works to integrate public health nursing, the Fetal Alcohol Spectrum/Drug Affected Babies (FASD/DAB) State Coordinator, the Maine State Library Early Literacy Specialist. Collaborative work has begun with the eight regional Maternal and Child Health funded programs. SAIEL will help to ensure these collaborations are occurring in the subgrantee regions

(k) Other activities that would support the delivery of High-Quality Preschool Programs to Eligible Children.

Maine DOE will offer annual training and technical assistance on research-based curricula and assessment to each subgrantee. As noted previously, any curriculum and assessment chosen by the SAU must align with *Maine's ELDS*.

In addition to the professional development activities mentioned thus far, Maine DOE will plan and deliver annual statewide Summer Institutes open to all early childhood sectors and will include national experts in language and literacy, math, developing Prek-3 frameworks, connecting family supports to the early elementary years, etc. Representatives from each subgrantee will assist in the planning of these institutes as well as presenting their own work funded by the grant to share their learning statewide.

(2) Implement a system for monitoring and supporting continuous improvement for each Subgrantee to ensure that each Subgrantee is providing High-Quality Preschool Programs (which may be accomplished through the use of leveraging a TQRIS and other existing monitoring systems), including the extent to which the State (10 points)—

Maine's Goal 2: Require all public preschool programs to meet high quality program standards and ensure compliance through a system of monitoring and support. Planned and/or Grant Funded

Monitoring

In addition to the monitoring protocol that will be required for all public preschool programs (grant and non-grant funded) Maine DOE will contract with the Maine Education Research Policy Institute (MEPRI) in order to conduct an external evaluation of the public preschool programs created or expanded under this grant. MEPRI will coordinate linkage of data existing outside of the SLDS. This includes Maine's Quality Rating Improvement (QRIS) data, early childhood health screening and development data (ChildLINK), as well as additional child development and program data to be collected specifically through this grant, which will include parent satisfaction surveys, pre and post PPVT assessments of preschool children, and CLASS and ECERS classroom observation data.

MEPRI can contribute unique and valuable resources and expertise to this effort. For over twenty years, MEPRI has had a legislatively established role of providing non-partisan research and policy analysis for the Maine DOE and Maine State Legislature. MEPRI research and policy analysis areas include student growth and learning, national and state learning standards, school reorganization/consolidation, laptop and digital learning outcomes, teacher evaluation systems, special education reform, school finance reform, and Science, Technology, Engineering and Math (STEM) curriculum. MEPRI researchers include faculty with backgrounds in educational policy, educational leadership, early childhood education, child psychology and cognitive psychology.

Particularly relevant for this project, MEPRI researchers have built and currently operate several statewide data systems used by educators, childcare providers, early childhood health care providers and parents and families. This includes (a) Maine's QRIS used by child care and early childhood education providers throughout the state, and (b) the ChildLINK system, which includes population-based information on newborns and young children at-risk for developmental or health related problems. ChildLINK includes Maine's birth defects registry and newborn hearing screening, metabolic screening, and autism screening data. Data from these systems will be included in this proposed project. These data will provide detailed

information regarding SAUs participating in this project and similar information for early childhood educator across the State, which will be valuable for comparative analyses. This will also provide detailed population-based information on individual high-risk young children across Maine, in order to assess and monitor enrollment and outcomes for these children in these programs. Furthermore, MEPRI researchers have worked extensively with Maine DOE data systems, including the SLDS conducting policy and research studies on topics such as student, school, and community factors related to student growth in learning.

These extensive partnerships involving sensitive data across multiple agencies and programs has led to MEPRI serving as a *trusted third party* for data sharing and collaborative projects involving different state agencies, as well as SAUs and community programs. For example, Maine policy makers have been interested in the long-term educational outcomes for children identified as “at-risk” through newborn and early childhood screening efforts conducted by the Maine DHHS. Unfortunately, current rules and regulations do not allow Maine DOE and Maine DHHS to share data directly with each other. However, MEPRI has well-established formal relationships with both departments (including access to the corresponding data) and both departments trust MEPRI as a steward of their data. And that’s why MEPRI was asked to serve as a trusted third party in conducting a study exploring data across agencies. The Maine DOE is working to formally establish MEPRI as the nexus for this type of data sharing across departments in the future. The utilization of a trusted broker, an independent entity, allows the matches of individual student identifiers of each department to be held by that entity, which then expedites the data queries. A Trusted Broker Agreement has been developed and is awaiting signatures from three Maine department commissioners in Education, Health and Human Services, and Labor.

At other times, MEPRI has served as a similar trusted third party bridge between the Maine DOE or Maine DHHS and SAUs or community programs. For example, a health-promotion collaboration among twenty-seven schools in Maine and the Maine DOE involved collecting health data on individual students. Many of the participating schools were uncomfortable sharing this information with Maine DOE – or other schools. Again, MEPRI served as a trusted third party collecting and analyzing these data, with child-level information available to the appropriate schools, but only de-identified aggregate data available to all other project partners.

Support-Local and State

Included in each subgrantee budget is a full-time Preschool Coach/Coordinator. This position, hired and employed at the SAU level, will focus primarily on supporting preschool teachers in new and expanded classrooms during the first year of the grant participating in research-based curriculum training with preschool teacher. When baseline CLASS data has been collected all Preschool Coach/ Coordinators will meet monthly work with the Maine DOE staff, Maine Roads To Quality and CDS to design and execute appropriate professional development strategies for the preschool classrooms. Experience in using the CLASS over a number of years suggests that teachers typically score high in the Emotional Support and Classroom Organization Domains; but they have significantly lower scores in the Instructional Support Domain most closely linked to child outcomes. The Preschool Coach/Coordinators will therefore work closely within their own SAUs, as well as with Maine DOE staff to determine additional support. Some of this support may include contracting for training on effective ELL strategies, individualizing instruction, behavior management, etc. The Maine DOE Early Childhood Consultant has extensive experience and expertise helping teachers improve their instructional skills and strategies and will oversee the rollout of this effort. Because CLASS is also used in federal Head Start grantee reviews, it provides common ground when agencies are in partnership with public schools. The development of the training of the *Maine's ELDS* will embed research-based instructional strategies. Although this often represents a paradigm shift in how early childhood educators see themselves, it will be critical for preschool teachers to understand what it takes to move at-risk children to school readiness. Once teachers make the instructional shifts, they see the results in children and realize that intentional teaching using these strategies is not only developmentally appropriate, but is the only way to achieve the child outcomes necessary to close the achievement gap. These instructional shifts are directly in line with Common Core State Standards' instructional shifts, and Performance Evaluation and Professional Growth models thus helping to align teaching between preschool and the early grades. **(See Section F(2) pp. 77-78)**

The goal is to increase CLASS scores in preschool classrooms across the board; with particular attention in the Instruction Support Domain. Nevertheless, quality improvement takes time, both for training and in-class coaching and feedback. By the end of the grant, all preschool

classrooms should increase all domain scores and achieve a score of 4 or more in the Instructional Support domain.

(a) Has the capacity to measure preschool quality, including parent satisfaction measures, and provide performance feedback to inform and drive State and local continuous program improvement efforts;

Leveraging Existing and New Data

A strength of this proposal is the existing technological and data infrastructure in place in Maine that can be leveraged for this project. Maine, and specifically the partners involved in this proposal, has systems in place for identifying and following children – particularly high-risk children – from birth through K12 education in order to: (1) ensure children receive timely services and care as needed, and (2) monitor and evaluate early childhood program impacts and effectiveness. This application falls perfectly within this Maine’s mission and its target age span. Whether each reflects an existing or new source of data specifically for this project is also noted.

ChildLINK (Existing)

ChildLINK is an integrated data system designed for early childhood health and development screening and monitoring across several different early childhood programs. It was built and is operated by MEPRI researchers for the Maine Center for Disease Control and Prevention.

ChildLINK collects data from hospitals, health care providers, state health officials, and others, and links this information with multiple state data systems (such as the electronic birth certificate) in order to help the State serve children and families in a timely fashion. As such, it contains child-level data on all children born in Maine, or who move to Maine and receive various services. ChildLINK includes the following child-level data:

- Electronic Birth Certificate: Detailed information on all births in Maine, including demographics, child and familial risk factors, etc.
- Maine’s Newborn Hearing Program: Newborn screening data on children identified as at-risk for hearing loss, as well as subsequent diagnostic data and service information.
- Birth Defects Program: Detailed information on diagnostic and associated risk factors for over 50 different birth defects for all births in Maine, based on detailed chart reviews.

- Bloodspot Program: Newborn screening data on children identified as having various metabolic disorders (e.g., PKU) threatening a child's life or healthy development.
- Cleft Lip and Palate Program: Information on children identified with cleft lip or palate, including follow-up service and care.
- Autism Spectrum Disorders Screening: ChildLINK was recently expanded to include early screening for autism spectrum disorders.

ChildLINK provides valuable population-based information on at-risk children at the child-level throughout Maine. This can be used to assess and monitor enrollment of these at-risk children into participating programs/classrooms, as well as to examine their short and long-term outcomes through subsequent linkage with kindergarten readiness data and SLDS data on student achievement, state testing, and special education services.

Quality Rating Improvement System / QRIS (Existing)

The Quality Rating Improvement System is a program within the Maine Department of Health and Human Services that seeks to promote quality early childhood education programs in Maine, and provide this information back to parents in an easy-to-use and understandable format so that parents can make informed choices regarding their child's care and services using a web-based system. All licensed child care programs in Maine – family child care, child care centers, school age programs are eligible to participate in the QRIS and are assigned to one of four quality tiers or “steps” based on their licensing status, learning environment, program evaluation, staff and professional development, administrative policies and procedures, parent and family involvement, resources, and observation.

MEPRI researchers created and operate the QRIS data system, website, reporting tool, and parent search tools for Maine DHHS. This provides valuable detailed information on early childhood education programs throughout Maine, including programs that will participate specifically in this grant, as well as other similar programs across the state.

Early Childhood Environment Rating Scale / ECERS (Existing and Expanded)

The ECERS is a classroom observational tool assessing the physical, social, and pedagogical climate of early childhood educational settings. The ECERS addresses classroom space and furniture, schedules, language-reasoning and other activities, social interactions, and the overall

structure of the early childhood program. It is administered by trained observers using a computerized version of the assessment. As part of Maine's QRIS system, providers enrolled in the QRIS are periodically assessed using the ECERS as an additional validity check. All childhood educational settings participating in this grant will be enrolled in the QRIS and, for the purposes of this grant, will be assessed annually on the ECERS.

Classroom Assessment Scoring System (CLASS)-Preschool (Existing and Expanded)

The CLASS is an observational instrument developed at the Curry School's Center for Advanced Study of Teaching and Learning to assess teacher-student interactions in preschool classrooms. It describes multiple dimensions of interaction that are linked to student achievement and development and has been validated in over 6,000 classrooms. CLASS can be used to reliably assess classroom quality for research and program evaluation and it also provides a tool to help new and experienced teachers become more effective.

Enrollment Data (Existing/New)

Maine's SLDS collect enrollment data. For this grant it will include the nature and extent of any state subsidy, as well as start and end dates and attendance. Note that this includes information on children in programs not receiving state subsidy, and so is not simply duplicating state billing/tracking systems.

Peabody Picture Vocabulary Test IV / PPVT (New)

The PPVT IV data will be correlated with new and existing data for participating schools. The PPVT is a widely-used, well-established standardized measure of children's receptive language. It is used as an indicator of verbal ability and academic aptitude. It is administered verbally to individual children and takes fifteen to thirty minutes. PPVT data will be collected by MEPRI for all children in participating classrooms and linked to the other project data.

Parent Surveys (New)

In order to collect information regarding parent satisfaction and perceptions of program quality, parents of all children in participating classrooms will be asked to complete an online (smartphone/tablet-friendly) survey assessing their perceptions of the classroom physical and

social environment, curriculum, schedules, communication with teachers and overall structure. MEPRI will build and manage this online survey and link the data with other project data.

Kindergarten Readiness (Existing)

Kindergarten readiness data will be added to state data systems. Kindergarten readiness data is currently collected and maintained by individual SAUs. The Maine DOE is in the process of expanding the State Longitudinal Data System to collect and store this information. In the interim, MEPRI will collect Kindergarten Entry Assessment (KEA) data from participating programs and link it to the other project data.

See Section X p.

State Longitudinal Data System / SLDS (Existing)

As described previously, the Maine SLDS contains a wide range of longitudinal child-level data on all public students in Maine, including state standardized assessment data, student proficiency data, special education placement, free and reduced lunch status, etc., and the system has been expanded to collect data on early childhood programs, teacher effectiveness and other long-term student outcomes. Note that MEPRI has a long-term, special relationship with the SLDS to conduct longitudinal research utilizing these data for the Department of Education and the Maine State Legislature.

Record Linkage and Data Management

As noted previously, a strength of this proposal is the fact that most of these data systems are already in place and Maine will not need to create significant new data infrastructure. ECIERS and CLASS observational data will be included within the existing QRIS observational data system and extracted for analysis by MEPRI. Kindergarten readiness data are currently collected by SAUs and not reported to Maine DOE. The SLDS is in the process of developing a module to collect these data; however, in the interim, MEPRI will gather the data directly from participating schools and link them with SLDS and other data. Finally, enrollment data, parent surveys, and fall and spring PPVT data will be collected and stored by MEPRI, and linked with other project data.

MEPRI will link data that are outside of the SLDS with SLDS data. Because it is population-based, child data (PPVT, KEA, enrollment, parent surveys) will first be linked to ChildLINK based on child demographics (child name, date of birth, parent name, etc., depending on specific source). New ChildLINK records will automatically be created for children born outside of Maine who have not entered any of the ChildLINK-related programs. Individual children can then be linked to program-level data for specific early childhood programs (QRIS, ECERS) using program IDs included in the enrollment data. These combined data can then be linked to the SLDS using student demographic data and SLDS IDs (when available through a data source). SLDS IDs can then be assigned to all records *allowing long-term monitoring of outcomes for specific children with specific backgrounds and experience.*

Record linkage will use an iterative, probabilistic methodology in order to address factors such as misspellings, name changes, and movement over time. It is worth noting that MEPRI researchers are nationally recognized experts in data linkage and large-scale, population-based child development and health data systems.

Reporting Back to Schools and Parents

Beyond simply collecting data for internal review and reports, it is the philosophy of the Maine DOE that whenever possible information should be shared back to both schools and parents in an informative and understandable format so that they can be fully aware of what is happening in their state and local schools.

Furthermore, the SLDS data warehouse includes a model builder component that facilitates data collection and analysis of multiple measures used to evaluate program performance and improvements. A model is created by integrating a set of indicators, measures and metrics. This State -hosted tool is available to SAUs and programs. Early childhood programs can enter or upload data from their local systems or direct linkages may be established with vendors. The SLDS model builder component is currently being utilized by the Teacher Incentive Grant school districts to collect, evaluate and report measures including student/parent satisfaction surveys, teacher observations, formative and summative assessments and student growth data. The integrated reporting tool may be used to create program scorecards and analyze trends over time.

(b) Is using a Statewide Longitudinal Data System that is able to track student progress from preschool through third grade

The SLDS is currently being used to track student progress from public four-year-old (4YO) programs into third and fourth grade. Recently, children who participated in the 4YO program and were identified with the free/reduced lunch economic indicator showed significant positive outcomes on the third grade State assessments and those outcomes carried forward on the fourth grade assessments. Maine DOE needs to explore these gains and explore details in SAUs with the highest scores. As more preschool program participation data become available and additional Preschool-3rd progress indicators are identified the scope of the SLDS will be expanded.

As noted previously, the goal of the early childhood component of the State Longitudinal Data System (SLDS) is to include Early Learning and Development (ELD) programs in the SLDS to capture child, program and early childhood educator data, and develop a process and practice for examining the interaction of those data elements on child outcomes that could allow longitudinal connections with the K-12 data.

The data system utilizes the decision support business intelligence system developed as part of the SLDS data warehouse. The reporting system includes snapshots and data tables that allow users to filter and break out data by years, programs and demographics as well as to compare program performance. The system provides both public and secure role-based access.

Illustration F: Grades Three and Four Reading Proficiency Scores

Maine Public School 4YO Program NECAP Reading Proficiency Scores - Economic Indicator Students - Grades 3 and 4

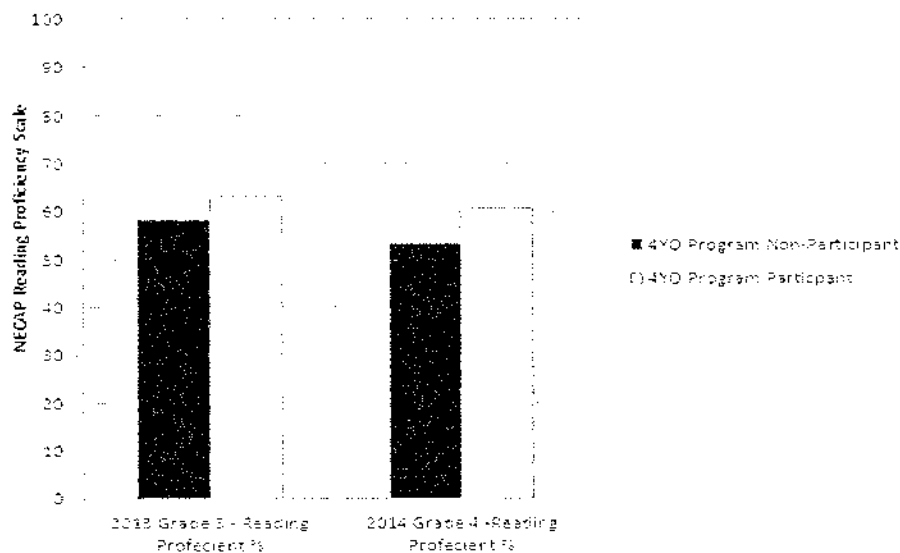
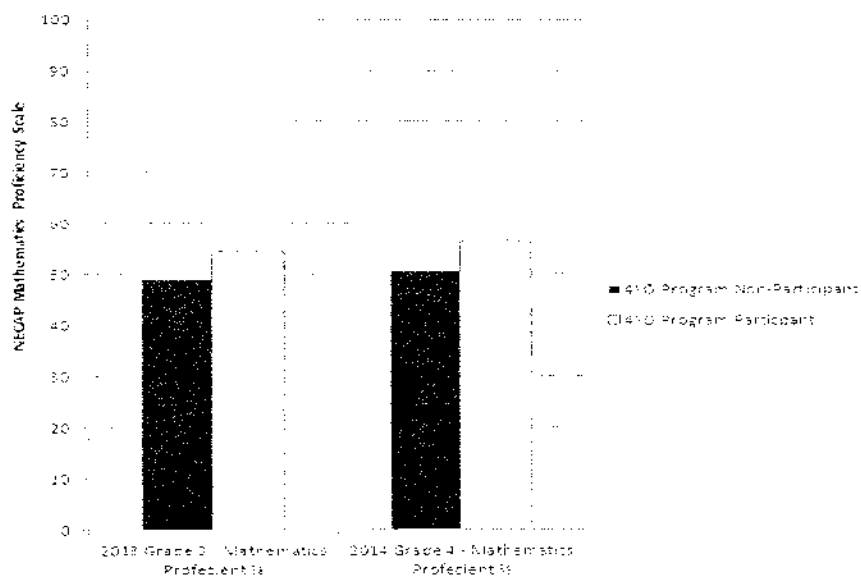


Illustration G: Grades Three & Four Math Proficiency Scores

Maine Public School 4YO Program NECAP Mathematics Proficiency Scores - Economic Indicator Students - Grades 3 and 4



To further support the data linkage across the birth-3rd grade spectrum, Maine's State Agency Interdepartmental Early Learning (SAIEL) team developed a series of policy questions that the

data system will help us to answer. The descriptive questions will allow analysis to describe, show or summarize data in a meaningful way to identify emergent patterns. The inferential questions will allow examination of multiple variables and their impact on child outcomes, in a quantifiable manner. These data queries and the resulting analysis can inform public policy and the allocation of resources. Once Maine DOE has linked to more early childhood data sets in the SLDS, SAIEL and data staff begin to answer these questions below (in year 2 of the grant and onward). Furthermore, as described previously, through this grant additional early childhood data and provider data will be linked with the SLDS further enhancing its depth (from birth through school entry) and breadth (increasing the range of child-level content) for addressing these and other important policy questions.

Maine's Policy Questions

Descriptive: What are the definable characteristics of the state's Birth-Age 5 programs?

Inferential: What characteristics of programs are associated with positive outcomes for which children?

Descriptive: What are the definable characteristics of Maine children who are entering grades K-2?

Inferential: How prepared are all Maine children for kindergarten and K-2, as a whole and by subgroups?

- What have children encountered?

- What milestones have been reached?

Descriptive: What definable characteristics exist to measure Maine schools ability to receive kindergarteners?

Inferential: How prepared are the State's public schools for meeting the needs of entering kindergarteners?

Descriptive: What are the definable characteristics of the State's Birth-8 workforce?

Inferential: How prepared is the Birth-8 early childhood workforce to provide effective education and care for all children?

Overarching: How are data being used now and how will data be used in the future to inform policy and resource decisions?

- How will policy decision impact outcomes?
- Will investments and initiatives improve outcomes?
- How can families be better served?
- How can we deliver services more effectively?

c) Clearly specifies the measureable outcomes, including school readiness, to be achieved by the program.

Maine's Goal 5: Measure and achieve child outcomes that predict school readiness.

Without child outcomes that sustain over time, local school boards will not continue to fund preschool programming. This funding offers a huge opportunity for Maine programs to provide such evidence.

Maine DOE/CDS will require all subgrantees to use a common preschool screening tool, the DIAL-IV, with an established consistent screening window to be coordinated with CDS for children entering preschool Fall 2015.

Child formative and summative assessments are locally determined by SAUs and vary widely across the state. Examples include IGDIs, CPAA, AIMS-Web (adapted for preschool) as well as a wide variety of locally created assessments. Maine Head Start grantees use either *Teaching Strategies Gold (TSG)* or the *High Scope Child Observation Profile (COR)*. The data included in *Maine Head Start Outcomes Report 2013* (Maine Children's Alliance) indicates a very high level of school readiness-86-93% (depending on readiness domain). While report outcomes are optimistic, clearly more can be done to examine data across SAUs and Head Start programs. Maine DOE is committed to showing that investment in public preschool is a wise decision for high need children and would benefit from additional data to further investigate the trajectory of all state-funded preschool children.

To this end, Maine DOE has set the following assessment requirements for all subgrantees:

Illustration II: Child Measures

Screening/Assessment	By Whom	When
DIAL-IV Screening at preschool entry	CDS/Preschool Teachers/SAU Assessment Staff	Spring/summer before preschool entry
Teaching Strategies GOLD, Child Observation Profile, or an approved research-based assessment that includes all developmental domains	Preschool Teachers	At least 3x/year-Fall, Winter Spring Data from assessment is used to inform instruction/end of year data entered into SLDS
PAIS PreK-assessment of early literacy skills	Preschool Teacher/SAU Assessment Staff	At least 3x/year-Fall, Winter Spring Data from assessment is used to inform instruction/end of year data entered into SLDS
PPVT-IV-Receptive Vocabulary	MEPRI Evaluators	Fall and Spring Data entered into SLDS
Kindergarten Entry Assessment	Kindergarten Teachers	Within first 60 days of kindergarten

		Data entered into SLDS
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Data from the preschool assessments will divide children into “Risk Categories”-High Risk, Some Risk and Low Risk in order to set ambitious and achievable targets for school readiness. Because assessments that address all developmental domains are not used consistently across Head Start agencies or schools, they will be required to share their High, Some and Low Risk groups to the Maine DOE, as well as report Fall and Spring assessment data annually to MEPRI and Spring summative assessment data to SLDS.

Illustration I: Risk Categories

Assessment Tool	High Risk	Some Risk	Low Risk- Kindergarten Ready
TSG/COR, Local Assessment	Determined by individual assessment	Determined by individual assessment	Determined by individual assessment
PAIS PreK:			
Name Writing	1-2	3-4	5-7
Upper Case Letter ID	0-5	6-11	12-21
Lower Case Letter ID	0-3	4-8	9-17
Letter Sounds	0-1	2-3	4-5
Beginning Sounds	0-2	3-4	5-8
Rhyme	0-2	3-4	5-7
Print Awareness	0-3	4-6	7-9
PPVT-IV Receptive Vocabulary	Below 85	85-100	Over 100
KEA	TBD	TBD	TBD

Outcome Targets

Using a combination of local assessments and standardized and/or consistent measures Maine DOE has set the following targets which help inform professional development and targeted supports to preschool teachers.

2015-16

70% of children in high risk category move to low or some risk at end of preschool

75% of children in some risk category move to low risk at end of preschool

2016-17

75% of children in high risk category move to low or some risk at end of preschool

80% of children in some risk category move to low risk at end of preschool

2017-18

80% of children in high risk category move to low or some risk at end of preschool

85% of children in some risk category move to low risk at end of preschool

2018-19

85% children in high risk category move to low or some risk at end of preschool

90% of children in some risk category move to low risk at end of preschool

The PPVT-IV provides a norm-reference, standardized measure of receptive language predictive of school success and will serve as a common measure across all preschool classrooms. MEPRI will analyze the results to see if there are correlations between and among local child assessments, PALS-Prek, KEA and CLASS and ECERS scores. With a sample size at 621 children in Year 1 and 796 by Year 4, Maine DOE hopes to use the data to inform professional development, suggest research-based curricula and assessments and help local administrators make informed decisions as schools continue to develop and sustain preschool programs.

The Maine DOE SLDS Data Specialist ensures necessary data system linkages are in place to allow MERPI as a third party broker to collect and analyze end-of-year school readiness assessment data from Head Start agencies in current partnerships with a subgrantee region. (June 2015) (Note: this data transfer from the 2013-14 school year is in pilot)

The SLDS staff and MEPRI will develop the data query, aggregate the data and sort the results for analysis of school readiness.

(3) Measure the outcomes of participating children across the five Essential Domains of School Readiness during the first few months of their admission into kindergarten using an assessment or assessments, such as a Kindergarten Entry Assessment, to achieve the purposes for which the assessment was developed and that conform with the

recommendations of the National Research Council report on early childhood assessments (12 points).¹

Maine will use the Kindergarten Entry Assessment (KEA) being developed as part of the Enhance Assessment Consortium to measure the five essential domains of school readiness. In the Fall of 2013, Maine joined a consortium of states (AZ, DE, IA, ND, OR, RI, DC, SC and NC) and three research partners (SRI International, the BUILD Initiative, and Child Trends) in submitting a federal grant application to enhance and build upon North Carolina's K-3 formative assessment system which includes a Kindergarten Entry Assessment (KEA). The primary outcome of this project will be an enhanced formative K-3 assessment that includes a KEA that provides powerful information for improving student outcomes. The enhanced assessments will be a developmentally appropriate, observation-based formative assessment based on learning progressions that the teachers use to guide instruction across the five domains of development and learning. The Enhanced Assessment Consortium (EAC) supports a KEA as a part of a K-3 formative assessment, as it will provide more meaningful and useful information for teachers than a standalone KEA. The EAC proposes to enhance the K-3 assessment; including the KEA, because a single snapshot of how a child is functioning at kindergarten entry has limited value and create an implementation challenge since teachers prefer information that can guide instruction for the entire school year. Furthermore, a good KEA must include content that extends beyond kindergarten to capture the skills of higher functioning children so enhancing an assessment that covers kindergarten entry through Grade 3 produces a significantly more useful assessment at marginal additional costs.

The North Carolina K-3 assessment being developed under North Carolina's RTTT-ELC grant will be enhanced by: (a) aligning the content of the assessment to standards across the EAC and enhancing the validity of the assessment through evidence-centered design (ECD) and universal design for learning (UDL); (b) incorporating smart technologies for recording and reporting to reduce assessment burden on teachers; and (c) expanding the utility of the assessment to a broader range of users by soliciting and incorporating input from stakeholders in the other Consortium states into the design of the assessment. .;. Maine will engage in additional Tier II activities including: participating in the ECD/UDL co-design teams; pilot

testing the assessment content; and assessment supports such as technology enhancements and reporting formats;; convening state experts to review assessment-related materials; and conducting more in depth stakeholder engagement activities. At least one kindergarten teacher from each SAU will pilot the KEA in Fall 2015. The assessment data will be contained in the data warehouse to allow measuring the outcomes of participating children across all domains of development in the initial months of kindergarten. The first school year of implementation of the KEA will be 2016-17. During years three and four of the preschool expansion grant we will examine the trends of readiness in entering children in kindergarten.

Families will contribute evidence for the assessment and will receive information to assist in supporting their child's development and learning. Finally, the KEA will produce a child profile of scores across the five KEA domains. The KEA child profile data will be useful in the aggregate for principals, district and regional administrators, state policy makers, and advocates to inform programmatic decisions around curriculum, professional development, policy development, and resource allocation. In addition, the KEA will be the first assessment point within a K-3 formative assessment system that will inform instruction and learning, improving student achievement.

Evidence for selection criterion (C):

(C)(2)(a) Evidence of a monitoring protocol used to drive continuous program improvement.

See Section C(2) & Work Plan pp 81-82

(C)(2)(c) Evidence of State targets with measurable outcomes, including school readiness achieved by the program.

See Illustration G

Any other supporting evidence the State believes will be helpful to peer reviewers.

See External Evaluation Section C(2)

D. Expanding High-Quality Preschool Programs in Each High-Need Community (60 points).

Maine's Goal 6: Create new and/or expand high-quality preschool programs in communities with high numbers of children 200% FPL and below during each year of the grant.

The extent to which the State articulates an ambitious and achievable plan for expanding High-Quality Preschool Programs in two or more High-Need Communities, including a description of how—

- (1) The State has selected each Subgrantee and each High-Need Community that will be served, including a description of each High-Need Community and its geographic diversity, such as whether the community is located in a rural or tribal area, and whether it is located in a federally designated Promise Zone² (8 points).**

The following process was used to determine selection of potential subgrantees. First, the Maine DOE began with a ranking of all elementary schools in order of highest Free and Reduced Lunch (FRL) rate to lowest. Second, the Maine DOE determined whether there was an existing public preschool program in the SAU that could improve, or whether the SAU could expand to additional new programs in partnership with Head Start or child care. Maine DOE used demographic data on the number of kindergarteners and percentage of FRL to estimate the four-year-old census. Maine DOE gave priority to areas that do not have public preschool programs that, by definition, meet the requirement of underserved communities. Discussions with the SAU explored barriers to providing services, such as space, transportation and start up or expansion costs.

- (2) Each High-Need Community is currently underserved, including the number and percentage of four-year-olds in State Preschool Programs and other publically funded preschool programs (8 points).**

Maine DHHS does not break out their data to the finite level of each of Maine's school administrative units. All of the new and expanded classrooms within the school administrative units are partnerships with the local Head Start programs, and in the case of RSU 3 and 13 child care is a partner as well. The partners all met with Maine DOE staff in September to plan the new and expanded public preschool programs to begin in the next four years. These new programs will significantly increase the availability of programs for high need children.

Illustration J

High Need Community Underserved	Number and Percentage of Four Year olds in State Preschool Programs In 2014-2015 School Year	Number of Children in Partnership Programs with Public Preschool Programs and Percentage of 4s in the SAU Starting in 2015-2016 School Year
New		
MSAD 58/Regional School Unit (RSU)58 Phillips, Strong Elementary, Kingfield Elementary	0/0%	48/29 High Need Children 100% of the 4s in the SAU
Sanford/MSAD 57 Willard Elementary School, Lafayette, Carl Lamb Elementary School	0/0%	80 High Need Children 192 in Year 4 of grant 100% of the 4s in the SAU
RSU 12 Chelsea, Somerville	48/60%	80/58 High Need 100% of the 4s in the SAU
RSU 13 Rockland	0/0%	48/33 High Need in Year 1 96/66 High Need in Year 4 80% of the 4s in the SAU/RSU
RSU 37 Harrington, Millbridge, Daniel Merritt	0/0%	48/32 High Need 100% of the 4s in the SAU/RSU
Millinocket, Granite Street School	0/0%	16/10 High Need 45% of the 4s in the SAU
RSU 49 Clinton, Albion	0/0%	36/20 High Need 90% of the 4s in the two towns

RSU 53	46/72%	64 High Need in Year 2 100% of the 4s in the RSU
Expansion to Full Day		
Westbrook Congin Elementary School	16 High Need, Expansion to Full day/100% of school population	100% of the school population
RSU 39 Limestone Elementary	9 High Need,	Expansion 16 Full day in year 2/ will be 100% of the school population
RSU 3 Unity, Monroe, Walker Schools	112/ 64 High Need, Expansion to Full day /100% of school population	100% of school population
RSU 12 Chelsea, Somerville	48/23 High Need, Expansion to Full day/ 100% of school population	100% of school population
RSU 74 Garret Schenck Elem. School	14/9 High Need, Expansion to Full day/ 100% of school population	100% of school population
RSU 74 Solon Elementary School	1710 High Need, Expansion to Full day /100% of school population	100% of school population
RSU 49 Fairfield Elementary School	4 classrooms, 64 High Need, Expansion to Full day/ 100% of school population	100% of school population

(3) The State conducted outreach, including consultation with tribes, if applicable, to potential Subgrantees and the process used in selecting each Subgrantee (4 points).

Maine DOE staff met with each potential subgrantee and their current and/or potential partners: superintendents, principals, business managers, Head Start/ child care directors, local community representation (varied from region to region), school board members, the local child advocacy councils to outline the grant expectations for the SAUs to be included in the grant proposal. Maine DOE outreach was made with tribes (Bureau of Indian Education) with the response that there were already full day 4-year old programs available to the Native American population in Maine elected not to participate.

See D(1) above

RSU 53	46/72%	64 High Need in Year 2 100% of the 4s in the RSU
Expansion to Full Day		
Westbrook Congin Elementary School	16 High Need, Expansion to Full day/100% of school population	100% of the school population
RSU 39 Limestone Elementary	9 High Need,	Expansion 16 Full day in year 2/ will be 100% of the school population
RSU 3 Unity, Monroe, Walker Schools	112/ 64 High Need, Expansion to Full day /100% of school population	100% of school population
RSU 12 Chelsea, Somerville	48/23 High Need, Expansion to Full day/ 100% of school population	100% of school population
RSU 74 Garret Schenck Elem. School	14/9 High Need, Expansion to Full day/ 100% of school population	100% of school population
RSU 74 Solon Elementary School	1710 High Need, Expansion to Full day /100% of school population	100% of school population
RSU 49 Fairfield Elementary School	4 classrooms, 64 High Need, Expansion to Full day/ 100% of school population	100% of school population

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See D(1) above

(4) The State will subgrant at least 95 percent of its Federal grant award over the grant period to its Subgrantee or Subgrantees to implement and sustain voluntary, High-Quality Preschool Programs in two or more High-Need Communities

(a) Set ambitious and achievable annual targets for the number and percentage of additional Eligible Children to be served during each year of the grant period through, as applicable, the (16 points);

Maine is a large state geographically, but comparatively small in population, with a significant number of small rural SAUs. According to *WHY RURAL MATTERS 2013-2014*, “Maine ranks highest of all states for rural importance with more than two-thirds of its schools and more than half of its students in rural communities. No state devotes a higher percentage of state education funds to rural districts.” As a result of its demographics Maine’s proposal will include a number of districts that will develop universal programs in year one of the grant. Thus, the proposal does not include significant numbers of new programs in the subsequent years.

See Table A of Federal Application

(b) Incorporate in their plan (12 points):

- (i) Ambitious expansion of the number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Program; and**
- (ii) Ambitious improvement of existing State Preschool Program slots to bring them to the level of a High-Quality Preschool Program by extending programs from half-day to Full-Day; limiting class size and decreasing child to staff ratios; employing and compensating a teacher with a bachelor’s degree; or providing Comprehensive Services.**

Maine DOE will subgrant to thirteen SAUs to create new and expand existing preschool programs across the State. Every SAU subgrantee has a Head Start regional site as a partner. Classrooms will run the entire length of the school day (like the elementary program- approximately 6 to 6.5 hours), will maintain class sizes of sixteen and will employ a teacher with a BS degree and an 081 Early Childhood Teacher Certification and an Educational Technician II (a minimum of 60 college credits and certified by the state certification office).

All public preschool teachers, whether or not they are employed by the SAU will receive the compensation and benefits on the same scale as the kindergarten/early elementary teachers in the school. All children in the program, regardless of income, will receive comprehensive services, including nutrition, family engagement and support, mental health, culturally and linguistically

responsive outreach and communication services and will engage parents and families as decision makers in their child's education. Every subgrantee has agreed to these requirements. See Table D-4 of the Federal Application for details on expanded preschool classrooms.

Note: Applicants may receive up to the full 12 points if they address only (D)(4)(b)(i) or (D)(4)(ii) or if they address both (D)(4)(i) and (ii);

(5)The State, in coordination with each Subgrantee, intends to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or each Subgrantee commits to contribute (12 points).

As previously described, Maine has an EPS funding formula, that will provide SAUs with state subsidy beginning after the first year of implementation of the public preschool program. Each of the subgrantees developing new programs has calculated the amount of federal funding it needs for the first year and determined the federal funds that will support the programs in areas not reflected as part of the subsidy in the subsequent years of the grant. The SAUs have decreased grant funding each year to assume costs to sustain the program.

Evidence for selection criterion (D):

A letter of support, or preliminary binding agreement, such as a preliminary MOU, was obtained by the Maine DOE from each subgrantee attesting to the subgrantee's participation.

Appendix 15 Letters of Understanding from SAUs

Table (D)(4) and Table A.

See Tables (D)(4) & A in Federal Application

Any other supporting evidence the State believes will be helpful to peer reviewers

See Competitive Priority 1 Table in Federal Application for Maine's state & local match

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships (50 points).

The extent to which the State has an ambitious and achievable plan to ensure that each Subgrantee is effectively implementing High-Quality Preschool Programs, including a description of

Maine's Goal 7: Create and sustain strong partnerships between Maine DOE and subgrantees to meet grant requirements. (Grant-funded)

(1) The roles and responsibilities of the State and Subgrantee in implementing the project plan (2 points).

Development of this proposal included extensive meetings with SAU Superintendents, principals, business managers and community partners-Head Start and/or child care directors and CDS regional directors. The Appendix contains signed LOUs (Letters of Understanding)

subgrantees, SAUs. Even in a state where there is strong local control, school administrators have recognized they need support in order to implement a high quality preschool program.

(2) How the State plans to implement High-Quality Preschool Programs, including the organizational capacity and existing infrastructure of the Subgrantee to provide High-Quality Preschool Programs, either directly or indirectly through an Early Learning Provider or Providers, and coordinate the delivery of High-Quality Preschool Programs (6 points).

The Maine DOE will also execute a detailed MOU with each subgrantee (SAU) within ninety days of the grant award. The MOU will provide a detailed scope of the responsibilities of the state and the SAU, including the roles and responsibilities of the leadership at the SAU in the implementation of the subgrant. These MOUs will be shared with all parties-SAIEL, SAUs, teachers and administrators, and the Preschool Coach/Coordinator- in order that accountability is clear for all stakeholders.

As part of the grant each SAU will hire a Preschool Development Coach/ Coordinator who will serve under the supervision of the leadership within each SAU that is developing a new or expanded high quality program. This Preschool Coach/Coordinator will provide focused coaching on instructional strategies and supports and facilitate collaborative coordination with local early care and education and care programs, B-5, and K-3 to build a strong continuum of learning for children and their families. The Preschool Coach/Coordinators will meet monthly as a statewide group under the direction of the Project Manager, Program Monitor and Maine DOE Early Childhood Consultant. The current Maine DOE Public Preschool Professional Development coaches will also meet with this group to increase state capacity of subgrantee challenges and successes. Site visits will also be scheduled on a regular basis.

In addition each SAU will have a detailed contract with the Maine DOE that will specifically address fiscal responsibilities. These contracts go through an extensive review process internally at the Maine DOE and through the State Division of Purchases.

(3) How the State will ensure that each Subgrantee minimizes local administrative costs (2 points).

Maine DOE has conducted a detailed review and approval of the SAU budgets in order to be included in this proposal. SAUs have less than 5% in their budgets for local administrative costs. Six of the SAUs have no administrative costs.

(4) How the State and Subgrantee will monitor the Early Learning Providers to ensure they are delivering High-Quality Preschool Programs (4 points).

Each subgrantee will be monitored by the state according to the Preschool Program Standards. **(See Appendix 7)** As mentioned before Maine DOE will have a Public Preschool Program Monitor position. This person will work closely with the Early Childhood Consultant and each subgrantee Preschool Coach/Coordinator to ensure that the standards are being met. The State level Public Preschool Monitor will visit every preschool classroom funded by the grant and will also undertake a desk audit of each SAU's Annual Report on a yearly basis.

As described previously, Maine has engaged with an external evaluator to conduct CLASS and ECERS observation and pre and post PPVT-IV on all preschool children. In addition, the grantees must use a research-based curriculum that addresses all domains of school readiness- social-emotional, cognitive, language and literacy, approaches to learning and physical development.

(5) How the State and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development (4 points).

State Level

The Project Manager and the MEPRI staff will work with the subgrantees to implement the yearly schedules for assessment by local staff and by the external evaluator. The Public Preschool/Child Development Services Program Monitor will visit each classroom on an annual basis to assess program implementation. The State Longitudinal Data System will allow examination of aggregate data reports with the teaching staff and Professional development Coaches/Coordinators on the SAU level at regular intervals.

The State Level Project Manager will coordinate with the Subgrantees professional development in evidence-based curriculum. State Level Professional Development Coaches and the Early Childhood Consultant will meet regularly with the SAU Professional Development

Coaches/Coordinators to plan, coordinate and implement consistent technical assistance and support. Family engagement will be assessed by the external evaluator by the utilization of Parent Surveys undertaken at regular intervals. Cross sector and comprehensive services will require collaboration with SAIEL to continue the integration of programs and services within the regions of the state.

The SAIEL Team, which will expand its membership to representatives from the Kindergarten-3rd grade system and Maine Roads to Quality (MRTQ) on the state level and will coordinate resources to provide opportunities for workforce and leadership development.

Subgrantee Level

On the local level SAU staff will implement assessments and enter the data in the local data systems from upload into the state system for aggregation and data queries Teaching staff will implement instructional tools consistent with the requirements of the detailed MOU with the Department. The local SAU Professional Development Coach/Coordinator will provide technical assistance and training on an as needed basis. The Annual Online Report will include all the family engagement activities conducted. The SAU Preschool Coach/ Coordinator ensures that the SAU is meeting the requirements of the MOU, and connects the work to the SAU level work on school improvement and Teacher Incentive initiatives within the district as appropriate.

- (6) How the State and Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, State Preschool Programs and programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act (6 points).**

Each SAU already has submitted a budget and received initial approval the budget reflects all sources of funds that will support the implementation of the new or expanded public preschool program over the four years of the grant. These budget were required to included funding from Title I, IDEA Section 619 of Part B, Head Start and/or Child Development Block Grant funds. Both the State and the SAU have examined the coordination and supplementation of the federal funds to the programs to ensure there was no supplanting of funds.

(7) How the Subgrantee will integrate, to the extent practicable, High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings, including those that serve children from families with incomes above 200 percent of the Federal Poverty Line (6 points)

All subgrantees have committed to including children from economically diverse families, including children with families above 200% FPL (if applicable). There are many SAUs in Maine (especially in extremely rural areas) that have very few families above this threshold. But, every SAU understands the importance of economic diversity within a classroom. In SAUs where Head Start has been the only preschool in the area (serving children from families 100% FPL and below), the partnerships proposed in this applications require that children are in heterogeneous groups. Head Start directors welcome the economic mix and grant funds will support “wrap-around” services for all children and families served by the preschool programs. See Illustration K Demographics of New & Expanded Public Preschool Classrooms below.

Illustration K: Description of New and Expanded Preschool Classrooms

School	Town/RSU #	County	HS Agency/# of Classrooms	% FRL	Year 1: # of Preschoolers (@ or below 200% FPL	# of classroom @ 16 children	New or expansion	Years 2 3 4
Phillips Elementary, Strong	MSAD 58	Franklin	Community Concepts	73%	16/12 FRL	1	New	
Strong Elementary	Strong, Phillips, Kingfield			68%	16/10 FRL	1	New	
Kingfield El.					16/7 FRL	1	New	
Longley Elementary,	Lewiston	Androscoggin	AHS	93%	64/59 FRL	4	Expansion to M-F full-day	
Willard Lafayette	Sanford	York	York Cty Head Start	71%	16 FRL	1	New	32 32 48
	Sanford	York	Start	77.56%	48 FRL	3	New	
Carl Lamb	Sanford	York		70%	16 FRL	1	New	
Morse Memorial School	RSU 3	Waldo	Broadreach	74%	16/12 FRL	1	Expansion to M-F full-day	
Unity Elementary School	RSU 3	Waldo	Waldo County Head Start (2) Broadreach (1)	67%	48/32 FRL	3	Expansion to M-F full-day	
Monroe Elementary School	RSU 3	Waldo	Broadreach	63%	16/10 FRL	1	Expansion to M-F full-day	
Walker Memorial School	RSU 3	Waldo	Broadreach	63%	16/10 FRL	1	Expansion to M-F full-day	
Millbridge Elementary	RSU 37	Washington	CFO Head Start	76%	16/12 FRL	1	New	
Harrington Elementary	RSU 37	Washington	CFO Head Start	61%	16/12 FRL	1	New	
Daniel W. Merritt	RSU 37	Washington	CFO Head Start	62%	16/10 FRL	1	New	
Chelsea	RSU 12	Kennebec	SKCDC	54% (though all Head Start currently 100% FPL)	32/17 FRL	2	Expansion to full-day to M-F full-day	
Chelsea	RSU 12			54%	16/8 FRL	1	New	

School	Town/RSU #	County	HS Agency/# of Classrooms	% FRL	Year 1: # of Preschoolers @ or below 200% FPL	# of classroom @ 16 children	New or expansion	Years 2 3 4
Somerville	RSU 12		Mid Coast Head Start	All Head Start currently- 100% FRL	16 FRL	1	New	
Somerville	RSU 12				16	1	Expansion to M-F full-day	
Limestone Elementary	RSU 37	Aroostook	ACAP Head Start	76.72%	16/12 FRL	1	Expansion to M-F full-day	12
Westbrook-	Westbrook	Cumberland	OA Head Start	69% (all Head Start 100% PL	16 FRL	1	New	
South School	RSU 13	Knox	Penquis Head Start/Broadreach	70%	48/33	3	New	11 11 11
Granite Street School	Millinocket	Penobscot	Penquis Head Start	63%	16/10 FRL	1	New	
Garret Schenck Elementary School	RSU 74	Kennebec	KVCAP	67%	14/9 FRL	1	Expansion to full day	
Solon Elementary School	RSU 74	Kennebec	KVCAP	63%	17/10 FRL	1	Expansion to M-F full-day	
Carrabee	RSU 74	Kennebec	KVCAP	78.11%	16/12	1	New	
Fairfield Primary	RSU 49	Kennebec	KVCAP	All but 3 children 200% FPL or below	64/61 FRL	4	Expansion to M-F full-day	
Clinton Elementary	RSU 49	Kennebec	KVCAP	68%	16/10 FRL	1	New	
Albion Elementary School	RSU 49	Kennebec	KVCAP	64%	16/10 FRL	1	New	
RSU 53					46	3	Expansion to M-F full-day	
RSU 53						1	New	18

- (8) How the Subgrantee will deliver High-Quality Preschool Programs to Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural or tribal areas; who are from military families; and other children as identified by the State (6 points).**

Children with Disabilities/Developmental Delays

All subgrantees that are expanding preschool to a minimum of five hours/day - Monday-Friday already have significant populations of children with special needs and maintain MOUs with the regional CDS site to provide services to eligible children under IDEA. Many of those in partnership with Head Start and child care have 20-40% of children with IEPs. CDS will partner with all subgrantees (new or expanded) to coordinate screening. The goal will be to move to a consistent one screening tool (DIAL-IV) in order to get more and comparable baseline data on children. When coordination occurs, and screening leads to further evaluation, parents often feel more comfortable signing paperwork and moving along with the process. If evaluations can be completed during the summer before preschool begins, IEPs and services are more likely to be in place in September. While this happens in some SAUs, the goal is to duplicate this effort in all subgrantees regions. CDS also provides ongoing consultation to the public preschool programs and can provide additional classroom support, if needed, with an Educational Technician or a 282 Certified Teacher (Birth-5 Special Educator). CDS can provide all of the support services indicated on the child's IEP-speech and language, occupational and physical therapy and Specially Designed Instruction (SDI), if needed. CDS can also contract with school therapists if their caseloads allow. Some promising practices include:

- SAU 3 and SAU 13 /Broadreach Child Care has private foundation support to implement the *Pyramid Model for Supporting Social Emotional Competence in Infants & Young Children*
- MSAD 53-Utilizes the standards from the KJS Early Literacy Initiative, which applies a higher standard of rigor for students in need of additional support and includes home-school teaching materials. Parent training is offered by a school Literacy Specialist.

Children who are English Language Learners

Only two of the subgrantees have classrooms with English Language Learners- These are expansion classrooms and already have high levels of support for ELL children in place.

- Lewiston/Androscoggin Head Start-Language facilitators work in classrooms and assist all family service work.
- Westbrook Schools-Westbrook Children's Project (WCP), a standing partnership with United Way of Great Portland supports the Westbrook School Department in engaging families, including ELL families and families exhibiting risk factors.

Westbrook Preschool is housed at the Westbrook Community Center which serves ELL parents with English classes.

Children who live on Indian lands, are Migrant or Homeless

As stated previously, children who live on Indian lands are not included in this proposal. Tribes were approached and felt they were meeting the needs of their 4-year-olds through full-day preschool programs in collaboration with tribal Head Start. It is the priority of Head Start to enroll children who are homeless. In Maine, "homeless" does not necessarily mean living on the street. Homeless families are defined as families who may move from home to home but do not maintain a permanent address. Head Starts programs that operate closer to urban areas work with the local homeless shelters. As noted in Section B, one of the goals of this grant is to connect the Head Start staff with the McKinney-Vinto staff in the public schools to provide a more coordinated effort to locate and serve homeless children.

Children in Child Welfare:

Maine DHHS Child Protective Services are very involved in Head Start and child care programs. This expertise will benefit the partnership and Maine DHHS will work closely with school mental health staff to ensure children's needs are met and they have access to appropriate supports. Current examples include:

- *Lewiston Public Schools and Androscoggin Head Start & Child Care* participates in Community Partnership Protecting Children led by Maine DHHS
- *SAU 49/SAU 74 and Kennebec Valley Head Start-Child Protective Services* involvement is very high in the program with ongoing communication between the elementary school

and Head Start staff to assure holistic services for families and smooth transition for families from preschool to kindergarten.

Children in Rural Areas:

As noted in Section B, Maine is a very rural state. One of the obstacles for rural children to attend preschool programming is transportation. In order to increase access to preschool opportunities transportation will be provided in all new and expanded preschool programs supported by this grant. Identifying children and families will be the co-responsibility of the partners-Head Start and/or child care and the public school. The Head Start enrollment specialists work closely with Maine Home Visiting and/or Early Head Start staff to find children who are eligible for preschool.

- (9) How the State will ensure the Subgrantee implements culturally and linguistically responsive outreach and communication efforts to enroll children from families with Eligible Children, including isolated or hard-to-reach families; helps families build protective factors; and engages parents and families (e.g., builds capacity to support children's learning and development) as decision-makers in their children's education (4 points).**

Head Start is in partnership with each subgrantee, and implementing culturally and linguistically responsive outreach is one of their greatest strengths. For Head Start, preschool is a relationship based program that includes learning about individual family culture and language through the home visit, parent/teacher conference and daily connections. Family culture is supported through curriculum, parent meetings, enrichment opportunities and volunteering. Families are supported through Individualized Child Attendance plans and Family Partnership Agreements developed with each family. Family and child goals are developed with each family with regular review and support toward attainment. Preschool is a critical bridge for families and it is important that successful strategies from birth-5 be continued into kindergarten and beyond. Many of the Head Start/public school discussions for this grant included strategies to help schools more successfully meet these needs. As a result of this grant, all preschool children will receive these services. Some current strategies include:

- *MSAD 49/MSAD 74/Kennebec Valley Head Start.*

Head Start parents sit on the policy council but a seat is also held by a non-Head Start district preschool parent.

- MSAD 53 in the process of creating a virtual communication structure so parents have access to instructional practice and teaching tools via YouTube.
- RSU 39/Aroostook County Head Start will establish a parent volunteer program to increase parent participation beyond Head Start families.
- RSU 3/RSU 13/Broadreach Child Care uses the research-based Strengthening Families approach to increase family strengths, enhance child development and reduce child abuse and neglect.
- Lewiston/Androscoggin Head Start Use the Head Start Parent Engagement Framework to guide their work with families.

(10) How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers, as appropriate, including a description of how the State will ensure that each Subgrantee (10 points)---

- a) Partners with LEAs or other Early Learning Providers, as appropriate, to carry out activities that provide children and their families with successful transitions from preschool into kindergarten;**

There are two kinds of transitions for children and families from preschool to kindergarten. One is the more formal CDS/Public School IEP Team (Individualized Education Program Team) meeting as required by IDEA for all eligible children with disabilities. Although these happen, and are often very successful, this grant provides an opportunity to share strategies across SAUS to improve these critical transitions. In SAUs where there are current Head Start/child care and public school partnerships, transition plans are incorporated into the MOU. As noted earlier, Maine DOE and CDS have created a statewide MOU template to use in the 2014-15 school year to ensure these transitions are smooth.

The second transition for all other children varies tremendously. Under this grant, the state will support subgrantees to establish transition protocols from preschool to kindergarten which include, but are not limited to: kindergarten classroom visits for child and family, summer activities for children and parents, seamless sharing of assessment information between preschool and kindergarten teachers, and an outline of other supports the family or child may need (mental health services materials/books for summer programming, food pantries, etc.). Examples of successful transitions include:

- *SAD 74/Kennebec Valley Head Start* - SAU guidance counselors work closely with preschool/Head Start staff to ensure holistic services for families and smooth transitions for families from preschool to kindergarten. Preschool teachers are present during kindergarten entry. Observations of both preschool and kindergarten classrooms occur by respective teachers, in order that they may become familiar with program design, expectations and implementation, as well as with all the children in the school community
- *RSU 3/RSU 13/Broadreach* - During the 2014-15 school year, preschool teachers are participating in RSU 3's fall and spring grade level meetings. Work is underway to develop policies and procedures to align data collection, tools and reporting to ensure a seamless transition between preschool and kindergarten. Each transitioning preschool child has a written transition plan that includes specific screening and evaluation data for all learning and developmental domains.
- *RSU 39/Aroostook County Head Start* - Will connect with the licensed family child care providers and include them in their transition project to be developed with the grant partnership.
- *MSAD 58/Community Concepts Head Start* - Will continue to strengthen their partnership with Franklin County Children's Task Force to connect and reach families in need of supports, to ensure successful transitions.
- *Westbrook/Opportunity Alliance Head Start* - Preschool and kindergarten teacher participate in regular retreats that focus on transitions as well as literacy training for teachers.

(b) Coordinates and collaborates with LEAs or other Early Learning Providers, as appropriate, in—(i) Providing opportunities for early educators to participate in professional development on early learning and kindergarten standards, assessments, curricula, and culturally and linguistically responsive strategies to help families build (ii) Providing family engagement, support, nutrition, and other Comprehensive Services and coordinating with other community partners to ensure families' access to needed supports; protective factors, build parents' capacity to support their children's learning and development, and engage parents as decision-makers in their children's education; (iii) Supporting full inclusion of Eligible Children with disabilities and developmental delays to ensure access to and full participation in the High-Quality Preschool Program; (iv) Supporting the inclusion of children who may be in need of additional supports, such as children who are English learners; who reside on "Indian lands" as that term is defined

by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural areas; who are from military families; and other children as identified by the State; (v) Ensuring that High-Quality Preschool Programs have age-appropriate facilities to meet the needs of Eligible Children; (vi) Developing and implementing a systematic procedure for sharing data and other records consistent with Federal and State law; and (vii) Utilizing community-based learning resources, such as libraries, arts and arts education programs, and family literacy programs.

All current public preschool programs provide opportunities for early educators to participate in some degree of professional development. This grant provides a unique opportunity for Maine DOE, MRTQ, CDS and local SAUs to collaborate further to ensure all local providers are able to access training on *Maine's ELDS*, curricula, assessments, culturally and linguistically responsive strategies as appropriate and use strategies to help build protective factors and support children's learning and development and engage parents as decision-makers in their children's education. It will be the responsibility of each subgrantee Preschool Coach/Coordinator to work closely with the Head Start staff who provide this support, as well as with SAU staff, Maine DOE and CDS. In both new and existing partnerships, Head Start will have the financial support to share their successful strategies; they will also partner with Maine Home Visiting to help all early childhood educators to increase their competence in this area. Current local coordination and collaboration strategies include:

- *Westbrook/Opportunity Alliance Head Start*-Provides outreach to home and center-based providers with workshops on a variety of topics including early intervention services, literacy and kindergarten readiness. They have an existing work plan for further outreach to early childhood providers on curriculum. They collaborate with local preschools on screening for kindergarten registration. Through their partnership with United Way they provide backpacks filled with books and literacy activities to all incoming kindergarten families. The *Jump Start* program is offered during the summer before kindergarten entry. Preschool data linked to school data system. Their first preschool cohort, now in grade 5, has 54% proficiency at the reading benchmark.
- *Lewiston/Androscoggin Head Start*-All Lewiston preschool children are taking part in the pilot SLDS project.

- *RSU 3/Broadreach*-Partners include: RSU 3 Adult Education, Waldo County Literacy Volunteers, Unity Barn Raisers, Unity College, local libraries, Unity Center for the Arts.
- *RSU 12/SKCDC (Head Start)* preschool teachers are supported through Practice-Based Coaching.
- *RSU 37/Aroostook Head Start*-Work collaboratively with community partners to establish community programs to offer art and cultural programs and family literacy programs.
- *MSAD 49/Kennebec Valley Head Start*-Works closely with the local homeless shelter prioritizing enrollment, linking with McKinney Vento Coordinator and area resources for housing, child development and other family services. Parent enrichment opportunities include community connections from Cooperative Extension , Greater Somerset Public Health and Kennebec Behavioral Health.
- *MSAD 53* Will reach out to local child care providers to provide training, materials and specific teaching strategies in order to help students come into the system ready to learn. They will provide parent trainings at the school and local library.
- *MSAD 58* will offer professional development to its local early childhood educators in research-based strategies, and it will partner with the Franklin County Children's Task Force to offer space for parenting programs in their schools.

Evidence for selection criterion (E):

See Work Plan pp. 88-89

F. Alignment within a Birth through Third Grade Continuum (20 points).

The extent to which the State has an ambitious and achievable plan to align High-Quality Preschool Programs supported by this grant with programs and systems that serve children from birth through third grade to, among other things, improve transitions for children across this continuum.

Maine's Goal 8: Create a seamless birth-3rd grade continuum at state and local level in the twelve subgrantee SAUs. Ongoing and Planned/Grant Funded

For birth through age-five programs, these activities include—

- a) Coordinating with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that**

expands families' choices, facilitates or improves their access to programs and supports in their own communities, and engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate.

Significant birth-5 systems integration work has been completed and is ongoing with support from a Maternal Infant, Early Childhood grant and Maine DHHS staff (see below). This Prek Expansion grant will build on this systems integration by ensuring the current linkages are expanded to include: local child care providers, Maine Roads to Quality training, CDS case managers, and public preschool-3rd grade teachers/administrators. Three subgrantees (SAUs supported by this grant funding) will pilot this integration beginning in Year One of the grant. Lessons learned from the pilot will be used to ensure integration in all subgrantee regions and provide models for the remaining SAUs in the State. The programs described below have all been linked to Maternal Infant Early Childhood Home Visiting (MIECHV). The State level MIECHV Coordinator sits on the SAIEL team which will enable state-level coordination.

Maine Infant Early Childhood Home Visiting Linkages:

Maine State Library (MSL) is a new collaboration effort for 2014 -15 implementation. A partnership between the Maine DHHS and the Maine State Library has been developed to support statewide improvement in early childhood literacy and to connect families to local libraries throughout the State. The goal of this collaboration was to fund an Early Literacy Specialist (ELS) at the Maine State Library will catalyze the development of literacy leaders in public libraries across Maine

Maine has 265 public libraries that offer lifelong learning opportunities and play a significant role in early learning for all children. Librarians need the skills to incorporate early literacy research and methodologies into their programming, and promote early literacy in their communities. Part of the measurable outcomes and scope of work is to develop MOU's between the Maine State Library and Maine Families Home Visiting to improve families' access and use of local public libraries. This aligns with MIECHV Federal Benchmark 3, to improve children's achievement and school readiness.

The ELS at the Maine State Library is a member of SAIEL and *Literacy for ME* (described below) and will be key to the state-to local connections Maine Families Home Visitors, Community Literacy Teams, libraries and child care providers in the subgrantee regions.

The **Developmental Systems Integration Project (DSI)** subcommittee of the State Agencies Interdepartmental Early Learning (SAIEL) team are partnering to provide support to two (2) communities in Maine who are ready to improve and coordinate developmental screening activities for children ages birth to three. With support from state and federal funding, this opportunity is being offered in two (2) communities *at no charge*. This support will be offered in a way that meets the demands of busy practices and community-based organizations. Support will come in the form of community-based training, including materials for implementation, and follow-up technical assistance to ensure that community teams are successful in their efforts. Each community will receive financial assistance to help convene trainings and meetings as well as with data collection assistance.

The **Fetal Alcohol Spectrum Disorder/Drug Affected Babies (FASD/DAB)** are major causes of developmental and learning disorders in Maine and results in many children entering the CDS system.. Maine has one of the highest rates of prescription drug abuse in the country. The FASD/DAB State Coordinator facilitates a statewide task force, promoting a State strategic plan, and conducting communication activities to increase awareness and provide education about FASD/DAB in Maine. In fall of 2013, the Task Force was formed and began meeting bi-monthly with high participation from diverse stakeholders. A logic model was developed to guide statewide efforts to address FASD, drug-affected babies and substance use during pregnancy. Activities to date include and will be more intentionally linked to child care providers and public schools:

- Developing a FASD/DAB project webpage and initiating a statewide FASD/DAB quarterly newsletter with information on resources, research information, and upcoming trainings.
- Developing a toddler prescription drug ingestion prevention campaign in partnership with the Northern New England Poison Center and other community partners.
- Convening a Suboxone Ingestions workgroup to address the rise in the number of suboxone and other medication ingestion reports by OCFS (child welfare); and developing materials and opportunities for education about the importance of keeping medications stored safely. Presentations on this initiative were given to *Maine Families* home visitors and Medication Assisted Treatment providers.

- Convening Safe Sleep/Medication Assisted Treatment Collaboration Meetings to address an increase in the number of infants who have died due to unsafe sleep conditions among drug affected children and parents who were in medication assisted treatment.
- Partnering with home visiting staff and other community partners to coordinate regional trainings to address infant safe-sleep environments and the potential risks posed to families with substance use issues. Three regional forums were held across the State to bring together home visitors, public health nursing, and medication assisted treatment providers who all come into contact with these families to learn about each other's programs, learn about the issues related to unsafe sleep and ingestions, and obtain informational materials to disseminate to parents statewide.

Roles clarification agreements between Maine Families and **Public Health/Community Health Nursing** that have resulted in the development of a pilot project ("CradleME") to test a single-point of referral for both programs. The pilot began in October 2013 with postpartum/newborn referrals from Eastern Maine Medical Center as the selected pilot site. Initial evaluation indicates that the CradleME system results in a simpler process for referents and families, is effective in directing referrals to appropriate services, fosters efficient use of available resources, generates valid data, and supports collaboration in the field among nurses and home visitors. The next phase of the CradleME pilot involves testing of prenatal indicator scoring criteria and decision algorithms. In addition, the pilot is testing a prototype of a dedicated electronic referral system which can perform automated scoring and prioritization of CradleME referrals, which would reduce the administrative staffing required for potential expansion of the CradleME referral system. Based on the results of this next phase of the pilot, DHHS leadership will have the opportunity to determine whether to implement CradleME on a larger scale. While Maine DOE does not actively coordinate these programs, it will provide information to educators and administrators to assist in better access of families to these critical supports for early childhood success.

The Maine Families Systems Coordinator has initiated an MOU with **Child Development Services (CDS)** to support families in transitioning and working with both programs, and to improve communication between Home Visiting and CDS staff with respect to family needs. The MOU is due to be implemented in January 2015. The intent is to: clarify CDS and Home

Visitor roles and outline primary work done with families; define eligibility for both programs so referrals are offered appropriately; create referral and consent forms, and develop processes to streamline services for statewide consistency; identify aligned goals and information that should be shared between CDS workers and Home Visitors with caregiver consent; and establish boundaries and schedules when joint visits are important and will benefit the family. Once the MOU is drafted and executed, the Maine Families Systems Coordinator and CDS State Program Coordinator will introduce the MOU regionally to allow for questions and ensure the agreement is understood for statewide consistency in practice.

Women, Infant, and Children's Nutrition Program (WIC) and Maine Families Home Visiting have started to draft an MOU for statewide dissemination in January 2015. This MOU will provide clear guidance and expectations for local level programs (both WIC and Maine Families) to provide referrals for all eligible families. WIC and Maine Families are serving many of the same at-risk families. Maine DOE will work collaboratively to identify aligned program goals and objectives, and seek support from one another to improve family outcomes in Maine.

(b) Ensuring that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five

As noted previously, Maine law has requires collaboration in the development and enhancement of preschool programs to ensure that they support one another in the communities. The provisions in 20-A §4502(9) state:

“Coordinated early childhood programs for children 4 years of age. Any school administrative unit that wishes to develop an early childhood program for children 4 years of age must submit a proposal for approval to the department. Evaluation of the proposal must include consideration of at least the following factors:

- A. Demonstrated coordination with other early childhood programs in the community to maximize resources;
- B. Consideration of the extended child care needs of working parents; and

C. Provision of public notice regarding the proposal to the community being served, including the extent to which public notice has been disseminated broadly to other early childhood programs in the community.”

(2) For kindergarten through third grade, these activities may include—

(a) Ensuring that Eligible Children are well-prepared for kindergarten;

See Section C (2) pp. 46-48 Measureable Outcomes Including those for School Readiness.

(b) Sustaining the educational and developmental gains of Eligible Children by—

(i) Promoting collaboration between preschool and kindergarten teachers;

Maine just completed its first successful institute “From Preschool to Kindergarten-Connecting the Language and Literacy Standards (**See Appendix 16**). This was the first time a statewide gathering of preschool and kindergarten teachers attended an event with their principals, superintendents and/or literacy/curriculum specialists. It is clear from the evaluations that there is great interest in continuing these kinds of events. Participant evaluations included suggestions to create webinars linking preschool/kindergarten teachers not only around standards alignment (already in *Maine’s ELDS* document) but in sharing appropriate, intentional and effective curriculum, instructional strategies and assessment. These will be developed within the next year. Some subgrantees have already begun connecting preschool and kindergarten teachers at the local level; however, they are only beginning to make the connection with private preschool programs or providers. Including kindergarten teachers in these trainings helps all preschool teachers and child care providers understand kindergarten expectations, and also help kindergarten teachers see that many preschool children enter with skill deficits and delayed development due to poverty, level of maternal education, and other factors.

(ii) Expanding access to Full-Day kindergarten

All subgrantees included in this proposal operate full-day kindergarten. Most (81%) of Maine’s SAUs offer full-day kindergarten programming. The 19% that offer half-day kindergarten are mostly in high income SAUs.

(iii) Increasing the percentage of children who are able to read and do math at grade level by the end of third grade

Children's ability to read and do math at grade level by the end of 3rd grade begins at birth. Research is clear that children who have been talked to, read to and exposed to the world around them through many hands-on experiences are those who learn-to-read and read-to-learn. Without intentional training in the areas of language and literacy, parents (and many child care providers and teachers) who have not been raised in an environment with books and substantive talk their children will have great difficulty obtaining these skills. One of the strategies supported by this grant is to use a research-based language training for both parents and child care providers/ teachers across the age span. This grant will fund two research-based train-the-trainers events from the Hanen Centre for Speech and Language. 1) Part C CDS staff and home visitors will participate in SPARK Communication™ which is designed for early interventionists to give them the tools to create a collaborative partnership with parents and support them in playing a primary role in their child's early language intervention. Drawing on practices known to be effective with adult learners, participants learn to utilize explicit teaching, coaching and scaffolding to help parents apply responsive strategies to their everyday interactions with their child, thereby making intervention an ongoing process; 2) *Learning Language and Loving It* for Maine DOE coaches, MRTQ trainers, CDS staff and the Preschool Coach/Coordinators in each subgrantee region. Maine has some experience with the *Learning Language and Loving It* training that includes follow-up technical assistance in the form of video-taping teacher language, and its effectiveness in increasing the quality of teacher language in the classroom. By tackling the language "issue" through multiple interventions and systems, such as MIECHV and MRTQ, the goal will be to see increased child outcome scores that MEPRI and SLDS will be able to link to third grade reading and math assessments.

Aligning preschool and kindergarten-3rd grade reading and math curricula, instruction and assessment is another important task. This will be a major task of the PreK-3rd Framework Group funded by this grant in each subgrantee region (stipends for teachers). This group will use the Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches (2013, Kauerz & Coffman) to guide this work.

(c) Sustaining a high level of parent and family engagement as children move from High-Quality Preschool Programs into the early elementary school years;

(i) Child learning standards and expectations;

As noted previously, the State is completing a revision of *Maine ELDS* and it will include an alignment from infant/toddler development through 3rd grade. All of the activities in the grant will be linked to these standards in order to help parents and families understand how early childhood experiences build on each other and are connected to school success

(ii) Teacher preparation, credentials, and workforce competencies;

A subcommittee of the Maine Children's Growth Council is the Professional Development Accountability Team (PDAT). The goal of the PDAT is to integrate the early childhood professional development systems in Maine – birth through age 8. Professional Development as defined by the National Association for the Education of Young Children (NAEYC) combines Education, Training and Technical Assistance. The PDAT is comprised of representatives from: Child Development Services (CDS), Maine DHHS Centers for Disease Control, Head Start Collaboration office, Child Care Centers, Head Start Directors, Maine Roads to Quality Professional Development Network, University of Maine Center for Community Inclusion and Disability Studies, Head Start Training and Technical Assistance office, Maine DOE and Maine DHHS Office of Family and Children's Services (OFCS),

The current task is to locate and map the existing supports for education, training and technical assistance in Maine (birth -age 8). Survey data has been analyzed and a plan for a symposium in December 2014 is underway. The lead speaker will discuss the implementation science research, the value of aligning professional development systems and its impact on positive child outcomes.

A major partner in this grant is **Maine Roads to Quality (MRTQ)**. The MRTQ Director attends SAIEL meetings monthly.. Maine DHHS contracted with the Muskie School of Public Service at the University of Southern Maine in 1999 to establish MRTQ, the Early Care and Education Career Development Center, to manage the comprehensive, coordinated career development system. In 2012, the Maine DHHS Office of Child and Family Support Services

(OCFS) made the decision to redesign the delivery of professional development services to early childhood professional in Maine. Maine Roads to Quality: Early Care and Education Career Development Network was created, its purpose is to promote and support professionalism in the early care and education field. With funding from Maine DHHS, Office of Child and Family Services and private funders, Maine Roads to Quality (MRTQ) provides the following services:

1) **Maine Roads Career Lattice and Professional Registry.** Early childhood educator qualifications are included in Maine Roads to Quality standards, which include progression along a career lattice. The MRTQ registry continues to grow, with just under 7000 active registry members as of 9/24/2014. The Registry also continues to verify data for Quality for ME, which is Maine's Quality Rating and Improvement System.

Maine's *Public Preschool Program Standards* require all public preschool teachers and Educational Technicians (teacher assistants) to join the Registry.

2) **Maine Roads Core Knowledge Training Program.** MRTQ is responsible for coordinating and delivering the Core Knowledge Training Program statewide. This program offers a wide range of approved training in core knowledge areas: healthy, safe environments; observation and assessment; child development; developmentally appropriate practice; guidance; relationships with families; individual and cultural diversity; and business and professional development. This training shares consistent, common best practices among new and experienced practitioners, can be used to meet Child Development Associate (CDA) training requirements, is eligible for college credit upon completing the 180-hour certificate and provides training that meets requirements for State licensing and continuing education units (CEUs).

Maine's *Public Preschool Program Standards* require all and Educational Technicians (teacher assistants) achieve Core Knowledge Training to move to a Level IV on the MRTQ Registry within two year.

3) **Maine Roads to Quality Trainer Registry and Trainer Quality Assurance program.** MRTQ developed new procedures for approving trainers to deliver the Core Knowledge Training Program. Trainers must have a Master's degree in Early Childhood or a related field and experience in delivering training to adults. They must also commit to completing a new 18-hour course with MRTQ called "Teaching Adult Learners," and

ongoing professional development. Individuals must renew their status as an Approved Trainer every three years. To ensure fidelity to the curriculum for the Core Knowledge Training Program, MRTQ has developed a Trainer Quality Assurance System (TQAS). The TQAS requires new trainers to be observed, either in-class or online, using MRTQ TQAS tools. Experienced trainers receive random observations, and those trainers showing need for improvement receive follow-up training from MRTQ staff.

Maine DOE's Public Preschool Development Coaches are all registered trainers at MRTQ.

4) **Maine Child Care Leadership Institutes.** These are three 30-hour training curricula for child care directors in face-to-face meetings throughout the State.

5) **Maine Roads Scholarship Program.** This program improves access to higher education by providing scholarships to support child care and early education providers in Maine who are pursuing a Child Development Associate (CDA) credential, an Associate's degree, a Bachelor's degree, or a Master's degree.

6) **Maine Roads Technical Assistance Program.** Beginning in September 2013, MRTQ, in partnership with the Center for Community Inclusion and Disabilities Studies (CCIDS) recruited and trained a group of thirteen professionals to serve as technical assistance consultants throughout the State. All TA consultants participated in a five-module hybrid training called Foundations of Relationship- Based Technical Assistance and have continued to attend monthly conference calls with MRTQ and CCIDS staff. Programs may request TA through MRTQ. Requests are screened by MRTQ staff, with follow-up to the program if more information is necessary. Completed request are then assigned to either an MRTQ staff member or to a TA consultant with expertise in the required area. In addition, several TA consultants have formed regional Communities of Practice (CoP) with practitioners to offer support, networking, and training.

Maine DOE's Public Preschool Development Coaches are all TA Consultants at MRTQ.

7) **Maine Roads Accreditation Project.** This project strives to increase the number of family child care providers, child care centers, part-day programs, and school-age programs that are accredited and meeting nationally recognized standards for high quality care and education that promote children's physical, social and cognitive development.

This project supports accreditation for family child care, center-based care and before and afterschool care. The project is currently privately funded.

Grant funding will support a National Association for Family Child Care (NAFCC) Accreditation Facilitator for local programs if they want to achieve Level IV on QRIS and partner with local public schools

The integration between preschool and the early elementary grades also extends to preschool inclusion in district Performance Evaluation and Professional Growth (PEPG) systems organized around Maine's approved practice models: Danielson, Marzano, Kim Marshall, and the National Board Core Propositions.. The school year 2014-15 is the pilot year for PEPG systems across the State and it is critical that public school administrators and preschool teachers understand the relationship of these systems and practice models to instruction in the preschool classroom.

Examples of instruction included in the Maine Schools for Excellence (Teacher Incentive Fund Grant) resources revised in Teacher 2014-2015 were written by the Early Childhood Consultant and included to help principals understand effective instruction in a 4-year old classroom. Revisions are also planned for the Maine Schools for Excellence Leaders PEPG system and the Early Childhood Consultant will examine other how other states enhance principals' knowledge of high quality early childhood programs and provide consultation to the revisions. Maine is studying crosswalks between CLASS and INTASC standards (using the Danielson model). The results of this study will inform teachers' and leaders' understanding of the connections between preschool to 3rd grade, especially in partnerships where Head Start hires the preschool teachers.

(iii) Comprehensive Early Learning Assessment Systems

As noted previously, Maine is a Tier 2 state in the North Carolina Enhanced Assessment Grant. Maine will pilot the Kindergarten Entry Assessment and the first, second and third grade formative assessments. As noted above, each subgrantee will form a workgroup to work on a PreK-3rd grade framework for aligning curriculum, instruction and assessment across this age/grade span by the end of the 2015-16 school year. Maine DOE will contract with a national expert to lead the subgrantees workgroups. Stipends are included in subgrantee budgets to cover teachers' time on this project. This work will inform the Maine DOE as to professional

development needs and Maine DOE and the subgrantee will strategize how to best meet these needs, either through SAU level or state level professional development. The goal is of this project is to develop a compendium of SAU frameworks for aligning curriculum, instruction and assessment to be used statewide by districts. These frameworks, together with the integration between preschool and third grade of educator effectiveness models, CLASS and ECERS will significantly contribute to the tools available in the state to connect and measure student progress toward learning goals and the instructional strategies that make are most effective in supporting student progress.

(iv) Data systems

The increase linkages with MEPRI and SLDS will open the possibilities for parents to use preset queries to see aggregate public school and CDS data. The Data Warehouse will also allow groups that work on behalf of parents to gather the data to in support of their advocacy for sustaining programs and services that have shown successful outcomes for children

(v) Family engagement strategies.

Every SAU will develop a Birth-3rd grade Task Force to ensure collaboration among community efforts. This Task Force will include, but not be limited to-local home visitors, Early Head Start and Head Start staff, preschool, kindergarten-3rd grade teachers/administrators, community members, and others as determined by the SAU and its partners. Maine has many successful projects; but they exist in isolation. This grant provides a unique opportunity to require SAUs to connect and develop family engagement strategies across the early childhood years. This grant will fund a lending library in each community that contains content area learning materials-narrative and informational books, resources on things to use around the home, activities and games for parent and child interaction. These will be linked to Early Learning and K-3 Standards and will include web-based and face-to-face parent workshops. Materials will be mailed to families who cannot access school or local libraries with return postage paid.

Some current successful community projects include: “Rhonda’s Reads” whereby Rotarians are matched with local childcare sites and regularly spend time there reading with children,

“Project Story Boost” is a program for Prek-3rd grade children at-risk are identified by their teachers and read to individually or in pairs by trained volunteer three or four days/week before school.

Literacy for ME

The Literacy for ME initiative is a very successful community model which strives to bolster literacy education in Maine. Since its launch in September of 2012, *Literacy for ME* has informed the Maine DOE’s literacy work and has supported community literacy team formation and planning activities. The *Literacy for ME* initiative includes a comprehensive, statewide literacy plan that includes recommendations for how the Maine DOE can strength literacy education across the birth to adult spectrum. The plan also includes guidance for how local communities across Maine can form community literacy teams to better coordinate literacy education efforts. Impetus for this plan came from a Striving Readers formula grant that the Maine DOE was awarded in 2010. A state-level literacy team made up of members with literacy expertise across the birth to adult span assisted with development of the plan and it currently provides oversight for implementation of the initiative.

Recognizing the value of literacy to social, educational and economic well-being, communities across Maine have formed literacy teams to promote birth to adult literacy education efforts. The *Literacy for ME* initiative supports community literacy team formation and planning activities, including provision of a wide array of resources on a Maine DOE website- *Literacy for ME* . Community literacy teams are composed of a wide array of members representing early childhood providers, preschool-adult educators, librarians, civic organizations, higher education, the business community and many other interested parents and citizens. Community literacy teams evaluate the literacy assets and needs that exist in their communities and then develop and implement plans to address those needs in creative ways. Some of the subgrantees have strong community literacy teams in place and all of the teams have chosen an initial focus on the early childhood years. This has been a very successful strategy to engage a community, and each subgrantee will be required to form a Community Literacy Team before the end of the second year of the grant. There is already an infrastructure for community team support from the Maine DOE’s Literacy Specialist and this will continue throughout the grant period and beyond. The proposal provides each subgrantee with money in

its operating budget to support the creation of a Literacy Team and/or ongoing community efforts.

Evidence for selection criterion (F):

See Work Plan pp. 89-91

Maine Preschool Expansion Grant Work Plan 2015-2018 *Denotes activities underway **Uses Preschool Grant Funding**

Ambitious and achievable plan which incorporates focused activities that Maine has underway and those which the State will support over the period of the grant.

Criteria	Key Activities	Lead/Partners	Resources	2015/Quarters				2016/Quarters				2017/Quarters				2018/Quarters			
Goal 1				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
C-1-a Enhancing Expanding ELDS	Form ELDS Steering Committee	Maine DOE CDS, MRTQ, DHHS, Head Start	Maine DOE, Maine DHHS	x															
	Contract for ELDS T/TA	Maine DOE MRTQ/CDS	Maine DOE	x	x														
	Development																		
	Pilot Training Subgrantee Regions-Expansion Classrooms	SAU Preschool Coach/Coordinators	Federal grant			x													
	Pilot Training Subgrantee Regions -New Classrooms	SAU Preschool Coach/Coordinators	Federal grant																
	ELDS Training Offered Statewide	MRTQ	Maine DOE/MRTQ																
	Develop/Pilot Web-based Training	MRTQ Steering Committee	MRTQ																
	Deliver Web-Based Training	MRTQ Maine DOE /CDS	Maine DOE																
	ELDS Website Development/ Maintenance	Maine DOE- Steering Committee Contractor	Maine DOE MRTQ		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Goal 2																			
C-1-b Implementing High-Quality Program Standards	*Complete FJA for Maine DOE/CDS Program Monitor Interview/Hire	Maine DOE/CDS	Maine DOE/CDS Federal grant to support 50% salary and benefits	x															
	Move Preschool Program Standards	Maine DOE	Maine DOE	x															

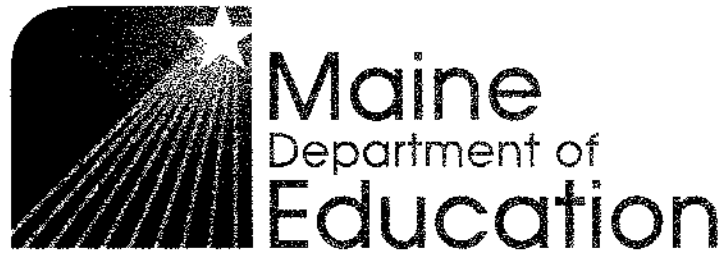
Other Attachment File(s)

* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment	<input type="text"/>	<input type="text"/>
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ME Preschool Expansion

Part 5: Other Attachments Form

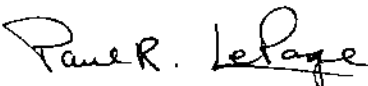
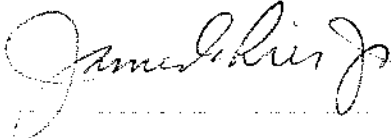
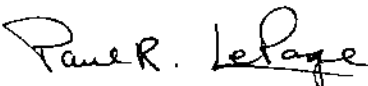
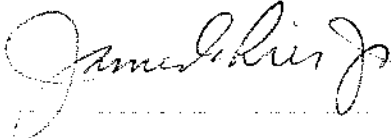
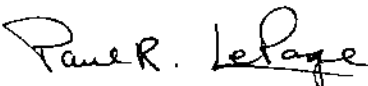
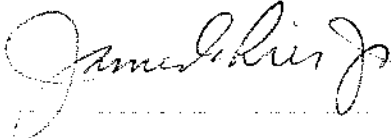
Application Assurances and Certifications
Accountability, Transparency, and Reporting Assurances
Excel Spreadsheets

1. Table A
2. Table B
3. Competitive Priority 1 Table
4. Table D(4)
5. Budget Table 1-1

Indirect Cost Rate Agreement
Appendix with Table of Contents
Includes

Letters of Support
Preliminary Letters of Understanding from Subgrantees

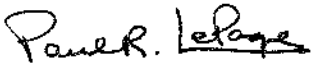
APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): Paul R. LePage, Office of the Governor	Applicant's Mailing Address: 1 State House Station Augusta, Maine 04333				
Employer Identification Number: 016000001	Organizational DUNS: 809045545				
Lead Agency: Maine Department of Education Contact Name: Joanne C. Holmes (Single point of contact for communication)	Lead Agency Contact Phone: 207-624-6669 Lead Agency Contact Email Address: Jacj.holmes@maine.gov				
Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i> To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation: <table style="width: 100%;"><tr><td style="width: 60%;">Governor or Authorized Representative of the Governor (Printed Name): Paul R LePage, Governor Signature of Governor or Authorized Representative of the Governor: </td><td style="width: 40%;">Telephone: Date: 9-9-14</td></tr><tr><td>Lead Agency Authorized Representative (Printed Name): James E Rier, Jr., Commissioner Signature of Lead Agency Authorized Representative: </td><td>Agency Name: Department of Education Date: 9-9-14</td></tr></table>		Governor or Authorized Representative of the Governor (Printed Name): Paul R LePage, Governor Signature of Governor or Authorized Representative of the Governor: 	Telephone: Date: 9-9-14	Lead Agency Authorized Representative (Printed Name): James E Rier, Jr., Commissioner Signature of Lead Agency Authorized Representative: 	Agency Name: Department of Education Date: 9-9-14
Governor or Authorized Representative of the Governor (Printed Name): Paul R LePage, Governor Signature of Governor or Authorized Representative of the Governor: 	Telephone: Date: 9-9-14				
Lead Agency Authorized Representative (Printed Name): James E Rier, Jr., Commissioner Signature of Lead Agency Authorized Representative: 	Agency Name: Department of Education Date: 9-9-14				

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-I.L.L., "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR
Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
Paul R. LePage, Governor	
Signature: 	Date: 9-9-14

INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ☒
NO ☐

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 07/01/_2014_____

To: 06/_30/2015__

Approving Federal agency: x ED ___HHS ___ Other

(Please specify agency): _Maine Department of Education_

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Maine Department of Education
74 State House Station
Augusta, ME 04333

Date: SEP 10 2014

Agreement No: 2014-129

Filing Reference: Replaces previous
Agreement No. 2013-065

Dated: 8/30/2013

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2014	06/30/2015	8.70%	MTDC	APwR

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.

Section IV - Approvals

For the State Education Agency:

Maine Department of Education
74 State House Station
Augusta, ME 04333

James E. Rier Jr.
Signature

James E. Rier Jr.
Name

Commissioner
Title

9-18-14
Date

For the Federal Government:

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

SEP 16 2014

Date

Negotiator: David Gause
Telephone Number: (202) 245-8032

ORGANIZATION: Maine Department of Education

Page 3

APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

#	Attachment Title	Relevant Selection Criterion
1	Letters of Support	A(6)
2	ELDS Examples of Each Domain	B(1)
3	Maine's ELDS aligned with HSELDF	B(1)
4	Public Law 2013, Chapter 581	B(3)
5	Resolve 2013 , Chapter 114	B(3)
6	Recommended Quality Standards of Program Practice	B(4)
7	Maine Department of Education Regulation, Proposed Chapter 124	B(4)
8	Superintendents' Survey/Preschool Teacher Survey	B(4)
9	Administrative Report of Work Content (FJA) for Monitoring Position	B(4)
10	Joint MOU	B(5)
11	CDS/HS/Public Preschool MOU	B(5)
12	Strategic Plan Crosswalk	B(6)
13	Literacy Certification	C(1)(e)
14	Maine Screening Terminology Summary	C(1)(j)
15	Letters of Understanding	D
16	CCSSO Flyer From Preschool to Kindergarten Connecting the Language and Literacy Standards	F(2)(b)(i)

Letters of Support

Joint Standing Committee on Education and Cultural Affairs
Commissioner Mary Mayhew, Department of Health and Human Services
Fight Crime: Invest in Kids
Mission Readiness Military Leaders for Kids
Ready Nation Maine
John T. Gorman Foundation
Maine Early Learning Investment Group (MELIG)
Maine School Superintendents Association
Maine Principals' Association
MADSEC – Maine Administrators of Services for Children with Disabilities
Child Development Services
IDEA, Part B State Advisory Council
Maine Children's Alliance
Maine Roads to Quality
Maine Children's Growth Council



State of Maine
ONE HUNDRED AND TWENTY-SIXTH LEGISLATURE
JOINT STANDING COMMITTEE ON EDUCATION AND CULTURAL AFFAIRS

October 7, 2014

Commissioner James E. Rier, Jr.
Department of Education
23 State House Station
Augusta, ME 04333-0023

Dear Commissioner Rier:

We write on behalf of the Joint Standing Committee on Education and Cultural Affairs in support of Maine's application for a Federal Preschool Expansion Grant to be awarded by the U.S. Department of Education and the U.S. Department of Health and Human Services in accordance with the 2014 federal Preschool Development Grant program. We acknowledge that the Preschool Expansion Grants will help local education agencies and local governments in Maine build the fundamental components of a high-quality preschool system or expand proven early learning programs.

As you well know, the Joint Standing Committee on Education and Cultural Affairs devoted significant time and effort working with the Maine Department of Education and key education stakeholders during the 2013-2014 legislative sessions to craft legislation to promote the improvement and expansion of public preschool programs for Maine children. We believe that the enactment of Public Law 2013, Chapter 581, "An Act To Establish a Process for the Implementation of Universal Voluntary Public Preschool Programs for Children 4 Years of Age," places Maine in an outstanding position to be awarded a Preschool Expansion Grant.

We understand that Maine is applying for this federal grant in order to: (1) implement and sustain high-quality preschool programs to reach and serve additional eligible children in two or more high-need communities; and (2) enhance preschool program infrastructure and make improvements to deliver high-quality preschool programs. We recognize that a number of the specific, focused work that is encompassed in the expectations of the federal grant program are part of Maine's current work.

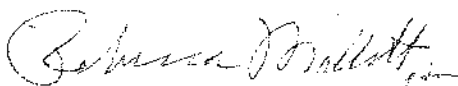
- ❖ Maine has over 37 years of public policy supporting early childhood; and the legislation enacted last session strongly encourages the focused development of new or expanded public preschool programs in high need communities;
- ❖ Maine will be promulgating rules for the required public preschool program elements to ensure preschool investments are yielding positive child outcomes over time;

- ❖ Maine has a long history of legislation, policies and practices to enhance collaboration across early childhood education and to work in a cross system, integrated manner;
- ❖ Over one-third of the existing preschool programs are partnerships, and the newly enacted legislation further encourages the integration of early childhood programs;
- ❖ Different partners can fund the staffing of the programs and share the fiscal responsibility; and Maine state policies will continue to support local partnerships to ensure all fiscal resources are maximized;
- ❖ Maine state rules articulate the specific steps to be taken in transitioning young children from early childhood special education into the public school at kindergarten; and the newly drafted state rules for Basic School Approval include requirements for public preschool programs to have processes for enrollment transition from home or other early childhood programs and for the transition between four year old programs and kindergarten programs; and
- ❖ The Maine Department of Education's recent review of school data of Maine children who were served in a public preschool program and their 3rd and 4th grade proficiency scores in math and reading found that the children served in public preschool programs were 5-7% points above their high risks peers who did not participate. This is a statistically significant gain that indicates these programs are making a difference for young children. We agree we need to explore where we see these gains, and the districts where they are even higher, so that we can improve on student proficiency throughout the state.

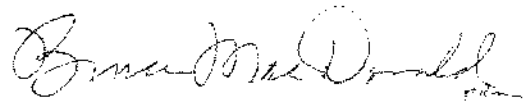
For these reasons we are very supportive of Maine's application for this federal grant.

We appreciate the excellent work that you and the Maine Department of Education have conducted in formulating this application. We hope your efforts result in securing Federal Preschool Expansion Grant funds that will continue to improve and expand our public preschool programs.

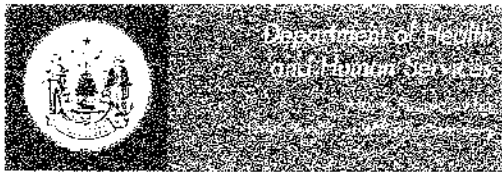
Sincerely,



Senator Rebecca J. Millett
Senate Chair



Representative W. Bruce MacDonald
House Chair



Paul R. LePage, Governor

Mary C. Mayhew, Commissioner

Department of Health and Human Services
Commissioner's Office
221 State Street
11 State House Station
Augusta, Maine 04333-0011
Tel.: (207) 287-3797; Fax (207) 287-3605
TTY Users: Dial 711 (Maine Relay)

October 10, 2014

Dear Commissioner Rier,

As the key partner in the State Agency Interdepartmental Early Learning (SAIEL) team, the Maine Department of Health and Human Services (MDHHS) strongly supports the Maine Department of Education (MDOE) application for the federal Preschool Expansion Grant. It is exciting to note the clear alignment of the grant objectives with those of our government SAIEL team as well as the state advisory council, The Maine Children's Growth Council, which reflects public and private membership.

Maine's commitment to high-quality early learning and development experiences can be found at all levels of Maine government. Across the state, school systems, cities and towns want to ensure a return on their significant investment in education. In State agency offices, officials want to ensure that limited financial resources are invested wisely and that our educational system ensures equal access to, and efficient delivery of, high-quality services for children, especially those with high needs.

The Preschool Expansion Grant will help Maine build and enhance the fundamental components of a high-quality preschool system. As a state, Maine has a decades-long history of supporting early childhood development. As state agencies, MDOE and MDHHS have worked closely to align preschool standards and maximize the early learning environments we have to be responsive to family needs.

The approach to focus on our most vulnerable communities with this grant also demonstrates a shared intention to have data drive our collective decision-making, including quality improvements and workforce development to ensure an adequate supply of high-quality preschool slots and qualified teachers. Indeed, for the past three years, in partnership with our Maternal, Infant, and Early Childhood Home Visiting program, we have supported the collaboration coach model to offer technical assistance, facilitation, and increased partnerships among local education agencies and early learning providers.

We support MDOE's application to address both priorities: (a) Implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in two or more High-Need Communities; and (b) Enhance preschool program infrastructure and make quality improvements to deliver High-Quality Preschool Programs.

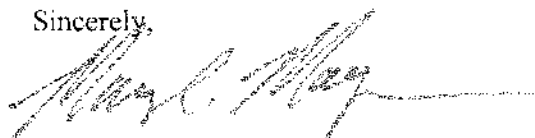
This is possible in Maine because we have:

- An environment supportive of early learning innovation-- *Legislation passed last session strongly encourages the focused development of new or expanded public preschool programs in high need communities.*

- Meaningful and purposeful collaboration and integration-- *Over one third of the existing preschool programs are partnerships with schools and child care/Head Start providers, which will only increase as we implement the recently passed legislation that encourages integration of early childhood programs, particularly through staffing patterns and shared risk financial models.*
- Recognition of the value of smooth and supportive transitions for young children—not limited to special education transitions, *Maine has already articulated steps and processes for enrollment transition from home or other early childhood programs and for the transition between four year old programs and the kindergarten programs.*
- Impacting child outcomes – *DHHS is committed to performance based services and the use of data for continuous quality improvement and policy decisions. From our partnership with MDOE, we have not only drafted policy questions but have identified preliminary data about the correlation between early learning supports and elementary school reading scores.*

Through SAIEL and other partnerships, Maine DHHS commits our support for and participation in the activities to achieve improved outcomes for Maine's young children in the MDOE Preschool Expansion application.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Mary C. Mayhew', with a long horizontal flourish extending to the right.

Mary C. Mayhew

MCM/nmt



September 25, 2014

Commissioner James E. Rier, Jr.
Maine Department of Education
State House Station 23
Augusta, ME 04333

Dear Commissioner Rier:

The members of FIGHT CRIME: INVEST IN KIDS MAINE would like to express our support for Maine's federal PreSchool Expansion Grant application. We understand Maine is applying to both (a) Implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in two or more High-Need Communities; and (b) Enhance preschool program infrastructure and make quality improvements to deliver High-Quality Preschool Programs for full days. We are please to support the applications – which will go a long way to address the unmet need here in Maine and help us achieve our common goal of better educated and safer Maine communities.

FIGHT CRIME: INVEST IN KIDS MAINE is an organization of the top law enforcement leaders from every corner of the state who believe that high-quality early learning is a very powerful crime prevention tool. Our membership includes our State Attorney General, every elected sheriff, the majority of our elected district attorneys and ninety percent of our police chiefs. We do not run or fund any programs, nor do we accept any government funding. Our role is to advocate for proven crime prevention programs.

Research confirms what we in law enforcement know from our own experiences on the front lines against crime: when at-risk kids have access to high-quality early learning they are far more likely to enter school ready to succeed, are more likely to graduate, and are far less likely to commit violent crimes as juveniles and adults.

Since 2004, FIGHT CRIME: INVEST IN KIDS MAINE has advocated for increased early learning funding, for policies to improve access to, and the quality of, early learning for all students, but especially for at-risk youngsters. We support ensuring program equity across all regions of our state, both rural and urban. We have also called for collaborative and integrated early childhood programs that best address the needs of each community, and enhanced transition support for special needs youngsters. We will continue to raise our voices to assure that our state maintains and expands its investment in high-quality and coordinated preschool system to comply with the requirements of the Federal Preschool Expansion Grant should Maine's application be successful.

Thank you for this opportunity to express our strong support and for your consideration of Maine's application.

Sincerely,

(b)(6)

Randall A. Liberty
Kennebec County Sheriff
President, Maine Sheriffs
Association

(b)(6)

Mark Westrum
Correction Administrator
Two Bridges Regional Jail
Authority and Former
National Board Member
Fight Crime: Invest In Kids

(b)(6)

James Willis
Mt. Desert Chief of Police
Bar Harbor Acting Chief of
Police
President, Maine Chief of
Police Association



September 25, 2014

Commissioner James E. Rier, Jr.
Maine Department of Education
State House Station 23
Augusta, ME 04333

Dear Commissioner Rier

On behalf of the 31 MISSION: READINESS MAINE members we write in support of Maine's application for a federal Preschool Expansion Grant with the goal of helping Maine and local schools build the fundamental components of a high-quality preschool system or expand proven early learning programs here in our state.

MISSION: READINESS is the national security organization of retired admirals and generals who have mobilized in response to data from the Department of Defense indicating that nearly 75 percent of young Americans between the ages of 17 and 24 are unable to join the military because they either lack proper education, are physically unfit, or have criminal records. Today, 14 percent of young Mainers cannot join the military because they do not have a high school diploma. Among those who do graduate, nearly 19 percent do not perform well enough on the basic military entrance exam to enter. A shrinking pool of eligible recruits is a threat to our national security, and we are troubled by the likely impact this will have on our future military preparedness.

In the interest of maintaining a strong defense, we support efforts to expand and strengthen public preschool in Maine.

Decades of research have shown that high quality early education can help put more kids on the path to graduation and later success. Study after study has affirmed that high-quality early learning participants are more likely to graduate from high school, less likely to be held back by the eighth grade, more likely to show gains in early literacy and enter kindergarten ready to learn, and less likely to engage in criminal activity later in life. Research has also demonstrated that high-quality early learning programs are sound fiscal investments, saving up to \$16 per every dollar invested.

We support this grant application to build on Maine's progress supporting early childhood learning, and expanding and enhancing quality programs for all students, with a special emphasis on our most at-risk young learners and with enhanced transitions to those who qualify for special education services. We are pleased to learn that Maine's application continues the collaborative and integrated program models that have been successful in several areas across our state, and we encourage continued collaborations across all early childhood programs. And we are very pleased to see that your department will continue to collect and evaluate child outcomes as an on-going method to improve preschool here in Maine.

For these reasons, we are supportive of Maine's federal Preschool Expansion Grant application.

Very Respectfully,

(b)(6)

Earl L. Adams
Major General
U.S. Army (Retired)
Pittston, ME

(b)(6)

Nelson E. Durgin
Major General
U.S. Air Force (Retired)
Bangor, ME

(b)(6)

John W. Libby
Major General
U.S. Army (Retired)
Sidney, ME

September 26, 2014

Commissioner James E. Rier, Jr.
Maine Department of Education
State House Station 23
Augusta, ME 04333

Dear Commissioner Rier:

READYNATION MAINE is writing to support Maine's federal Preschool Expansion Grant application.

READYNATION MAINE is a nonprofit organization made up of 120 business leaders committed to working to strengthen American businesses and our state's economy through proven investments in Maine's youngest children. We support high-quality early learning programs because we know, and research shows, such programs have a real impact on our businesses and our economy both today and tomorrow.

First, early learning funding will spur immediate economic development when Maine needs it most. Second are the long-term economic benefits: investments in quality early care and education have a return on investment that is unmatched by almost any other public investment – as much as \$16 for every \$1 invested. These programs help young children develop the critical skills to be successful throughout their lives, ensuring a future workforce with the 21st century skills businesses need, as well as increasing graduation rates and the earnings of these children when they are adults.

Every child who is denied access to high-quality early learning represents a lost opportunity to strengthen our businesses, contribute to our state's economic security, and maintain our competitive edge in a global marketplace.

We are committed to seeing Maine build on our progress and expand and enhance high-quality preschools all across Maine with a special emphasis on programs to reach our most at-risk children. We support Maine's tradition of collaborative and integrated program delivery that expands upon existing community partnerships and across all early childhood programs. We also appreciate the application's focus on enhancing transition for students eligible for special education services. And, we strongly urge the Department to continue to enhance the collection and analysis of data so we can continue to monitor progress of our youngest learners. We are encouraged by the Department's current data showing that children who had been served in a public preschool program have higher third and fourth grade proficiency scores in Math and reading. It is our understanding that your Department found that the children served in public preschool programs were 5-7% points above their high-risks peers who did not participate. This is a statistically significant gain and is the kind of educational improvements that we are pleased to support.

4 Jersey Circle | Topsham, ME 04086

T: 207.725.5946 | F: 207.725.7238 | ke@readynation.org

www.ReadyNation.org | www.facebook.com/ReadyNation | Twitter: @Ready_Nation

ReadyNation is a membership organization of business leaders working in partnership with the non-profit Council for a Strong America.

READYNATION MAINE will continue to advocate not only for increased funding for high-quality early education programs, but also for state policies to improve teacher preparation, increased access for at-risk youngsters, program equity across all rural and urban settings, and the much needed coordination of these programs that will ensure access to quality programs for high needs children. We offer an unexpected voice to the statewide movement dedicated to assuring that Maine expands our investments in coordinated, high-quality preschool programs. If granted, we will work with others across the state to see that the requirements of the federal Preschool Expansion Grant are successfully implemented.

(b)(6)

Dana F. Connors
President
Maine State Chamber of
Commerce

(b)(6)

Eileen Skinner
CEO
Mercy Hospital

(b)(6)

Elizabeth "Betsey" Timm
Maine Market President (retired)
Bank of America

JOHN T. GORMAN FOUNDATION

John T. Gorman, Jr., Founder 1930 - 2010
Tony Cipollone, President & CEO

October 7, 2014

James E. Rier, Jr.
Commissioner, Maine Department of Education
23 State House Station
Augusta, ME 04333

Directors

Shawn O. Gorman, Chairman
Weston Bonney
Jeffrey J. Gorman
Martha E. Greene
Richard Petersen
Irving Isaacson, *Emeritus*

Dear Commissioner Rier,

The John T. Gorman Foundation (the 'Foundation') is writing this letter in support of Maine's application for a federal Preschool Expansion Grant. We recognize that the Preschool Expansion Grants will help states, local education agencies, and local governments build the fundamental components of a high-quality preschool system or expand proven early learning programs.

The Foundation believes that advancing the academic achievement of Maine's youngest children is one of the most effective ways of promoting their long-term success as adults.

Among the strategies we support to this end are those that increase access to the highest quality childcare and pre-school experiences for all of Maine's disadvantaged children. This is critical for ensuring that more children are ready for school and reading proficiently by the end of 3rd grade --- the critical point at which they move from "learning to read" to "reading to learn."

We also believe that school-community partnerships are essential to support disadvantaged children's early success. For example, in Lewiston we are supporting the Lewiston Campaign for Grade Level Reading, a coalition of the Lewiston School Department, Head Start, community based agencies, businesses, Bates College and others whose aim is to ensure that all children are reading on grade level by the end of third grade. Priority coalition strategies include not only access to high quality early care and education and pre-school, but also linking children and families in those programs to community-based supports and services to increase opportunities and address barriers. Expanded pre-school will thus be part of a larger, comprehensive approach to promoting success for disadvantaged children and families in Lewiston.

We understand that to be eligible for a federal Preschool Expansion Grant, prospective grantees must describe how they will expand access to children from low- to moderate-income families, ensure an adequate supply of high-quality preschool slots and qualified teachers, monitor for continuous improvement, partner with local education agencies and other providers, and sustain high-quality services after the grant period.

We recognize that Maine will be applying to both (a) Implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in two or more High-Need Communities; and (b) Enhance preschool program infrastructure and make quality improvements to deliver High-Quality Preschool Programs.

It is important to recognize that some of the specific, focused work that is encompassed in the expectations of the federal initiative is part of Maine's current work:

- Build on the State's progress – *Maine has over 37 years of public policy supporting early childhood.*
- New, expanded, or enhanced high quality programs through sub-grants to serve two or more high need communities – *Legislation passed last session strongly encourages the focused development of new or expanded public preschool programs in high need communities.*
- Address the program elements to ensure high quality -- *Maine will be promulgating regulations for the required public preschool program elements to ensure preschool investments are yielding positive child outcomes over time.*
- Collaborative, integrated programs – *Over 1/3rd of the existing preschool programs are partnerships, and the newly passed legislation further encourages integration of early childhood programs. Different partners can fund the staffing of the programs, sharing the fiscal responsibility. The Department will continue to support local partnerships to ensure all fiscal resources are maximized.*
- Enhancing transitions – *Maine has regulatory language that articulates the specific steps to be taken in transitioning young children from early childhood special education into the public school at kindergarten. The new Basic School Approval drafted regulation includes requirements for public preschool programs to have processes for enrollment transition from home or other early childhood programs and for the transition between four year old programs and the kindergarten programs.*
- Impacting child outcomes – *The Department recently reviewed Maine school data on children who had been served in a public preschool program and their third and fourth grade proficiency scores in Math and reading. The Department found that the children served in public preschool programs were 5-7% points above their high risks peers who did not participate. This is a statistically significant gain. The programs are making a difference for young children. We need to explore where we see these gains, and districts where they are even higher. We can improve on this throughout the state.*
- Collaboration across early childhood programs – *Maine has a long history of legislation, policies and practices to enhance early childhood education and to work in a cross system, integrated manner.*

For these reasons we are very supportive of Maine's application.

Sincerely,

(b)(6)

Tony Cipollone, President and CEO
John T. Gorman Foundation



MELIG

Maine Early Learning Investment Group

MEMBERS

James A. Clair, VP
Goold Health Systems,
an Emdeon company
Principal/Co-owner,
Dirigo Capital Advisors, LLC

John Peters
President (Retired)
Downeast Energy
Corporation

Eleanor M. Baker
Managing Principal
Baker Newman Noyes

Chris Emmons
President & CEO
Gorham Savings Bank

Kevin A. Mattson
Managing Partner,
Dirigo Capital Advisors, LLC

Jackson A. Parker
President & CEO
Reed and Reed, Inc.

Larry Shaw, CPCU
President & CEO
MMG Insurance

Meredith Strang Burgess
President/ CEO
Burgess Advertising

October 2, 2014

Commissioner James E. Rier
Maine Department of Education
23 State House Station, 5th Floor
Augusta, ME 04333-0023

Dear Commissioner Rier,

The Maine Early Learning Investment Group (MELIG) is writing this letter in support of Maine's application for a federal Preschool Expansion Grant. We recognize that the Preschool Expansion Grants will help states, local education agencies, and local governments build the fundamental components of a high-quality preschool system or expand proven early learning programs. To be eligible for funding, prospective grantees must describe how they will expand access to children from low- to moderate-income families, ensure an adequate supply of high-quality preschool slots and qualified teachers, monitor for continuous improvement, partner with local education agencies and other providers, and sustain high-quality services after the grant period.

MELIG's mission is to increase the education and skill levels of Maine people by ensuring all children start kindergarten fully prepared to succeed, especially those from impoverished environments. MELIG is a group of business leaders who know the success of Maine's economy depends on well-educated, skilled and innovative workers. MELIG understands that early experiences provide the foundation for success in school and work. It's why MELIG leaders have chosen to invest in the healthy education and development of Maine's youngest children and their families.

To this end, MELIG has embarked on a three to five-year campaign entitled *Elevate Maine* (www.melig.org). *Elevate Maine* will support the implementation and evaluation of a coordinated birth through kindergarten-entry system in partnership with Educare Central Maine in three high-need Maine areas and we view Maine's Pre-K Expansion, as a critical aspect of our endeavor, especially involving our neediest, rural districts.

We therefore support Maine's application to: (a) Implement and sustain High-Quality Preschool Programs in partnership with Head Start and community-based early education providers to reach and serve additional Eligible Children in two or more High-Need Communities; and (b) Enhance preschool program infrastructure that ensure quality improvements to deliver High-Quality Preschool Programs.

We are also encouraged to see this important work building upon the years and planning from across various local, state and private partnerships including:

- Building on the State's progress – *Maine has over 37 years of public policy supporting early childhood.*
- Expanding or establishing enhanced high quality programs through sub- grants to serve two or more high need communities -- *Legislation passed last session strongly encourages the focused development of new or expanded public preschool programs in high need communities.*
- Addressing the program elements to ensure high quality – *Maine will be promulgating regulations for the required public preschool program elements to ensure preschool investments are yielding positive child outcomes over time.*
- Collaborative, integrated programs – *Over 1/3rd of the existing preschool programs are partnerships, and the newly passed legislation further encourages integration of early childhood programs. Different partners can fund the staffing of the programs, sharing the fiscal responsibility.*
- The Department will continue to support local partnerships to ensure all fiscal resources are maximized.
- Enhancing transitions – *Maine has regulatory language that articulates the specific steps to be taken in transitioning young children from early childhood special education into the public school at kindergarten. The new Basic School Approval drafted regulation includes requirements for public preschool programs to have processes for enrollment transition from home or other early childhood programs and for the transition between four year old programs and the kindergarten programs.*
- Impacting child outcomes – *The Department recently reviewed Maine school data of children who had been served in a public preschool program and their third and fourth grade proficiency scores in Math and reading. The Department found that the children served in public preschool programs were 5-7% points above their high risks peers who did not participate. This is a statistically significant gain. The programs are making a difference for young children. We need to explore where we see these gains and districts where they are even higher. We can improve on this throughout the state.*
- Collaboration across early childhood programs – *Maine has a long history of legislation, policies and practices to enhance early childhood education and to work in a cross system, integrated manner.*

For these reasons we are very supportive of Maine's Pre-K Expansion application.

Sincerely, (b)(6)
(b)(6)

James A. Clair, VP, Goold Health Systems
MELIG/Private Funder, Co-chair, Partner representative
Phone: (207) 622-7153 Fax: (207) 623-5125
Address: P.O. Box 1090 Augusta, ME 04332-1090
E-mail: jclair@ghsinc.com



Maine School Superintendents Association

"Better Schools for Maine Students"

OFFICERS--2014-15

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AASA/IAISON
PORTLAND 04103

ROBERT G. HASSON, JR., Ed.D.
EXECUTIVE DIRECTOR
(207) 622-3473
49 COMMUNITY DRIVE
AUGUSTA 04330

October 3, 2014

James Rier, Commissioner
Department of Education
23 State House Station
Augusta, ME 04333-0023

Dear Commissioner Rier,

Maine School Superintendents Association is writing this letter in support of Maine's application for a federal Preschool Expansion Grant. We recognize that the Preschool Expansion Grants will help states, local education agencies, and local governments build the fundamental components of a high-quality preschool system or expand proven early learning programs. To be eligible for funding, prospective grantees must describe how they will expand access to children from low - to moderate-income families, ensure an adequate supply of high-quality pre-school slots and qualified teachers, monitor for continuous improvement, partner with local education agencies and other providers, and sustain high-quality services after the grant period.

We recognize that Maine will be applying to both (a) Implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in two or more High-Need Communities; and (b) Enhance preschool program infrastructure and make quality improvements to deliver High-Quality Preschool Programs.

It is important to recognize that some of the specific, focused work that is encompassed in the expectations of the federal initiative are part of Maine's current work:

Build on the State's progress – Maine has over 37 years of public policy supporting early childhood

New, expanded, or enhanced high quality programs through sub-grants to serve two or more high need communities – Legislation passed last session strongly encourages the focused development of new or expanded public preschool programs in high need communities.

Address the program elements to ensure high quality – *Maine will be promulgating regulations for the required public preschool program elements to ensure preschool investments are yielding positive child outcomes over time.*

Collaborative, integrated programs – *Over 1/3rd of the existing preschool programs are partnerships, and the newly passed legislation further encourages integration of early childhood programs. Different partners can fund the staffing of the programs, sharing the fiscal responsibility. The Department will continue to support local partnerships to ensure all fiscal resources are maximized.*

Enhancing transitions – *Maine has regulatory language that articulates the specific steps to be taken in transitioning young children from early childhood special education into the public school at kindergarten. The new Basic School Approval drafted regulation includes requirements for public preschool programs to have processes for enrollment transition from home or other early childhood programs and for the transition between four year old programs and the kindergarten programs.*

Impacting child outcomes – *The Department recently reviewed Maine school data of children who had been served in a public preschool program and their third and fourth grade proficiency scores in Math and reading. The Department found that the children served in public preschool programs were 5-7% points above their high risks peers who did not participate. This is a statistically significant gain. The programs are making a difference for young children. We need to explore where we see these gains and districts where they are even higher. We can improve on this throughout the state.*

Collaboration across early childhood programs – *Maine has a long history of legislation, policies and practices to enhance early childhood education and to work in a cross system, integrated manner.*

For these reasons we are very supportive of Maine's application.

Sincerely,

(b)(6)

Robert G. Hasson, Jr
Executive Director

(b)(6)

MAINE PRINCIPALS' ASSOCIATION



50 Industrial Drive
Augusta, Maine 04330
(207) 622-0217

Fax: (207) 622-1513
E-Mail: mpa@mpa.cc

Website:
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Kimberly Buckheit
Troy A. Howard Middle
School
President

Marty Bouchard
Houlton Jr./Sr. High
School
President-elect

Donald Reiter
Waterville Senior High
School
Past President

Richard A. Durost
Executive Director

Michael R. Burnham
Assistant Director

Holly D. Couturier
Assistant Director

Gerald R. Durgin
Assistant Director

We are an Equal
Opportunity Organization

September 25, 2014

Dear Commissioner Rier,

The Maine Principals' Association is writing this letter in support of Maine's application for a federal Preschool Expansion Grant. We recognize that the Preschool Expansion Grants will help states, local education agencies, and local governments build the fundamental components of a high-quality preschool system or expand proven early learning programs. To be eligible for funding, prospective grantees must describe how they will expand access to children from low- to moderate-income families, ensure an adequate supply of high-quality preschool slots and qualified teachers, monitor for continuous improvement, partner with local education agencies and other providers, and sustain high-quality services after the grant period.

We recognize that Maine will be applying to both (a) Implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in two or more High-Need Communities; and (b) Enhance preschool program infrastructure and make quality improvements to deliver High-Quality Preschool Programs.

It is important to recognize that some of the specific, focused work that is encompassed in the expectations of the federal initiative are part of Maine's current work:

- Build on the State's progress – *Maine has over 37 years of public policy supporting early childhood*
- New, expanded, or enhanced high quality programs through sub-grants to serve two or more high need communities – *Legislation passed last session strongly encourages the focused development of new or expanded public preschool programs in high need communities.*
- Address the program elements to ensure high quality – *Maine will be promulgating regulations for the required public preschool program elements to ensure preschool investments are yielding positive child outcomes over time.*
- Collaborative, integrated programs – *Over 1/3rd of the existing preschool programs are partnerships, and the newly passed legislation further encourages integration of early childhood programs. Different partners can fund the staffing of the programs, sharing the fiscal responsibility. The Department will continue to support local partnerships to ensure all fiscal resources are maximized.*
- Enhancing transitions – *Maine has regulatory language that articulates the specific steps to be taken in transitioning young children from early childhood special education into the public school at kindergarten. The*

new Basic School Approval drafted regulation includes requirements for public preschool programs to have processes for enrollment transition from home or other early childhood programs and for the transition between four year old programs and the kindergarten programs.

- *Impacting child outcomes The Department recently reviewed Maine school data of children who had been served in a public preschool program and their third and fourth grade proficiency scores in Math and reading. The Department found that the children served in public preschool programs were 5-7% points above their high risks peers who did not participate. This is a statistically significant gain. The programs are making a difference for young children. We need to explore where we see these gains and districts where they are even higher. We can improve on this throughout the state.*
- *Collaboration across early childhood programs – Maine has a long history of legislation, policies and practices to enhance early childhood education and to work in a cross system, integrated manner.*

For these reasons we are very supportive of Maine's application.

Sincerely,

(b)(6); (b)(7)(C)

Richard A. Durost
Executive Director

MADSEC

Maine Administrators of Services for Children with Disabilities



Officers 2014-2015:

President

Ann Belanger
RSU #54/MSAD #54

President-Elect

Lesley Snyder
RSU #87/MSAD #23

Vice President

Kathleen Hambien
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RSU #20

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RSU #4

Past-President

Judith Gove
Five Town CSD/
MSAD #28

Staff:

Executive Director
Jill V. Adams

Administrative Asst.
Pamela W. Ouellette

September 24, 2014

Maine Department of Education
James Rier, Commissioner
23 SHS
Augusta, ME 04333-0023

Dear Commissioner Rier,

The Maine Administrators of Services for Children with Disabilities (MADSEC) is writing this letter in support of Maine's application for a federal Preschool Expansion Grant. As an association that advocates for children with disabilities, we believe that early intervention is the cornerstone to readiness for school. The earlier the intervention occurs, the greater the impact. We recognize that the Preschool Expansion Grants will help states, local education agencies, and local governments build the fundamental components of a high-quality preschool system or expand proven early learning programs. To be eligible for funding, prospective grantees must describe how they will expand access to children from low- to moderate-income families, ensure an adequate supply of high-quality preschool slots and qualified teachers, monitor for continuous improvement, partner with local education agencies and other providers, and sustain high-quality services after the grant period.

We recognize that Maine will be applying to both (a) Implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in two or more High-Need Communities; and (b) Enhance preschool program infrastructure and make quality improvements to deliver High-Quality Preschool Programs.

It is important to recognize that some of the specific, focused work that is encompassed in the expectations of the federal initiative are part of Maine's current work:

- Build on the State's progress – *Maine has over 37 years of public policy supporting early childhood.*
- New, expanded, or enhanced high quality programs through sub-grants to serve two or more high need communities – *Legislation passed last session strongly encourages the focused development of new or expanded public preschool programs in high need communities.*
- Address the program elements to ensure high quality – *Maine will be promulgating regulations for the required public preschool program elements to ensure preschool investments are yielding positive child outcomes over time.*

- Collaborative, integrated programs – *Over 1/3rd of the existing preschool programs are partnerships, and the newly passed legislation further encourages integration of early childhood programs. Different partners can fund the staffing of the programs, sharing the fiscal responsibility. The Department will continue to support local partnerships to ensure all fiscal resources are maximized.*
- Enhancing transitions – *Maine has regulatory language that articulates the specific steps to be taken in transitioning young children from early childhood special education into the public school at kindergarten. The new Basic School Approval drafted regulation includes requirements for public preschool programs to have processes for enrollment transition from home or other early childhood programs and for the transition between four year old programs and the kindergarten programs.*
- Impacting child outcomes – *The Department recently reviewed Maine school data of children who had been served in a public preschool program and their third and fourth grade proficiency scores in Math and reading. The Department found that the children served in public preschool programs were 5-7% points above their high risks peers who did not participate. This is a statistically significant gain. The programs are making a difference for young children. We need to explore where we see these gains and districts where they are even higher. We can improve on this throughout the state.*
- Collaboration across early childhood programs – *Maine has a long history of legislation, policies and practices to enhance early childhood education and to work in a cross system, integrated manner.*

For these reasons we are very supportive of Maine's application.

Sincerely,

(b)(6)

Jill Adams
Executive Director

State IEU
146 State House Station
Augusta, Maine 04333
Phone: (207) 624-6660
Fax: (207) 624-6784

Aroostook County CDS
985 Skyway Street
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Fax: (207) 769-2275

Downeast CDS
247 Main Street
Machias, Maine 04654
Phone: (207) 255-4892
Fax: (207) 255-6457
Ellsworth Location:
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Fax: 664-0461

CDS First Step
5 Gendron Drive, Suite 1
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Fax: (207) 795-4082

Midcoast Regional CDS
91 Camden Street, Suite 108
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Fax: (207) 594-1925
Damariscotta Location:
Phone: 563-1411
Fax: 563-6312

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Fax: (207) 743-7063
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163 Silver Street
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Fax: (207) 877-7459
Farmington Location:
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Fax: 778-5548

CDS Reach
50 Depot Road
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Fax: (207) 781-8855
Topsham Location:
Phone: 729-8030
Fax: 729-8022

Two Rivers CDS
250 State Street
Brewer, Maine 04412
Phone: (207) 947-8493
Fax: (207) 990-4819
Dover-Foxcroft Location:
Phone: 947-8493
Fax: 564-0019

York County CDS
39 Limerick Road
Arundel, Maine 04046
Phone: (207) 985-7861
Fax: (207) 985-6703



**child
development
services**

October 3, 2014

Jim Rier, Commissioner
Department of Education
23 State House Station
Augusta, ME 04333

Dear Commissioner Rier,

The CDS STATE IEU (Group, association, organization) is writing this letter in support of Maine's application for a federal Preschool Expansion Grant. We recognize that the Preschool Expansion Grants will help states, local education agencies, and local governments build the fundamental components of a high-quality preschool system or expand proven early learning programs. To be eligible for funding, prospective grantees must describe how they will expand access to children from low- to moderate-income families, ensure an adequate supply of high-quality preschool slots and qualified teachers, monitor for continuous improvement, partner with local education agencies and other providers, and sustain high-quality services after the grant period.

We recognize that Maine will be applying to both (a) Implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in two or more High-Need Communities; and (b) Enhance preschool program infrastructure and make quality improvements to deliver High-Quality Preschool Programs.

It is important to recognize that some of the specific, focused work that is encompassed in the expectations of the federal initiative are part of Maine's current work:

- Build on the State's progress – Maine has over 37 years of public policy supporting early childhood
- New, expanded, or enhanced high quality programs through sub-grants to serve two or more high need communities – Legislation passed last session strongly encourages the focused development of new or expanded public preschool programs in high need communities.
- Address the program elements to ensure high quality – Maine will be promulgating regulations for the required public preschool program elements to ensure preschool investments are yielding positive child outcomes over time.

- Collaborative, integrated programs – Over 1/3rd of the existing preschool programs are partnerships, and the newly passed legislation further encourages integration of early childhood programs. Different partners can fund the staffing of the programs, sharing the fiscal responsibility. The Department will continue to support local partnerships to ensure all fiscal resources are maximized.
- Enhancing transitions – Maine has regulatory language that articulates the specific steps to be taken in transitioning young children from early childhood special education into the public school at kindergarten. The new Basic School Approval drafted regulation includes requirements for public preschool programs to have processes for enrollment transition from home or other early childhood programs and for the transition between four year old programs and the kindergarten programs.
- Impacting child outcomes – The Department recently reviewed Maine school data of children who had been served in a public preschool program and their third and fourth grade proficiency scores in Math and reading. The Department found that the children served in public preschool programs were 5-7% points above their high risks peers who did not participate. This is a statistically significant gain. The programs are making a difference for young children. We need to explore where we see these gains and districts where they are even higher. We can improve on this throughout the state.
- Collaboration across early childhood programs – Maine has a long history of legislation, policies practices to enhance early childhood education and to work in a cross system, integrated manner.

For these reasons we are very supportive of Maine's application.

Sincerely,

Cindy L. Brown

Cindy L. Brown, CDS State Director

James E. Rier, Jr.
Commissioner, Maine Department of Education
State House Station 23
Augusta, Maine 04330

September 29, 2014

Dear Commissioner Rier:

The IDEA, Part B State Advisory Panel is writing this letter in support of Maine's application for a federal Preschool Expansion Grant. The State Advisory Panel is charged with advising the State regarding issues impacting the education of children with disabilities. We recognize that the Preschool Expansion Grants will help states, local education agencies, and local governments build the fundamental components of a high-quality preschool system or expand proven early learning programs. To be eligible for funding, prospective grantees must describe how they will expand access to children from low- to moderate-income families, ensure an adequate supply of high-quality preschool slots and qualified teachers, monitor for continuous improvement, partner with local education agencies and other providers, and sustain high-quality services after the grant period.

We recognize that Maine will be applying for this grant in order to both: (a) implement and sustain high-quality preschool programs to reach and serve additional eligible children in two or more high need communities; and (b) enhance preschool program infrastructure and make quality improvements to deliver high-quality preschool programs.

It is important to recognize that some elements of the specific, focused work that is encompassed in the expectations of the federal initiative are already a part of Maine's current work:

- Build on the State's progress – *Maine has over 37 years of public policy supporting early childhood.*
- New, expanded, or enhanced high quality programs through sub-grants to serve two or more high need communities – *Legislation passed last session strongly encourages the focused development of new or expanded public preschool programs in high need communities.*
- Address the program elements to ensure high quality – *Maine will be promulgating regulations for the required public preschool program elements to ensure preschool investments are yielding positive child outcomes over time.*
- Collaborative, integrated programs – *Over one third of the existing preschool programs are partnerships, and the newly passed legislation further encourages integration of early childhood programs. Different partners can fund the staffing*

of the programs, sharing the fiscal responsibility. The Department will continue to support local partnerships to ensure all fiscal resources are maximized:

- Enhancing transitions – Maine has regulatory language that articulates the specific steps to be taken in transitioning young children from early childhood special education into the public school at kindergarten. The new Basic School Approval drafted regulation includes requirements for public preschool programs to have processes for enrollment transition from home or other early childhood programs, and for the transition between four year old programs and the public kindergarten programs.
- Impacting child outcomes – The Department recently reviewed Maine school data on children who had been served in a public preschool program and their third and fourth grade proficiency scores in math and reading. The Department found that the children served in public preschool programs were 5-7 percentage points above their high risks peers who did not participate. This is a statistically significant gain. The programs are making a difference for young children. We need to explore where we see these gains and in school administrative units where they are even higher. We can improve on this throughout the State.
- Collaboration across early childhood programs – Maine has a long history of legislation, policies and practices to enhance early childhood education in a cross system, integrated manner.

For these reasons, we are very supportive of Maine's application.

Sincerely,

(b)(6)

Libby- Stone Sterling, Co-Chair, IDEA Part B State Advisory Panel

Kelly Howard, Co-Chair, IDEA Part B State Advisory Panel

(b)(6)

**Maine
Children's
Alliance**

September 29, 2014

James E. Rier, Jr.
Commissioner
Maine Department of Education
23 State House Station
Augusta, ME 04333

Dear Commissioner Rier:

The Maine Children's Alliance enthusiastically supports Maine's application for a federal Preschool Expansion Grant. If we want Maine's future to be in good hands, we need to develop a strong generation of young people who can lead our communities and grow our economy. The best way to do this is to provide kids with stable, responsive relationships and positive learning experiences—conditions that literally build the architecture of the maturing brain.

We believe that the Preschool Expansion Grants will help Maine and local education agencies build the fundamental components of a high-quality preschool system or expand proven early learning programs. We were strong supporters of new legislation in Maine which continues our state's commitment to coordination and collaboration with existing early childhood programs, such as Head Start, in order to maximize resources and provide comprehensive services that we know produce outcomes for young children and their families.

We understand that Maine will be applying for both: (a) Implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in two or more High-Need Communities; and (b) Enhance preschool program infrastructure and make quality improvements to deliver High-Quality Preschool Programs.

The Maine Children's Alliance recognizes that some of the specific, focused work that is encompassed in the expectations of the federal preschool grant are part of Maine's current work:

- Building on the State's progress – Maine has over 37 years of public policy supporting early childhood;
- New, expanded, or enhanced high quality programs through sub-grants to serve two or more high need communities – LD 1530, Legislation passed last session strongly encourages the focused development of new or expanded public preschool programs in high need communities;

- Collaborative, integrated programs – Over 1/3rd of the existing preschool programs are partnerships, and the newly passed legislation further encourages integration of early childhood programs. Different partners can fund the staffing of the programs, sharing the fiscal responsibility. The Department will continue to support local partnerships to ensure all fiscal resources are maximized;
- Address the program elements to ensure high quality – Maine will be promulgating regulations for the required public preschool program elements to ensure preschool investments are yielding positive child outcomes over time;
- Enhancing transitions – Maine has proposed regulatory language that articulates the specific steps to be taken in transitioning young children from early childhood special education into the public school at kindergarten. The new Basic School Approval drafted regulation includes requirements for public preschool programs to have processes for enrollment transition from home or other early childhood programs and for the transition between four year old programs and the kindergarten programs;
- Collaboration across early childhood programs – Maine has a long history of legislation, policies and practices to enhance early childhood education and to work in a cross system, integrated manner; and
- Impacting child outcomes – The Department recently reviewed Maine school data of children who had been served in a public preschool program and their third and fourth grade proficiency scores in Math and reading. The Department found that the children served in public preschool programs were 5-7% points above their high risks peers who did not participate. This is a statistically significant gain. The programs are making a difference for young children. We need to explore where we see these gains and districts where they are even higher. We can improve on this throughout the state.

Again, we are very supportive of Maine's application. Please do not hesitate to contact us if we can be of further assistance in this effort to expand early learning in Maine.

Sincerely,

(b)(6)

Rita Furlow
Senior Policy Analyst

(b)(6)

MAINE ROADS TO QUALITY

Early Care and Education Professional Development Network

PO Box 9300, 34 Bedford Street, Portland, ME 04104-9300
1-888-900-0055 • www.muskie.usm.maine.edu/maineroads

October 7, 2014

Dear Commissioner Rier,

I am writing this in support of Maine's application for a federal Preschool Expansion Grant. I am the director of Maine Roads to Quality Professional Development Network. We recognize that the Preschool Expansion Grants will help states, local education agencies, and local governments build the fundamental components of a high-quality preschool system or expand proven early learning programs. Maine Roads to Quality (MRTQ) has been offering core knowledge training and credentials to Early Care Educators for 14 years. The Core Knowledge training is articulated into the Community College system in Maine allowing educators to obtain degrees in early childhood education and teacher certification.

We recognize that Maine will be applying to both (a) Implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in two or more High-Need Communities; and (b) Enhance preschool program infrastructure and make quality improvements to deliver High-Quality Preschool Programs. Maine has a quality rating system called Quality for ME. MRTQ supports program in obtaining the Step 4 rating of quality. National accreditation is required at this level. MRTQ has partnered with a private funder to offer a comprehensive technical assistance package to enable child care programs to reach step 4 and thus be eligible for pre-K collaboration services with the public Pre-K districts. MRTQ will work closely with Maine DOE to support child care programs in reaching the highest quality level.

It is important to recognize that some of the specific, focused work that is encompassed in the expectations of the federal initiative is part of Maine's current work:

- Build on the State's progress – *Maine has over 37 years of public policy supporting early childhood*
- New, expanded, or enhanced high quality programs through sub-grants to serve two or more high need communities – *Legislation passed last session strongly encourages the focused development of new or expanded public preschool programs in high need communities.*
- Address the program elements to ensure high quality – *Maine will be promulgating regulations for the required public preschool program elements to ensure preschool investments are yielding positive child outcomes over time.*
- Collaborative, integrated programs – *Over 1/3rd of the existing preschool programs are partnerships, and the newly passed legislation further encourages integration of early childhood programs. Different partners can fund the staffing of the programs, sharing the fiscal responsibility. The Department will continue to support local partnerships to ensure all fiscal resources are maximized.*
- Enhancing transitions – *Maine has regulatory language that articulates the specific steps to be taken in transitioning young children from early childhood special education into the public*

school at kindergarten. The new Basic School Approval drafted regulation includes requirements for public preschool programs to have processes for enrollment transition from home or other early childhood programs and for the transition between four year old programs and the kindergarten programs.

- *Impacting child outcomes – The Department recently reviewed Maine school data of children who had been served in a public preschool program and their third and fourth grade proficiency scores in Math and reading. The Department found that the children served in public preschool programs were 5-7% points above their high risks peers who did not participate. This is a statistically significant gain. The programs are making a difference for young children. We need to explore where we see these gains and districts where they are even higher. We can improve on this throughout the state.*
- *Collaboration across early childhood programs – Maine has a long history of legislation, policies and practices to enhance early childhood education and to work in a cross system, integrated manner.*

For these reasons we are very supportive of Maine's application and look forward to working together to support the components of this proposal.

Sincerely,

Sonja Howard

Sonja Howard
Director, Maine Roads to Quality
University of Southern Maine



The Voice for Early Childhood

Maine Early Childhood Comprehensive Systems Initiative
DHHS, State House Station #11
2 Anthony Avenue
Augusta, ME 04333-0011
www.maineccgc.org

Newell Angur, Co-Chair
Peter Lindsay, Co-Chair

Commissioner James Rier
Maine Department of Education
State House Station, #23
Augusta, ME 04333

Dear Commissioner Rier,

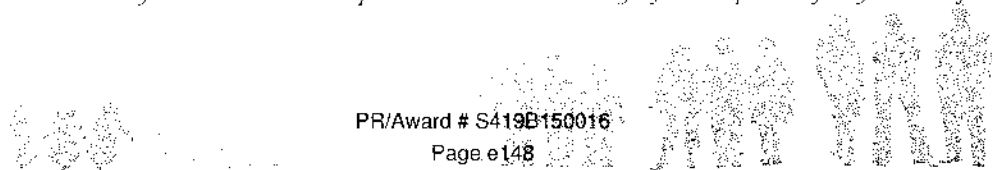
We are writing this letter in support of Maine's application for a federal Preschool Expansion Grant. We recognize that the Preschool Expansion Grants will help states, local education agencies, and local governments build the fundamental components of a high-quality preschool system or expand proven early learning programs. To be eligible for funding, prospective grantees must describe how they will expand access to children from low- to moderate-income families, ensure an adequate supply of high-quality preschool slots and qualified teachers, monitor for continuous improvement, partner with local education agencies and other providers, and sustain high-quality services after the grant period.

We recognize that Maine will be applying to both (a) Implement and sustain High-Quality Preschool Programs to reach and serve additional Eligible Children in two or more High-Need Communities; and (b) Enhance preschool program infrastructure and make quality improvements to deliver High-Quality Preschool Programs.

It is important to recognize that some of the specific, focused work that is encompassed in the expectations of the federal initiative are part of Maine's current work:

- Build on the State's progress - *Maine has over 37 years of public policy supporting early childhood*
- New, expanded, or enhanced high quality programs through sub-grants to serve two or more high need communities - *Legislation passed last session strongly encourages the focused development of new or expanded public preschool programs in high need communities.*
- Address the program elements to ensure high quality - *Maine will be promulgating regulations for the required public preschool program elements to ensure preschool investments are yielding positive child outcomes over time.*

The Maine Children's Growth Council was created by statute in 2008 to consider and act upon the impact of early childhood issues on Maine's economy. The Council is charged to achieve sustainable social and financial investments in the healthy development of Maine's youngest children and their families. The comments provided here do not necessarily reflect the opinions of every member of the Council.



- Collaborative, integrated programs – *Over 1/3rd of the existing preschool programs are partnerships, and the newly passed legislation further encourages integration of early childhood programs. Different partners can fund the staffing of the programs, sharing the fiscal responsibility. The Department will continue to support local partnerships to ensure all fiscal resources are maximized.*
- Enhancing transitions – *Maine has regulatory language that articulates the specific steps to be taken in transitioning young children from early childhood special education into the public school at kindergarten. The new Basic School Approval drafted regulation includes requirements for public preschool programs to have processes for enrollment transition from home or other early childhood programs and for the transition between four year old programs and the kindergarten programs.*
- Impacting child outcomes – *The Department recently reviewed Maine school data of children who had been served in a public preschool program and their third and fourth grade proficiency scores in Math and reading. The Department found that the children served in public preschool programs were 5-7% points above their high risks peers who did not participate. This is a statistically significant gain. The programs are making a difference for young children. We need to explore where we see these gains and districts where they are even higher. We can improve on this throughout the state.*
- Collaboration across early childhood programs – *Maine has a long history of legislation, policies and practices to enhance early childhood education and to work in a cross system, integrated manner.*

For these reasons we are very supportive of Maine's application.

Sincerely,

Newell A. Augur
Co Chair, Maine Children's Growth Council

Peter M. Lindsay
Co Chair, Maine Children's Growth Council

Standards for Creative Arts

Maine Learning Results – End of Kindergarten Standards		
Visual Arts		
End of Toddler Guidelines – 36 months/3 years	End of Preschool Standards – 60 months/5 years	
<p>Uses a crayon to imitate marks/scribbles</p> <p>Engages in some joint exploration and associate play</p> <p>Uses artistic tools for creative expression</p> <p>Tries new activities, materials and equipment; tries unfamiliar art materials</p>	<p>Selects and describes the elements of personal artwork with teachers, other children and parents</p> <p>Works collaboratively to create group art displays</p> <p>Uses art materials safely and appropriately</p> <p>Progresses in abilities to create drawings, paintings and other art creations that reflect more detail, uniqueness, and/or realism</p>	<p>Students use basic media, tools and techniques to create original art works.</p> <p>Students use Elements of Art and Principles of Design to create original art works.</p> <p>Students create art works that communicate ideas and feelings and demonstrate skill in the use of media, tools and techniques.</p>

Standards for Social Studies

Civics and Government

Maine Learning Results – End of Kindergarten Standards	
<p>End of Toddler Guidelines – 36 months/3 years</p> <p>Wants to experience world on own terms</p> <p>Participates and follows routine when prompted</p> <p>Notifies likenesses and differences</p> <p>Is eager to help with chores</p>	<p>End of Preschool Standards – 60 months/5 years</p> <p>Civics and Government</p> <p>Understands the reasons for rules in the home and classroom and for laws in the community</p> <p>Understands and discusses why responsibilities are important</p> <p>Displays awareness that rules and laws change</p> <p>Participates in developing classroom rules and decisions</p> <p>Understands similarities and differences among people such as family structure, ability and culture</p> <p>Develops and participates in activity designed to care for the environment and/or community</p>
<p>Civics and Government</p> <p>Displays awareness of role as a member of a group</p> <p>Knows that rules and laws are established by people</p> <p>Develops awareness of and respect for diversity</p> <p>Understands that people can take care of the environment through activities such as recycling</p>	<p>Understands the concepts of rights, duties, responsibilities, and participation</p> <p>Understands key ideas and processes that characterize democratic government in the community and the United States</p> <p>Understands civic aspects of classroom traditions and decisions and the traditions of various cultures, including Maine Native Americans</p> <p>Selects, plans, and participates in a civic action or service learning project based on a classroom or school asset or need, and describes the project's potential civic contribution</p>

Standards for Language and Literacy

Speaking and Listening

Common Core - End of Kindergarten Standards Speaking & Listening- Comprehension & Collaboration		End of Preschool Standards - 60 months/5 years Speaking & Listening-Comprehension & Collaboration		End of Toddler Guidelines - 36 months/3 years	
Participates in collaborative conversations with diverse partners about kindergarten topics & texts with peers and adults in small & larger groups	Follows agreed-upon rules for discussions (e.g. listening to other & taking turn speaking about the topics & texts under discussion).	Increases ability to engage in collaborative conversations about preschool topics & texts with peers and adults in small & larger groups	Follows agreed-upon rules for discussions (e.g. listening to other & taking turn speaking about the topics & texts under discussion)	Begins to engage in collaborative conversations about preschool topics & texts with peers and adults in small & larger groups.	Begins to follow agreed-upon rules for discussions (e.g. listening to others & taking turn speaking about the topics & texts under discussion).
Continues a conversation through multiple exchanges.	Confirms understanding of a text read aloud or information presented orally or through other media by asking & answering questions about key details & requesting clarification if something is not understood	Engages in conversations with multiple exchanges	Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions	Begins to engage in conversations with multiple exchanges.	Begins to confirm understanding of a text read aloud or information presented orally or through other media by asking & answering questions.
Asks & answers questions in order to seek help, get information, or clarify something that is not understood		Asks questions in order to seek help, get information, or clarify something that is not understood		Begins to ask questions in order to seek help, get information, or clarify something that is not understood.	
				Carries on sustained interactions with caregivers	Combines words into simple sentences
				Uses words or actions to request assistance from familiar adults	
				Uses words or actions to request assistance from adults	

Standards for Math

Common Core- End of Kindergarten Standards	End of Preschool Standards – 60 months/5 years	End of Kindergarten Standards
COUNTING AND CARDINALITY CLUSTER	COUNTING AND CARDINALITY CLUSTER	COUNTING AND CARDINALITY CLUSTER
Know number names and the count sequence Count to 100 by ones and by tens	Rote counts to 20 and beyond by ones Recognizes and names written numerals 0-10 Subitizes to determine how many: immediate recognition of small quantities up to 10 Understands the relationship between numbers and quantities: connect counting to cardinality (0-10) Understands that the last number name spoken tells the number of objects counted up to 10 (cardinality) Begins to write number symbols 0-5 Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10	Count forward beginning from a given number within the known sequence (instead of having to begin at 1) Write numbers from 0 to 20 with written numeral 0-20 (with 0 representing a count of no objects) Count to tell the number of objects Count to answer “how many?” questions as many as 10 things arranged in a line, rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects. Compare numbers Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10.
COUNTING AND CARDINALITY CLUSTER	COUNTING AND CARDINALITY CLUSTER	COUNTING AND CARDINALITY CLUSTER
Rote Count to 10 and beyond by ones. Recognize and name written numerals 0-5. Subitize to determine how many: immediate recognition of small quantities up to 5. Understand the relationship between numbers and quantities: connect counting to cardinality (0-5). Understand that the last number name spoken tells the number of objects counted up to 5. The number of objects is the same regardless of their arrangement or the order in which they were counted.	COUNTING AND CARDINALITY CLUSTER	COUNTING AND CARDINALITY CLUSTER
End of Toddler Guidelines – 36 months/3 years	End of Preschool Standards – 60 months/5 years	End of Kindergarten Standards
Counts to two or three Imitates counting rhymes Uses some number words during play or activity		

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Standards for Physical Development and Health

Nutrition

Maine Learning Results – End of Kindergarten		End of Toddler Guidelines – 36 months/3 years		End of Preschool Standards – 60 months/5 years		Nutrition	
		Continues to progress with self-feeding:		Nutrition		Nutrition	
		<ul style="list-style-type: none"> • Holds spoon, fork, cup but may spill • Feeds self alone and well • Pours own milk & juice from small plastic pitcher 		<p>Makes known health-related needs and/or interests and considers possible options, i.e. when thirsty, asks for water.</p> <p>Helps to set and clear the table for meals, recognizing the appropriate materials needed.</p> <p>Child serves self, taking food from one container to another, using utensils.</p> <p>Engages, as possible, in food preparation</p>		<p>Recognizes, chooses and eats a variety of healthy foods from various cultures.</p> <p>Identifies foods by their food group, where the food comes from, and knows the difference between healthful foods and those with little nutritional value.</p> <p>Shows a growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating.</p>	
						Public Schools follow U.S.D.A School Meal Guidelines.	
						MLR Health Education and Physical Education Standards	
						Recognizes that healthy behaviors impact personal health.	
						Identifies basic health terms related to family life: nutrition; personal health; safety and injury prevention.	
						Demonstrates age-appropriate healthy practices to maintain or improve personal health.	

Standards for Science

Physical Science

Maine Learning Results PK-2 MLR Standards (Draft language from 1 st public release of NGSS appears below the PK-2 MLR language. We worked from the assumption that Maine will adopt the NGSS standards in 2013.)	
<p>End of Toddler Guidelines – 36 months/3 years</p> <p>Explores and discovers new materials, activities and equipment</p> <p>Begins to solve simple problems in his/her head such as moving an object to get another.</p> <p>Classifies, labels and sorts objects</p> <p>Tries new materials, equipment and activities.</p> <p>Uses familiar objects in combination.</p>	<p>End of Preschool Standards – 60 months/5 years</p> <p>Physical Science</p> <p>Learners explore and investigate first-hand the physical world around them to understand properties of objects</p> <p>Explores, through hands-on experiences, and describes the attributes of things including how shape, texture, and color of things can change</p> <p>Asks questions about changes that people can make to objects and experiments to change objects</p> <p>Uses a light source to find out which objects can cast shadows and which cannot cast shadows</p> <p>Alters structures or objects by putting parts together and taking them apart</p> <p>Builds devices showing that some materials or plans work better than others to make things, and offers suggestions that improve the designs of others</p>
<p>Maine Learning Results</p> <p>Recognizes that parts work together, and make up whole man-made and natural objects.</p> <p>Explains that when put together, parts can do things they could not do separately.</p> <p>Identifies <i>models</i> and the objects they represent to learn about their features.</p> <p>Conducts and communicates results of simple investigations.</p> <p>Uses a simple design process and basic tools and materials to solve a problem or create a product.</p> <p>Judges how well a product or design solved a problem.</p> <p>Presents a design or solution to a problem using oral, written, or pictorial means of communication.</p>	

Standards for Social and Emotional Development

Emotional Development

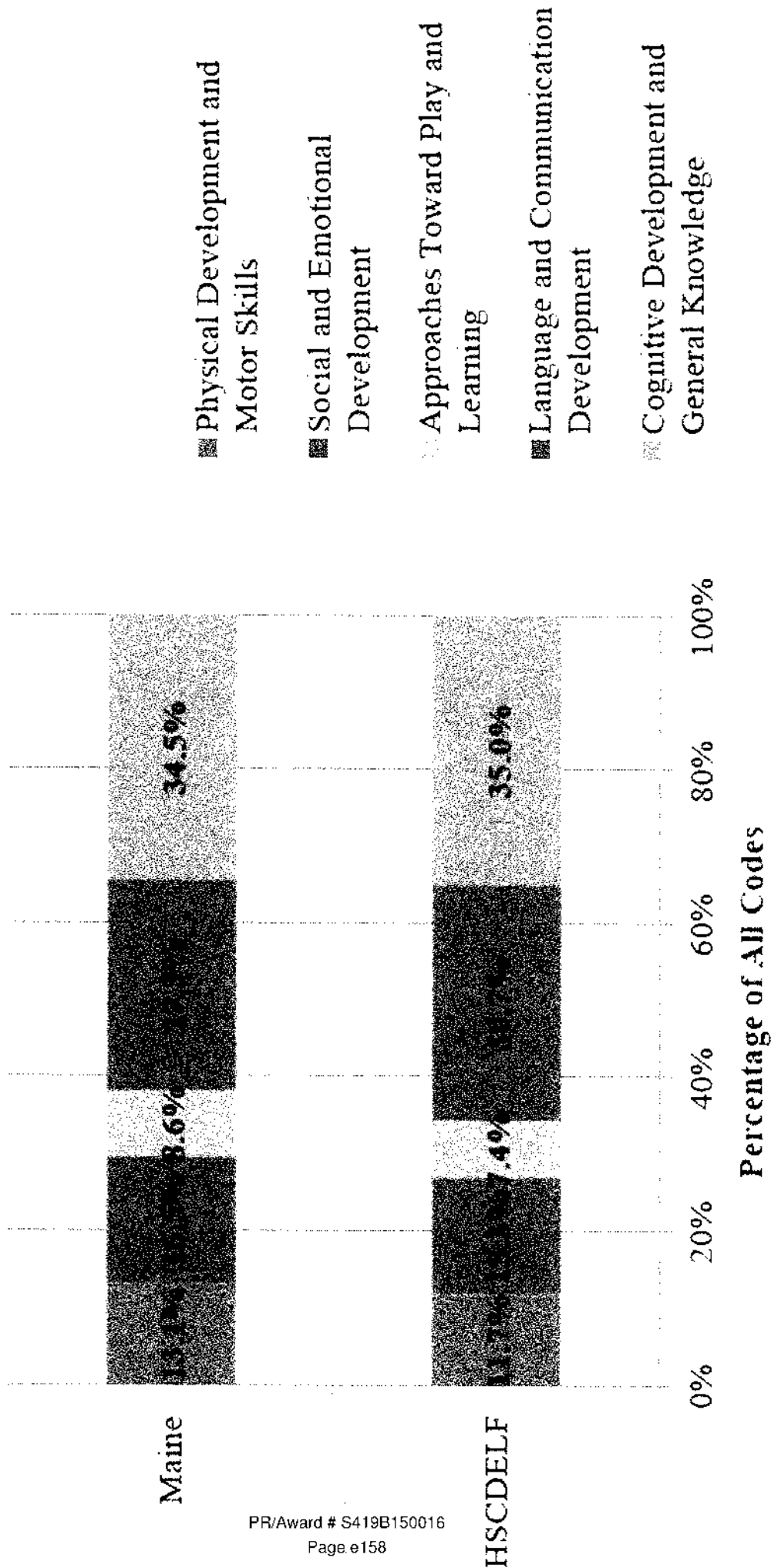
Maine Learning Results – End of Kindergarten Standards	
End of Toddler Guidelines – 36 months/3 years	End of Preschool Standards – 60 months/5 years
<p>Wants to experience world on own terms</p> <p>Developing ability to make independent decisions and choices</p> <p>Identifies self by gender</p> <p>Uses adjectives to refer to self</p> <p>Recognizes self in mirror or photographs</p> <p>Shows impulse control</p> <p>Anticipates and follows routines when prompted</p>	<p>Emotional Development- Self Concept</p> <p>Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences and rights</p> <p>Chooses individual activities</p> <p>Expresses self in different roles during pretend play</p> <p>Compares self with others</p> <p>Demonstrates confidence in own abilities and delights in the mastery of a skill</p> <p>Expresses own ideas and opinions</p> <p>Emotional Development- Self-Regulation</p> <p>Begins to tell and follow basic safety guidelines and requirements</p> <p>Shows progress in appropriate expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others or property</p>
	<p>Emotional Development- Self Concept</p> <p>Has an awareness of self as having certain abilities, characteristics, preferences and rights</p> <p>Takes on new tasks and improves skills with practice</p> <p>Initiates actions or activities with peers</p> <p>Expresses delight over a successful project and want others to like it too</p> <p>Demonstrates an understanding of and follows through with basic responsibilities</p> <p>Emotional Development- Self-Regulation</p> <p>Expresses self in safe and appropriate ways through words and actions</p> <p>Seeks peaceful resolutions to conflict</p> <p>Stops and listens to instructions before jumping into activity, with guidance</p>
	<p>(MLR Health Education: Section A 1 Self-Knowledge and Self-Concept)</p> <p>Identifies interests, skills, and habits of mind that build a positive self-concept</p> <p>Identifies and demonstrates the skills, behaviors, and attitudes that lead to success in schoolwork</p>
	<p>(MLR Health Education: section E Communication and Advocacy Skills)</p> <p>Demonstrates healthy ways to express needs, wants, and feelings</p> <p>Makes requests to promote personal health</p> <p>Demonstrates listening skills to enhance health</p>
	<p>(MLR Personal and social Skills and Knowledge Section I.)</p>

APPROACHES TO LEARNING

Maine Learning Results – End of Kindergarten Standards		
End of Toddler Guidelines – 36 months/3 years	End of Preschool Standards – 60 months/5 years	Self-Knowledge and-Self Concept
<p>Initiative & Curiosity</p> <p>Expresses (verbally or nonverbally) an interest in a widening range of topics, ideas, and tasks</p> <p>Shows interest in how and why others do things.</p> <p>Uses “<i>wh</i>” questions to get additional information about how their world works (why, who, what, where and when).</p> <p>Develops increased ability to make independent choices.</p> <p>Actively explores materials and uses them to follow through on an idea.</p>	<p>Initiative & Curiosity</p> <p>Initiates participation in a widening ranges of topics, ideas, and tasks</p> <p>Invents projects & works on them with little assistance</p> <p>Wonders and asks questions about change in his/her world.</p> <p>Approaches tasks and activities with increasing flexibility, imagination, and inventiveness</p> <p>Invents games and new activities</p>	<p>Identifies beliefs and behaviors, interests, skills and habits of the mind that build self-concept.</p> <p>Identifies and demonstrates skills, behaviors and attitudes that lead to success.</p> <p>Identifies and locates information and resources at home, at school and in the community that improve study habits, school work, or educational achievement.</p>

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Maine's ELDS Aligned With HSCDELF



STATE OF MAINE

IN THE YEAR OF OUR LORD

TWO THOUSAND AND FOURTEEN

S.P. 577 - L.D. 1530

**An Act To Establish a Process for the Implementation of Universal
Voluntary Public Preschool Programs for Children 4 Years of Age**

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 20-A MRSA §405, sub-§3, ¶T, as enacted by PL 1995, c. 395, Pt. J, §4, is amended to read:

T. Establish and maintain a 5-year plan for education that includes goals and policies for the education of children who are 4 years of age in public preschool programs and children in kindergarten and grades one to 12 and that promotes services for public preschool children. The plan must incorporate and build upon the work of the Task Force on Learning Results, established in Public Law 1993, chapter 290 and the federal GOALS 2000: Educate America Act;

Sec. 2. 20-A MRSA §1001, sub-§8, as amended by PL 1983, c. 859, Pt. K, §§3 and 7, is further amended to read:

8. Operate public preschool programs, kindergarten and grades one to 12. They shall either operate programs in kindergarten and grades ~~4~~ one to 12 or otherwise provide for students to participate in those grades as authorized elsewhere in this Title. To the extent the State provides adequate start-up funding, they may operate public preschool programs or provide for students to participate in such programs in accordance with the requirements of this Title. They shall determine which students ~~shall~~ attend each school, classify them and transfer them from school to school where more than one school is maintained at the same time.

Sec. 3. 20-A MRSA c. 203, sub-c. 3 is enacted to read:

SUBCHAPTER 3

PUBLIC PRESCHOOL PROGRAMS FOR CHILDREN 4 YEARS OF AGE

§4271. Start-up funding for public preschool programs

1. Start-up funding. To the extent the State provides adequate start-up funding, school administrative units may operate public preschool programs or provide for students to participate in such programs in accordance with the requirements of this Title. For the purposes of this subchapter, "start-up funding" means a one-time, start-up grant awarded to a qualified school administrative unit that submits an implementation plan that is approved by the department for the operation of a new or expanded public preschool program.

2. Allowable costs. Beginning with the 2015-2016 school year and for each subsequent school year, the State may provide start-up funding for the allowable costs to operate public preschool programs for children 4 years of age under this subchapter.

3. Grant funds. Beginning with the 2015-2016 school year and for each subsequent school year, the commissioner may provide start-up funding to qualified school administrative units to operate public preschool programs for children 4 years of age. Grants provided for allowable costs for approved public preschool programs must be provided from state, federal or private funds appropriated, allocated or authorized by the Legislature for that purpose and must include \$4,000,000 annually in revenues distributed from general purpose aid for local schools that the department receives from casino slot machines or casino table games pursuant to section 15671, subsection 5-A. Any balance of funds appropriated, allocated or authorized by the Legislature remaining at the end of a fiscal year do not lapse and are carried forward to the next fiscal year to carry out the purposes of this subchapter.

4. Qualifications; rules. To qualify for a grant under this section, a school administrative unit must submit an implementation plan to the department for the operation of a new or expanded public preschool program. The qualifications established for implementation plans must contain standards and best practices for public preschool programs and must encourage a school administrative unit to demonstrate coordination with other early childhood programs in the community to maximize resources and provide comprehensive services to meet the needs of children 4 years of age in accordance with this subchapter and rules adopted by the commissioner. In awarding grants under this section, the commissioner shall give priority to a qualified school administrative unit that has a greater percentage of economically disadvantaged students as determined pursuant to section 15675, subsection 2 than other qualified school administrative units under this subsection and in accordance with the following order of preference:

A. The first preference must be to award grant funds to a qualified school administrative unit that does not operate a public preschool program and that submits a plan for the development and operation of a new public preschool program; and

B. The 2nd preference must be to award grant funds to a qualified school administrative unit that operates a public preschool program and that submits a plan for the development and operation of an expanded public preschool program.

The commissioner shall adopt rules that establish criteria for the approval of implementation plans and for the awarding of start-up funds for the allowable costs of operating public preschool programs. Rules adopted pursuant to this subsection are routine technical rules as defined in Title 5, chapter 375, subchapter 2-A.

5. Application for federal public preschool funds. The department may apply for assistance from the Federal Government for the development of public preschool programs for children 4 years of age on behalf of school administrative units in the State. The department shall administer any federal funds received for the benefit of public preschool programs in the State. As the designated state agency authorized to administer federal funds, the department shall develop a state plan and application for funding public preschool programs and shall disburse federal funds as authorized and required by applicable federal law. Beginning in fiscal year 2015-16, the department shall provide any federal funds received to qualified school administrative units as part of the start-up funding provided for the development and operation of public preschool programs under this section. If federal funds are used as part of the start-up funds to operate new or expanded public preschool programs, the students enrolled in these programs must be considered subsidizable pupils for purposes of state subsidy calculations pursuant to chapter 606-B.

Sec. 4. 20-A MRSA §4501, as amended by PL 2007, c. 141, §6, is further amended to read:

§4501. Duty of school units

In accordance with the policy expressed in section 2, every school administrative unit shall raise annually sufficient funds to maintain or support elementary and secondary schools to provide free education for its resident students at all grade levels. These schools shall meet the requirements of basic school approval. School units that choose to To the extent the State provides adequate start-up funding, a school administrative unit may offer an opportunity for every child 4 years of age residing in the school administrative unit to attend a public preschool program ~~must meet~~, or a program affiliated with the school administrative unit, meeting the requirements of basic school approval. It is the goal of the State to provide adequate start-up funding to ensure that public preschool programs for children 4 years of age are offered by all school administrative units by the 2018-2019 school year.

1. Assessment. The commissioner shall adopt rules that strongly encourage the use of a uniform common statewide assessment program for kindergarten, which may be used by school administrative units in addition to other quality assessments school administrative units determine to be necessary beginning with the 2016-2017 school year. The uniform common statewide assessment must be designed to measure student comprehension of academic content and mastery of related skills and cover such areas as physical health and motor development; social and emotional development; learning styles; language and literacy; and general cognition. Rules adopted pursuant to this section are routine technical rules as defined in Title 5, chapter 375, subchapter 2-A.

2. Grant funds. Beginning with the 2015-2016 school year, in accordance with this section, the department, if funds are available, shall award grants pursuant to section 4271

to each qualified school administrative unit equal to the school administrative unit's allowable costs to implement the approved plan to develop and operate a new or expanded public preschool program. Grant funds must be used to fund the allowable costs of the implementation plan not otherwise subsidized by the State.

Sec. 5. 20-A MRSA §4502, sub-§9, as enacted by PL 2007, c. 141, §11, is amended to read:

9. Public preschool programs for children 4 years of age. ~~Any~~ To the extent the State provides adequate start-up funding for a public preschool program for children 4 years of age, a school administrative unit that ~~wishes to~~ does not have a public preschool program for children 4 years of age may develop an early childhood program a public preschool program implementation plan for children 4 years of age ~~must submit a proposal for submission to and approval to~~ by the department. Evaluation and approval of the proposal must include consideration of at least the following factors:

- A. Demonstrated coordination with other early childhood programs in the community to maximize resources;
- B. Consideration of the extended child care needs of working parents; and
- C. Provision of public notice regarding the proposal to the community being served, including the extent to which public notice has been disseminated broadly to other early childhood programs in the community.

Beginning with the 2015-2016 school year, the commissioner may provide start-up funding as set forth in section 4271 to school administrative units to implement or expand public preschool programs for children 4 years of age as required under this subsection.

Sec. 6. 20-A MRSA §15671, sub-§5-A, as enacted by PL 2013, c. 368, Pt. C, §5, is amended to read:

5-A. Funds from casino slot machines or table games. Revenues received by the department from casino slot machines or casino table games pursuant to Title 8, section 1036, subsection 2-A, paragraph A or Title 8, section 1036, subsection 2-B, paragraph A must be distributed until the end of fiscal year 2014-15 as general purpose aid for local schools, and each school administrative unit shall make its own determination as to how to allocate these resources. Beginning in fiscal year 2015-16, \$4,000,000 in revenues must be distributed by the department to provide start-up funds for approved public preschool programs for children 4 years of age in accordance with chapter 203, subchapter 3. Neither the Governor nor the Legislature may divert the revenues payable to the department to any other fund or for any other use. Any proposal to enact or amend a law to allow distribution of the revenues paid to the department from casino slot machines or casino table games for another purpose must be submitted to the Legislative Council and to the joint standing committee of the Legislature having jurisdiction over education matters at least 30 days prior to any vote or public hearing on the proposal.

Sec. 7. 20-A MRSA §15674, sub-§3 is enacted to read:

3. Pupil count for public preschool programs. Beginning with funding for the 2015-2016 school year, the pupil count for students 4 years of age and students 5 years of

age attending public preschool programs must be based on the most recent October 1st count prior to the year of funding.

Sec. 8. 20-A MRSA §15675, sub-§3, ¶A, as amended by PL 2007, c. 141, §15, is further amended to read:

A. For purposes of the additional weight under this subsection, the count of public preschool program to grade 2 students is calculated based on the number of resident pupils in the most recent calendar year. Beginning with funding for the 2015-2016 school year, the pupil count for students 4 years of age and students 5 years of age attending public preschool programs must be based on the most recent October 1st count prior to the allocation year.

Sec. 9. 20-A MRSA §15681, sub-§1, ¶C, as amended by PL 2007, c. 141, §16, is further amended to read:

C. To receive targeted public preschool program to grade 2 funds calculated pursuant to subsection 4, the school administrative unit must be in compliance with any applicable reporting requirements for local early childhood programs. Any program must be in compliance with chapter 203, subchapter 2 or 3.

Sec. 10. 20-A MRSA §15688-A, sub-§4 is enacted to read:

4. New or expanded public preschool programs for children 4 years of age. Beginning in fiscal year 2015-16 and for each subsequent fiscal year, the commissioner may expend and disburse one-time, start-up funds to provide grants for expanded access to public preschool programs for children 4 years of age pursuant to chapter 203, subchapter 3. The amounts of the grant funding provided to qualified school administrative units pursuant to chapter 203, subchapter 3 are limited to the amounts appropriated, allocated or authorized by the Legislature for the operation of public preschool programs. Any balance of funds appropriated, allocated or authorized by the Legislature remaining at the end of a fiscal year do not lapse and are carried forward to the next fiscal year to carry out the purposes of chapter 203, subchapter 3.

Sec. 11. 20-A MRSA §15689-F, sub-§3, as enacted by PL 2013, c. 368, Pt. C, §20, is amended to read:

3. Casino revenues. If the annual funding for public education ~~from~~ for children in public preschool programs and for children in kindergarten and grades one to grade 12 is supported by casino revenues credited to the department pursuant to Title 8, section 1036, the department shall journal expenditures from the General Purpose Aid for Local Schools, General Fund account to the K-12 Essential Programs and Services, Other Special Revenue Funds account to meet financial obligations and for purposes of cash flow.

Sec. 12. Implementation of universal availability of public preschool programs for children 4 years of age; rules. Prior to beginning the process of adopting rules pursuant to the Maine Revised Statutes, Title 20-A, section 4271, subsection 4 related to the Department of Education's recommended standards and best practices for public preschool programs for children 4 years of age, the Commissioner of

Education shall invite stakeholders to provide their feedback and perspectives on the department's recommendations for school administrative units to phase in their implementation plans for the universal availability of public preschool programs for children 4 years of age by the 2018-2019 school year and the department's current partnership with other states and research partners in a consortium to establish a state-of-the-art system for assessing young children's learning from kindergarten entry to grade 3.

1. Members. The commissioner shall invite the involvement of at least the following persons to participate in the department's planning and research initiatives as members of the stakeholder group:

- A. A senior policy analyst with the Maine Children's Alliance;
- B. A youth development coordinator with the University of Southern Maine, Edmund S. Muskie School of Public Service, Maine Roads to Quality;
- C. A representative of a private early childhood education program;
- D. A private provider of an early childhood program;
- E. A state-level Head Start collaboration coordinator;
- F. A director of a Head Start program;
- G. An early literacy provider from the staff of a Head Start regional program;
- H. A case manager from a regional site of the Child Development Services System;
- I. Two public prekindergarten teachers;
- J. A family literacy provider;
- K. A superintendent of schools;
- L. An elementary school principal;
- M. The executive director of the Maine Administrators of Services for Children with Disabilities;
- N. The early childhood consultant in the Department of Education;
- O. A community collaboration coach for public preschool programs in the Department of Education;
- P. The state director of the Child Development Services System in the Department of Education;
- Q. The literacy specialist in the Department of Education;
- R. The federal liaison in the Department of Education;
- S. The child care consultant in the Department of Health and Human Services; and
- T. The state grants compliance coordinator in the Department of Health and Human Services.

2. Report. The commissioner shall submit a report to the Joint Standing Committee on Education and Cultural Affairs by December 3, 2014 containing a summary of the work of the consortium partners and stakeholders, as well as an outline of the rules

proposed by the department to implement the universal availability of public preschool programs for children 4 years of age by the 2018-2019 school year.

STATE OF MAINE

—
IN THE YEAR OF OUR LORD
TWO THOUSAND AND FOURTEEN

—
H.P. 1335 - L.D. 1850

**Resolve, To Establish the Commission To Strengthen the Adequacy and
Equity of Certain Cost Components of the School Funding Formula**

Emergency preamble. Whereas, acts and resolves of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, this legislation needs to take effect before the expiration of the 90-day period in order to allow the commission established in this resolve sufficient time to complete its work; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore, be it

Sec. 1. Commission established. Resolved: That, notwithstanding Joint Rule 353, the Commission To Strengthen the Adequacy and Equity of Certain Cost Components of the School Funding Formula, referred to in this resolve as "the commission," is established; and be it further

Sec. 2. Commission membership. Resolved: That the commission consists of 14 members as follows:

1. Appointments by Senate President. Two members of the Senate, who serve on the Joint Standing Committee on Education and Cultural Affairs, appointed by the President of the Senate, including one member of the party holding the largest and one member of the party holding the 2nd largest number of seats in the Legislature;

2. Appointments by Speaker of the House. Three members of the House of Representatives, who serve on the Joint Standing Committee on Education and Cultural Affairs, appointed by the Speaker of the House, including 2 members of the party holding the largest and one member of the party holding the 2nd largest number of seats in the Legislature;

3. Commissioner of Education. The Commissioner of Education or the commissioner's designee;

4. State Board of Education. The Chair of the State Board of Education or the chair's designee; and

5. Public members. Seven members with extensive knowledge of public education and school finance policies in the State, including:

- A. One person representing the Maine Education Association, appointed by the President of the Senate;
- B. One person representing the Maine Principals' Association, appointed by the Speaker of the House;
- C. One person representing the Maine School Boards Association, appointed by the President of the Senate;
- D. One person representing the Maine School Superintendents Association, appointed by the Speaker of the House;
- E. One person representing the Maine Administrators of Services for Children with Disabilities, appointed by the President of the Senate;
- F. One person representing the Maine Association of School Business Officials, appointed by the Speaker of the House; and
- G. One person representing Educare Central Maine, appointed by the Speaker of the House; and be it further

Sec. 3. Chairs. Resolved: That the first-named Senate member is the Senate chair and the first-named House of Representatives member is the House chair of the commission; and be it further

Sec. 4. Appointments; convening of commission. Resolved: That all appointments must be made no later than 30 days following the effective date of this resolve. The appointing authorities shall notify the Executive Director of the Legislative Council once all appointments have been completed. Within 15 days after appointment of all members, the chairs shall call and convene the first meeting of the commission, which must be no later than 30 days following the appointment of all members; and be it further

Sec. 5. Duties. Resolved: That the commission shall examine the reports and related work products presented to the Joint Standing Committee on Education and Cultural Affairs during the 126th Legislature as part of the independent review of the Essential Programs and Services Funding Act conducted pursuant to Resolve 2011, chapter 166 and shall develop a plan to strengthen the adequacy and equity of the following cost components included in the Essential Programs and Services Funding Act and other related education statutes.

1. Public preschool programs for children 4 years of age. As part of the review and analysis of public preschool programs for children 4 years of age, the commission shall:

- A. Review the work products and any proposed rules developed by the Department of Education's work group to implement quality standards of practice for Maine public preschool programs, including an analysis of the standards proposed to address quality and consistency of public preschool programs and collaboration with other early childhood and preschool programs;
- B. Conduct an analysis of the targeted funds for public preschool to grade 2 students that are allocated specifically for preschool students and conduct an analysis of the projected costs for providing public preschool programs for all eligible children 4 years of age in the State;
- C. Review the current method for calculating the number of public preschool students enrolled in a school administrative unit's public preschool program and conduct an analysis of the projected costs for changing the current method for calculating the number of public preschool students that counts each public preschool student as a 0.5 full-time equivalent student for the first year and a 1.0 full-time equivalent student beginning in the 2nd year to a new method that counts each public preschool student as a 1.0 full-time equivalent student for the first year and subsequent years; and
- D. Collect and review information on the physical space and facility capacity of school administrative units and project the school facility costs necessary to implement public preschool programs for eligible children 4 years of age in the State.

2. Support for economically disadvantaged students; Title I funds. As part of the review and analysis of the cost components related to strengthening support for economically disadvantaged students, including the provision of funding under Title I of the federal Elementary and Secondary Education Act of 1965, 20 United States Code, Section 6301 et seq., referred to in this resolve as "Title I," and resources to provide extra help for struggling students, such as extended school days and summer school programs, the commission shall:

- A. Collect school administrative unit spending data on the number of Title I teachers and education technicians in order to update the staffing ratios in the essential programs and services funding formula;
- B. Conduct an analysis of the updated data collected on student-teacher and student-education technician staffing ratios in the essential programs and services funding formula in order to separate the groups of teachers into the following categories: classroom teachers, Title I teachers and teacher leaders or instructional coaches;
- C. Develop a plan for adjusting the costs of the essential programs and services funding formula to account for the separate costs of classroom teachers, Title I teachers, education technicians and teacher leaders or instructional coaches;
- D. Conduct research and analysis of the structures, programs, costs and achievement impacts of evidence-based practices in other states related to extended school day and

summer school programs and also analyze examples of extended school day and summer school programs provided by school administrative units in the State;

E. Develop 2 or more models for funding and evaluating extended school day and summer school programs for inclusion in the essential programs and services funding formula; and

F. Project the financial impact of the adjustments under this subsection to the essential programs and services funding formula.

3. Professional development and collaborative time needed to implement proficiency-based learning. As part of the research and analysis of the cost components related to strengthening support for professional development, collaborative time to implement proficiency-based learning and spending data on teacher leaders or instructional coaches, including the following aspects of the cost components, the commission shall:

A. Collect school administrative unit spending data on professional development programs and collaborative time for teachers, as well as the school administrative unit spending data on teacher leaders or instructional coaches in order to update the staffing ratios in the essential programs and services funding formula;

B. Establish a dedicated funding mechanism and process, such as a supplemental professional development block grant program, that allows the Department of Education to provide funding to school administrative units that submit proposals to secure professional development funds;

C. Create a standards-based inventory of effective professional development programs and strategies from which school administrative units may select programs and strategies in order to receive supplemental professional development block grant funds; and

D. Develop an implementation plan for increasing the allocation of funds for professional development, collaborative time for teachers and teacher leaders or instructional coaches and include provisions in the implementation plan to monitor the use of these funds by school administrative units.

4. Regional cost adjustment for teacher salaries. As part of the research and analysis of the cost components related to the regional cost adjustment for teacher salaries, the commission shall:

A. Collect and update school administrative unit data included in the regional adjustment for teacher salaries pursuant to the Maine Revised Statutes, Title 20-A, section 15682;

B. Recalculate the regional adjustments using the most recent teacher salary data available and conduct analyses using the 35 labor market areas currently included in the essential programs and services funding formula and using the 31 labor market areas developed by the Department of Labor; and

C. Conduct research and analysis of the strategies used in other states to address teacher salary gaps in school districts.

5. Debt service for locally approved school construction projects in the required local share of school funding. As part of the research and analysis of the cost components related to debt service for locally approved school construction projects in the required state and local shares of school funding under the Essential Programs and Services Funding Act, the commission shall:

- A. Review the statutory provisions under the Maine Revised Statutes, Title 20-A, section 15672, subsection 2-A related to determination of debt service costs that are included and excluded from the school construction projects that are recognized in the required state and local shares of school funding;
- B. Review school administrative unit data related to energy and other costs related to minor capital costs, defined in the Maine Revised Statutes, Title 20-A, section 15672, subsection 20-A; and
- C. Review the statutory provisions under the Maine Revised Statutes, Title 30-A, section 6006-F related to the School Revolving Renovation Fund.

6. Special education allocation for minimum subsidy receivers. The commission shall review the statutory provisions under the Maine Revised Statutes, Title 20-A, section 15689, subsections 1, 1-B and 11 that reduce the special education allocations for minimum subsidy receivers from 100% to 30% of special education costs, and the commission shall develop one or more models to align the special education allocations for minimum subsidy receivers with the progress of state funding levels necessary to progress towards meeting the statutory obligation to fund 55% of the total cost of education statewide.

7. State contributions to fund the cost of the unfunded actuarial liability for retired teachers. The commission shall review the statutory provisions under the Maine Revised Statutes, Title 20-A, section 15671, subsection 7, paragraph C that recognize the state contributions to fund the cost of the unfunded actuarial liability for retired teachers, and the commission shall make recommendations on whether the calculation of the state share percentage of the total cost of funding public education from kindergarten to grade 12 as required by the Essential Programs and Services Funding Act should continue to include the state contributions to fund the cost of the unfunded actuarial liability for retired teachers; and be it further

Sec. 6. Commission meetings authorized. Resolved: That the commission shall hold no more than 6 meetings to carry out its duties under this resolve.

1. During the first meeting of the commission, which must be convened no later than July 31, 2014, the commission shall review the duties established in section 5 with the Department of Education and the Education Research Institute staff assigned to staff the commission pursuant to section 9. The commission shall develop a work plan and timeline for the review of the required duties and related deliverables that the Department of Education and the Education Research Institute staff must prepare and present to the commission in accordance with the meetings scheduled in accordance with this section.

2. During a commission meeting scheduled during the month of October 2014, the commission shall review a progress report submitted by the Department of Education and

the Education Research Institute staff of the required duties and related deliverables that were included in the work plan developed by the commission.

3. The commission shall schedule up to 4 meetings during the month of November 2014 and no later than December 9, 2014. During these meetings, the commission shall review the preliminary findings and recommendations prepared and submitted by the Department of Education and the Education Research Institute staff regarding the required duties and related deliverables that were included in the work plan developed by the commission. The Department of Education and the Education Research Institute shall submit their preliminary findings and recommendations to the commission no later than November 1, 2014; and be it further

Sec. 7. Contract to review essential programs and services components.

Resolved: That, for fiscal year 2014-15, the Commissioner of Education shall contract with a statewide education research institute to review the cost components of the Essential Programs and Services Funding Act and related education statutes pursuant to section 5 of this resolve. The contract must be funded with funding allocated for the purposes of Title 20-A, section 15689-A, subsection 3. The commissioner may not contract with a statewide education research institute to review certain cost components of the Essential Programs and Services Funding Act in accordance with the schedule established in Title 20-A, section 15686-A; and be it further

Sec. 8. Contract for Education Research Institute. Resolved: That, if funds are required in addition to the funds provided pursuant to section 7 of this resolve for the compilation and analysis of education data necessary to fulfill the duties established pursuant to section 5 of this resolve, notwithstanding the Maine Revised Statutes, Title 20-A, section 15689-A, subsection 6, for fiscal year 2014-15, the Commissioner of Education and the Legislature may contract with the Education Research Institute in accordance with Title 20-A, section 10 and use funds otherwise provided for a contract pursuant to Title 20-A, section 15689-A, subsection 6. The contract authorized in accordance with Title 20-A, section 15689-A, subsection 6 for fiscal year 2014-15 may not exceed the balance of funds remaining after funds are allocated for this purpose; and be it further

Sec. 9. Staffing assistance; information. Resolved: That the Department of Education and the Education Research Institute established pursuant to the Maine Revised Statutes, Title 20-A, section 10 shall provide staffing assistance to the commission. The Department of Education and the Education Research Institute shall provide the commission with access to previous reports on school funding in the State and access to database information necessary to carry out the duties pursuant to section 5 of this resolve. The Office of Policy and Legal Analysis shall provide drafting assistance to the commission; and be it further

Sec. 10. Report; recommendations. Resolved: That the Department of Education and the Education Research Institute staff assigned to provide staffing assistance to the commission pursuant to section 9 shall present a preliminary report, including the results of the review conducted pursuant to section 5 and the related deliverables included in the work plan established by the commission under section 6, to

the commission no later than November 1, 2014. The Department of Education and the Education Research Institute staff assigned to provide staffing assistance to the commission shall work with the commission to prepare a final report, including findings and recommendations related to the results of the review required by this resolve, for submission to the Legislature. The commission shall submit a report containing its findings and recommendations pursuant to sections 5 and 6 of this resolve, including any necessary implementing legislation, to the joint standing committee of the Legislature having jurisdiction over education and cultural affairs by December 9, 2014. The joint standing committee of the Legislature having jurisdiction over education and cultural affairs may submit a bill related to this report to the First Regular Session of the 127th Legislature.

Emergency clause. In view of the emergency cited in the preamble, this legislation takes effect when approved.



Maine Department of Education

Home → Public Preschool → Establishing a Program → Recommended Quality Standards of Program Practice

Recommended Quality Standards of Program Practice

Recommended Quality Standards of Program Practice for Maine public preschool programs are based on national research and input from diverse early childhood groups and individuals throughout Maine.

In addition, the following two rule chapters set the overall guidance for Maine schools in guiding program practice.

- **Chapter 125: Basic Approval Standards: Public Schools and School Administrative Units (SAUs) (DOC)**
- **Chapter 127: Instruction Program, Assessment and Diploma Requirement (DOC)**

Recommended Program Practice for Public Preschool Programs

1. Class Size

- Maximum class size: 16 children

2. Adult to Child Ratio

- Maximum adult to child ratio is 1 adult to 8 children
- Ratios include, at a minimum, one teacher holding appropriate teacher certification from the Maine Department of Education (as per current statute) and a support staff with a minimum of an Educational Technician Authorization II from the Maine DOE. These ratios are maintained during both indoor and outdoor activities.

3. Degree Requirements

- Teacher degree requirement: Teachers hold (as per current statute) the required Maine DOE Early Childhood 081 (B-5) endorsement. Participation in the Maine Roads to Quality Professional Registry is highly recommended.
- Assistant teacher requirements: An assistant teacher holds (as per current statute), at a minimum, an Educational Technician II Authorization from the Maine DOE. A background in Early Childhood Education documented by participation in the Maine Roads to Quality Registry is highly recommended.

4. Curriculum and Instruction

Four-year-old programs demonstrate curriculum practice that implements the Maine Early Childhood Learning Guidelines and is appropriate for the age and developmental level of the students. Teachers organize space and select materials in all content and developmental areas to stimulate exploration, experimentation, discovery and conceptual learning. How four-year-old programs implement the guidelines remains entirely a local decision.

- There are a variety of activity areas including, but not limited to: block building, dramatic play, art, music, science, math, literacy, sand/water play, woodworking, manipulatives, gross motor activities and mealtime routines.
- Equipment, materials and furnishings are available and are accessible to all children, including children with disabilities.
- A daily schedule is posted that includes:
 - Opportunities for physical movement, sensory stimulation, fresh air and nourishment.
 - Opportunities for individual, small group and whole group activities. The amount of time spent in large group, teacher-directed activity is limited.
 - Opportunity for rest in a full-day program.
 - The schedule and program activities minimize the transitions that children make from one classroom space to another. Most special supports or therapies are provided in-class to minimize transitions for children with disabilities.
 - Program development and services to any and all English learners are overseen by an English as a Second Language-endorsed teacher.

5. Screening and Assessment

Programs provide assessment of children's learning and development, which includes:

- A hearing, vision and health screening. The health screening includes information pertaining to oral health and lead poisoning awareness.
- A system for screening individual children to identify those who may be in need of specialized services or intervention.
- Administration of a home language survey to identify possible English learners.
- Regular and ongoing assessments that:
 - Document each child's interests, needs and progress to help plan instruction, relying on demonstrated performance of real, not contrived, activities. Individual child portfolio should contain: work samples, anecdotal notes, checklists and inventories, parent conference notes, health screening reports and referral records for support services.
 - Provide a mechanism for communicating with families (sharing with and obtaining feedback from parents/guardians), in a language

understandable to parents/guardians, including providing interpreters and translators.

- Are aligned with the Early Childhood Learning Guidelines to inform curriculum & instruction.
- Are informed by family culture, experiences, children's abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children.
- Allow for differences in learning style and rate.
- Inform program planning and improvement activities to support individualization.

An initial school record must be established that will follow the child upon entry to kindergarten.

6. Nutrition

The program serves well-balanced meals and/or snacks that follow the U.S. Department of Agriculture/Child and Adult Care Food Program guidelines.

- The program serves at least one meal and/or snacks at regularly established times. Meals and snacks are not more than three hours apart.
- Children are given sufficient time at mealtimes and snacks for each child to eat at a reasonable, leisurely rate.
- Classroom ratios will be maintained during mealtimes.
- Meals and/or snacks are culturally responsive to participating families.

7. Physical Environment

Indoor:

Minimum requirement: 45 square feet per child. Areas not to be calculated as usable space include but are not limited to: hallways, lockers, cubbies, door swings, closets, supply cabinets, corridors, bathrooms, teacher spaces, food preparation areas and offices.

- All classroom spaces are accessible to all children, including children with disabilities.
- There is a water source in the classroom for hand washing, and drinking water is readily available to children throughout the day.
- The indoor environment is designed so staff can supervise children by sight and sound at all times. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., independent toileting).

- Toilets, accessible for use by all participating children, are within 40 feet of the indoor areas that children use.
- Electrical outlets in areas used by preschool-age children shall be protected by safety caps, plugs or other means.
- Natural light is present in any classroom used for four-year-old program activities.
- Doors and windows used for ventilation shall be equipped with securely fastened screens.
- Easily accessible and individual space shall be made available for children's outside clothing and personal possessions.

Outdoor:

The program has access to an outdoor play area with sufficient space for safe play and with equipment of a size suitable to the age and needs of four-year-old children. Recommended outdoor square footage is a minimum of 75 square feet per child.

- The outdoor play area is protected by fences or natural barriers.
- Surfaces used under climbers, swings and at the bottom of slides are energy-absorbing materials such as mulch, sand or bark. Concrete or asphalt is not used.
- Outdoor play areas provide both shade and sun.
- There are established protocols for emergencies.
- The playground areas and equipment are accessible to all children.

8. Family and Community Involvement and Support

- Programs engage in a process of partnership-building with parents to establish mutual trust and to identify family goals, strengths and necessary services and other supports.
- Programs have written policies and procedures that demonstrate intentional practices designed to foster strong reciprocal relationships with families (e.g., application information, family orientation, parent conferences, parent education, newsletters, PTA participation, home visits, family events, program evaluations, resource and referral), and these policies and procedures are to be translated in a language understandable to parents/guardians.
- Programs establish relationships with community resources and agencies, such as regional child care resource development centers, child development services (early intervention), child care and area Head Start programs.

9. Transitions

A process to provide transition between four-year-old programs and the kindergarten program is established. This includes links, by the elementary school, with other area Head Start and early childhood programs serving young children who will be entering kindergarten.

10. Program Evaluation

Programs have an evaluation system that includes:

- An annual process for gathering information for the purpose of continuous quality improvement.
- Input from multiple sources including staff, families and broader community.

Recommended program evaluation tools:

- **Classroom Assessment Scoring System.** A system for observing and assessing the quality of interactions between teachers and students in classrooms. Measures instructional and social interactions proven to contribute to students' academic achievements and social competencies.
- **Early Childhood Environment Rating Scale.** Scale consists of 43 items organized into seven subscales: space and furnishings; personal care routines; language-reasoning; activities; interactions; program structure; and parents and staff.
- **Early Language and Literacy Classroom Observation.** This toolkit contains three assessment tools: a literacy environment checklist; a protocol to conduct classroom observations and administer teacher interviews; and a literacy activities rating scale.
- **National Association for the Education of Young Children Accreditation.** This national, voluntary accreditation system has set professional standards for early childhood education programs and helps families identify high-quality programs for their young children.

11. Transportation

If a school transports public preschool children, it is recommended that the standard of care offered to public preschool students meet the standard of care as defined by "Guideline for the Safe Transportation of Preschool Age Children in School Buses," which is provided by the National Highway Transportation Safety Agency, as follows:

- Children should be in a child safety restraint system appropriate for the age, weight and height of the student.
- There should be at least one aide on board the bus to assist with loading, unloading, correct securement and behavior/emotional support.

- There will be training, communication and operational policy items for drivers, aides, parents, students and routes.

Learn more about public preschool transportation.

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05 DEPARTMENT OF EDUCATION

071 STATE BOARD OF EDUCATION/COMMISSIONER OF
EDUCATION

Chapter 124 BASIC APPROVAL STANDARDS: PUBLIC PRESCHOOL
PROGRAMS

SUMMARY: This rule establishes school approval standards governing the school administrative units which are implementing public preschool programs and adopts procedures for ascertaining compliance with all applicable legal requirements, as authorized by Title 20-A, Maine Revised Statutes, chapter 203 and 206. This rule applies to Education in the Unorganized Territories and the Maine Center for Deaf and hard of Hearing. By July 1, 2017 all preschool programs must comply with the program standards contained in this rule. Any new public preschool programs implemented for the 2015-16 school year must be approved prior to opening.

Section 1. GENERAL OBJECTIVES

1.01 This rule establishes the substantive school approval standards pertaining to school administrative units which operate a public preschool program. Its intent is to provide a framework for planning and growth with local flexibility as influenced by local conditions. This rule establishes procedures for comprehensive reviews of school administrative units which operate a public preschool program by which the Commissioner will determine compliance with applicable standards and methods of enforcement for ensuring compliance.

1.02 School administrative units may operate a public preschool program or provide for children to participate in such programs in accordance with 20-A §4271 and shall meet all school approval requirements of Title 20-A, Maine Revised Statutes (20-A MRSA), other statutes, and rules applicable to the operation of public preschool programs, and the requirements of this rule.

Section 2. DEFINITIONS

2.01 Administrator: "Administrator" means any person certified by the Commissioner as an administrator and employed by a school administrative unit in an administrative capacity.

2.02 Assessment: "Assessment" means an educational instrument or activity designed to gather information on a child's knowledge and skill to make instructional decisions.

2.03 Commissioner: "Commissioner" means the Commissioner of the Maine Department of Education or a designee.

2.04 Curriculum: "Curriculum" means the school administrative unit's written document that includes the learning expectations for all children for all domains of development as indicated in the Early Learning and Development Standards.

2.05 Department: "Department" means the Maine Department of Education.

2.07 Early Learning and Development Standards (ELDS): "Early Learning and Development Standards" means what should children know and be able to do at kindergarten entry.

2.08 Elementary school: "Elementary school" means that portion of a school that provides instruction in any combination of grades pre-kindergarten through grade 8.

2.09 Essential Programs and Services: "Essential Programs and Services" means those programs and services, as defined by the State Board of Education or adopted by the Legislature, that a school administrative unit offers for each student to have the opportunity to meet the content standards of the system of Early Learning and Development Standards/Learning Results.

2.10 Instructional day: "Instructional day" means a school day during which both students and teachers are present, either in a school or in another setting.

2.11 Instructional time: "Instructional time" means that portion of a school day devoted to the teaching-learning process, but not including extra-curricular activities, lunchtime, or recess. Time spent on organized field trips related to school studies may be considered instructional time, but the instructional time counted for extended field trips shall not exceed a normal school day for each day of the field trip.

2.12 Kindergarten: "Kindergarten" means a one or two-year instructional program aligned with the system of Learning Results, immediately prior to grade one.

2.13 Parent: "Parent" means the parent or legal guardian of a student, or the student if of majority age.

2.14 Provisional Approval: "Provisional Approval" means an approval for a specified period of time during which a school administrative unit must take corrective action to the public preschool program to comply with this rule.

2.15 Public Preschool Program: "Public Preschool Program" means a program offered by a public school that provides instruction of children who are four years of age by October 15th.

2.16 School: "School" means an individual attendance center within a school administrative unit including any combination of grades pre-kindergarten through 12. In this rule, an educational program located in or operated by a juvenile correctional facility, an educational program located in the unorganized territories and operated by the Department of Education, the Maine School of Science and Mathematics, and the Center for Deaf and hard of Hearing shall be considered schools.

2.17 School administrative unit: "School administrative unit" means the state-approved unit of school administration and includes a municipal school unit, school administrative district, community school district, regional school unit or any other municipal or quasi-municipal corporation responsible for operating or constructing public schools, except that it does not include a career and technical education region. Beginning July 1, 2009, "school administrative unit" means the state-approved unit of school administration and includes only the following:

- A. A municipal school unit;
- B. A regional school unit formed pursuant to chapter 103-A;
- C. An alternative organizational structure as approved by the commissioner and approved by the voters;
- D. A school administrative district that does not provide public education for the entire span of kindergarten to grade 12 that has not reorganized as a regional school unit pursuant to chapter 103-A;
- E. A community school district that has not reorganized as a regional school unit pursuant to chapter 103-A;
- F. A municipal or quasi-municipal district responsible for operating public schools that has not reorganized as a regional school unit pursuant to chapter 103-A;
- G. A municipal school unit, school administrative district, community school district, regional school unit or any other quasi-municipal district responsible for operating public schools that forms a part of an alternative organizational structure approved by the commissioner; and
- H. A public charter school authorized under chapter 112 by an entity other than a local school board.

2.18 School calendar: "School calendar" means the schedule of school days adopted in advance of the school year by the school board.

2.19 School day: "School day" means a day in which school is in operation as an instructional day and/or a teacher in-service day.

2.20 School personnel: "School personnel" means individuals employed by a school administrative unit or under contract with the unit to provide services to the children enrolled in the schools of the unit.

2.21 School year: "School year" means the total number of school days in a year as established by the school administrative unit.

2.22 Screening: "Screening: means utilizing a standard or norm-referenced screening tool designed and validated to identify a child's level of performance overall in developmental areas (i.e., cognition, fine motor, gross motor, communication, self-help/adaptive, and gross motor skills). The screening is a brief check (10-15 minutes) of the child's development and is not diagnostic or confirming in content.

2.23 Student records: "Student records" means those records that are directly related to a student and are maintained by a school or a party acting for the school.

2.24 Teacher: "Teacher" means any person who is regularly employed for the instruction of students in a school and who is certified by the Commissioner for this position.

2.25 Teacher in-service day: "Teacher in-service day" means a school day during which a majority of teachers and professional staff report for work, but students are not present for instruction. These days may include days devoted to in-service educational programs, administrative meetings, parent-teacher conferences, record-keeping duties, curriculum preparation, and other similar activities related to the operation of school programs, and may take place in a school in the school administrative unit.

Section 3. CLASS SIZE,

3.01 Maximum class size: 16 children

Section 4. CURRICULUM AND COMPREHENSIVE ASSESSMENT SYSTEM

4.01 Each school administrative unit shall have an evidence-based written curriculum aligned with the Early Learning and Development Standards. The school administrative unit shall inform parents and students of the curriculum, instructional expectations, and assessment system.

4.02 Public preschool programs must demonstrate curriculum practice that aligns with the Maine Early Learning and Development Standards and is appropriate for the age and developmental level of the students. Teachers must organize space and select materials in all content and developmental areas to stimulate exploration, experimentation, discovery and conceptual learning.

- A) A variety of activity areas are offered every session including, but not limited to: block building, dramatic play, writing, art, music, science, math, literacy, sand/water play, manipulatives, gross motor activities and mealtime routines , which allows teachers to eat with children.
- B) Equipment, materials and furnishings are available and are accessible to all children, including children with disabilities.

C) A daily schedule is posted that includes:

1. Opportunities for individual, small group and whole group activities. The amount of time spent in large group, teacher-directed activity is limited to short periods of time - 10-20 minutes depending on the time of the year.
2. Opportunities for physical movement, fresh air and access to drinking water are provided to the children.
3. Opportunity for rest in a full-day program (more than 5 hours) is provided for the children. Cots or mats are provided for each child.
4. The schedule and program activities minimize the transitions that children make from one classroom space to another, including school "specials" especially during the first half of the school year. Most special supports or therapies are provided in-class to minimize transitions for children with disabilities.
5. Program development and services to any and all English learners are overseen by an English as a Second Language-endorsed teacher.

4.03 Screening and Assessment

A) Screening

1. All children must receive a valid and reliable research-based screening tool within the first 30 days of the school year (or prior to school entry) which includes: early language and literacy/numeracy/cognitive; gross and fine motor; personal/social; social/emotional development- to identify those who may be in need of additional assessment or to determine eligibility for special education services unless the child has an existing Individualized Education Program-IEP). All children must receive a hearing, vision, and health screening upon entry to the public preschool program. The health screening must include information pertaining to oral health and lead poisoning awareness. If hearing, vision, and health screening has been done in the public preschool, the screenings do not have to be redone in kindergarten, unless there is a concern.

2. Each preschool program shall develop a written Child Find referral policy consistent with the the State of Maine Unified Special Education Rules 05-071 Chapter 101 Section IV.2(D)(E).

3. Administration of a home language survey is undertaken to identify possible English learners.

B) Assessment

Programs provide periodic and ongoing research based assessment of children's learning and development that:

1. Documents each child's interests, needs and progress to help plan instruction, relying mostly on demonstrated performance of authentic activities.
2. Includes: children's work samples, observations, anecdotal notes, checklists and inventories, parent conference notes, photographs, video, health screening reports and referral records for support services.
3. Communicates with families regularly to ensure connection between home and school, including providing interpreters and translators, as needed.
4. Aligns with the Early Learning and Development Standards and are used to inform curriculum and instruction.
5. Is informed by family culture, experiences, children's abilities and disabilities, and home language.
6. Is used in settings familiar to the children.
7. Informs activities to support planning for individual children.

4.04 Child Development Reporting

Parents shall have the opportunity to meet individually with their child's teacher about their child's development at least twice during each school year using the research based assessment (providing interpreters and translators as needed).

Section 5. INSTRUCTIONAL TIME

5.01 School Year

A school administrative unit shall make provision for the maintenance of all its schools for at least 180 school days. At least 175 school days shall be used for instruction. In meeting the requirement of a 180-day school year, no more than 5 days may be used for in-service education for teachers, administrative meetings, parent-teacher conferences, records' days and similar activities.

5.02 Public Preschool Instructional Time

Instructional time for public preschool program shall be a minimum of 10 hours per week for 35 weeks and shall not include rest time. Public preschool programs shall schedule within the 175 school days that the school administrative unit has designated as instructional time, but does not have to use all days, allowing flexibility as to numbers of days per week.

Extended public preschool program Day: A school administrative unit

is encouraged to schedule public preschool for more than 10 hours per week to improve child outcomes and to reduce the risk of later school failure.

Section 6. SCHOOL ADMINISTRATIVE UNIT ORGANIZATION AND SCHOOL SIZE

6.01 Personnel Ratios

A) Classroom student-teacher ratios

- (1) Maximum adult to child ratio is 1 adult to 8 children
- (2) Ratios include, at a minimum, one teacher holding appropriate teacher certification from the Maine Department of Education (as per current statute) and a support staff with a minimum of an Educational Technician Authorization II from the Maine DOE. These ratios are maintained during both indoor and outdoor activities and during mealtimes.

Section 7. QUALITY OF EDUCATION PERSONNEL

7.01 Specific Requirements

- A) Teacher degree requirement: Teachers must hold (as per current statute) the required Maine DOE Early Childhood 081 (B-5) endorsement.
- B) Assistant teacher requirements: An assistant teacher must hold (as per current statute), at a minimum, an Educational Technician II Authorization from the Maine DOE who obtains a Level 4 status on the Maine Roads to Quality Registry within 3 years.
- C) All preschool staff must join the Maine Roads to Quality Registry.

Section 8. NUTRITION

8.01 General Requirements

The program shall serve well-balanced meals and/or snack that follow the U.S. Department of Agriculture guidelines in all programs.

8.02 Specific Requirements

- A) The program shall serve at least one meal and/or snacks at regularly established times. Meals and snacks are not more than three hours apart.

- B) Each child is given sufficient time at mealtimes and snacks to eat at a reasonable, leisurely rate.
- C) Classroom ratios will be maintained during mealtimes.
- D) Meals and or snacks are culturally responsive to participating families.
- E) The meal and snack time offers opportunities for interactions between adults and children.

Section 9. SCHOOL FACILITIES

9.01 Indoor: Minimum requirement shall be 35 square feet per child. Areas not to be calculated as usable space include but are not limited to: hallways, lockers, cubbies, door swings, closets, supply cabinets, corridors, bathrooms, teacher spaces, food preparation areas and offices.

- A) All classroom spaces must be accessible to all children, including children with disabilities.
- B) There shall be a water source in the classroom for hand washing, and drinking water is readily available to children throughout the day.
- C) The indoor environment shall be designed so staff can supervise children by sight and sound at all times. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., independent toileting).
- D) Toilets, accessible for use by all participating children, must be within 40 feet of the indoor areas that children use. It is preferable to have them within the classroom.
- E) Electrical outlets in public preschool classrooms shall be protected by safety caps, plugs or other means.
- F) Natural light must be present in any classroom used for four-year-old program activities.
- G) Easily accessible and individual space shall be made available for children's outside clothing and personal possessions.

9.02 Outdoor: The program must have access to an outdoor play area with at least 75 square feet of usable space per child and with equipment of a size suitable to the age and needs of four-year-old children as dictated by the National Safety Standards for playgrounds in public schools.

- A) The outdoor play area must be protected by fences or natural barriers.
- B) Surfaces used under climbers, swings and at the bottom of slides are energy-absorbing materials such as mulch, sand or bark. Concrete or asphalt shall not be used.
- C) Outdoor play areas provide both shade and sun.
- D) There are established protocols for emergencies.
- E) The playground areas and equipment are accessible to all children.

- F) Preschool classrooms schedule outdoor time by themselves, with other preschool classrooms, or with kindergarten children.

Section 10. FAMILY ENGAGEMENT

- 10.02 Programs identify how they will engage in a process of partnership-building with families to establish mutual trust and to identify child strengths, goals, and necessary services and supports.
- 10.02 Programs have written policies and procedures that demonstrate intentional practices designed to foster strong reciprocal relationships with families, including, but not limited to: application information, family orientation, parent conferences, parent education-specifically around literacy and numeracy, newsletters, PTA participation, home visits, family events, program evaluations, , and these policies and procedures are to be translated in a language understandable to parents/guardians.

Section 11. COMMUNITY ENGAGEMENT

Programs establish relationships with community-based learning resources and agencies, such as libraries, arts education programs, and family literacy programs.

Section 12. COORDINATED PUBLIC PRESCHOOL PROGRAMS

- 12.01 Any school administrative unit that wishes to develop an early childhood program for children 4 years of age must submit a public preschool program implementation plan for children 4 years of age for submission to and approval by the department. Evaluation of the proposal must include consideration of at least the following factors:
- A. Demonstrated coordination with other early childhood programs in the community to maximize resources;
 - B. Consideration of the extended child care needs of working parents; and
 - C. Provision of public notice regarding the proposal to the community being served, including the extent to which public notice has been disseminated broadly to other early childhood programs in the community. [20-A MRSA §4502(9)]
 - D. Demonstrated coordination with Child Development Services.
- 12.02 Schools offering a public preschool program in partnership with a community agency must submit a Memorandum of Understanding (MOU), signed by all involved parties, on a yearly basis. The elements of the MOU shall, at a minimum, include:
- Roles and responsibilities of each of the partners;

- A budget, including the amount of resources that each partner will provide for the implementation of the plan;
- Describe the organizational capacity and the existing infrastructure of the SAU and the partners to deliver a high quality program;
- The methods and processes for making different types of decisions (e.g., policy, operational);
- How the partners will coordinate, but not supplant, the delivery of the public preschool program with existing services for preschool –aged children including, if applicable, programs and services supported through Title I of ESEA, the Head Start Act, and Child Care Development Block Grant.
- How the partners will coordinate with Child Development Services (under Part B, Section 619 of IDEA) regional site to ensure access for CDS for conducting its statutory obligations under IDEA and Maine law /regulations
- A description of the responsibilities and process of sharing child records that meets Section 16 of this chapter.

12.03 Beginning with 2015-16 school year the Commissioner may provide start-up funding as set forth in 20-A MRSA §4271 to school administrative units to implement or expand public preschool programs for children 4 years of age as required by 20-A MRSA §4502(9).

Section 13 TRANSITION

13.01 Enrollment transition into the public preschool program. Public preschool programs will have a process for enrollment transition from home and or other early childhood programs. The process will involve parents/legal guardians, including parental consent for transition of the pertinent educational records.

13.02 Public preschool to kindergarten transition. Public preschool program will have a process to provide transition between four-year-old programs and the kindergarten program. This includes links, by the elementary school, with other area Head Start and early childhood programs serving young children who will be entering kindergarten. The process will involve parents/legal guardians, including parental consent for transition of pertinent educational records.

Section 14 TRANSPORTATION

14.01 If a school transports public preschool children, it is recommended that the standard of care offered to public preschool students meet the standard of care as defined by “Guideline for the Safe Transportation of Preschool Age Children in School Buses,” which is provided by the National Highway Transportation Safety Agency, as follows:

- A) Children should be in a child safety restraint system appropriate for the age, weight and height of the student.
- B) There should be at least one aide on board the bus to assist with loading, unloading, correct securement and behavior/emotional support.
- C) There will be training, communication and operational policy items for drivers, aides, parents, students and routes.

NOTE: Pursuant to 20-A MRSA §5401(3-A) school administrative units are not required to provide transportation for public preschool children.

Section 15. RECORDS AND REPORTS

If the public preschool program operates within the school administrative units (SAU), the SAU addresses these provisions within the basic school approval.

If the public preschool program operates in an external facility and/or under a contract with the SAU, the contract between the SAU and the contractor must address the provisions of this section.

15.01 Student Records

Each school board shall adopt a policy in accordance with the Family Education Rights and Privacy Act (FERPA) that establishes the procedure for changing a student record by adding or removing items, and for controlling access to records.

- A) Each school administrative unit shall maintain accurate and up-to-date education records on each enrolled student. Education records shall be defined as in FERPA and shall include academic records, disciplinary records, and other information including directory information.
 - (1) Academic records include information relating to the student's educational performance including student performance on the local assessment system and on other assessments as may be required for an individual student.
 - (2) Disciplinary records include, but are not limited to, a record of suspensions and expulsions, and other violations of the Student Code of Conduct adopted by the school board.

- B) Records shall be entrusted to designated personnel who shall be knowledgeable about the confidentiality provisions applicable to the records. All records shall be safeguarded from unauthorized access. Either student records will be kept in fireproof storage at the school or a duplicate set will be kept off site.
- C) Upon request of the parent or school officials, a student's education records, including special education records, shall be forwarded to any school in which the student is enrolled or is intending to enroll. The school administrative unit shall notify parents that all records, including disciplinary records, must be sent to a school administrative unit to which a student applies for transfer.

D) Parental Access Rights: Confidentiality

Each school administrative unit shall adopt a policy describing the access rights of parents, students, and educational personnel to student records and the applicable confidentiality rights of parents and students. Student records shall be made available to the parents, or to the student of majority age, for inspection and copying.

A copy of the policy shall be posted in each school and parents shall be notified annually of the policy. The school administrative unit shall maintain records in accordance with the Family Education Rights and Privacy Act (FERPA).

Section 16. PUBLIC PRESCHOOL APPROVAL

16.01 Approval Procedures

- A) A school administrative unit shall obtain approval from the Commissioner prior to opening a new public preschool program. All new public preschool programs implemented in the 2015-16 school year must be approved prior to opening. By July 1, 2017 all public preschool programs implemented before 2015-16 must comply with programs standards contained in this rule.
- B) A school administrative unit seeking approval status for any public preschool program shall make this intention known to the Commissioner in writing at least nine months prior to the school year. School units that have received school construction approval from the State Board of Education shall be deemed to have met this notice requirement.

- C) An Implementation Plan for initial approval status shall be made on forms provided by the Commissioner and available on the Maine Department of Education Public Preschool website.. The superintendent of the school administrative unit is responsible for supplying all information necessary for a determination that the school is entitled to approval. The implementation plan application form must be signed by the superintendent of the school administrative unit in which the school is located, certifying that the form contains information that is accurate at the time of reporting. Prior to receiving approval from the Commissioner, the facility shall be approved for safety by the State Fire Marshal or local municipal fire department official, and certified as sanitary by the Department of Health and Human Services (DHHS).
- D) Two months prior to the initial opening the applicant school must arrange for an on-site inspection by a representative of the Commissioner.
- E) Approval status shall be awarded when the Commissioner determines that the school is likely to comply with all approval standards.
- F) Upon obtaining approval by the Commissioner, the school administrative unit shall be entitled to operate the public preschool program and to receive state subsidy aid to which it is otherwise entitled.
- G) Six weeks after student occupancy, representatives of the Commissioner shall visit the public preschool program while it is in session to determine if all applicable school approval standards are being met. If school approval standards are not being met, approval status shall continue until compliance is demonstrated or until the end of the school year, whichever is the earlier date.

16.02 Provisional Approval

- A) Any public preschool program that is determined by the Commissioner not to comply with applicable school approval standards shall be placed on provisional approval. Failure to submit School Approval Reports, other than financial reports, in a timely manner, in accordance with Section 15.05 of this rule, shall result in provisional approval status. Failure to submit financial reports in a timely manner shall result in a withholding of state subsidy in accordance with Section 16.03.B.

B) When placing a school on provisional approval status the Commissioner shall take the following action:

- (1) The Commissioner shall notify, in writing, the superintendent responsible for any public preschool programs placed on provisional approval status and shall include a statement of the reasons for provisional approval status.
- (2) Representatives of the Commissioner shall meet with the superintendent and shall determine a reasonable deadline for achieving compliance with school approval standards.
- (3) A school or school administrative unit on provisional approval status shall be required to file with the Commissioner an acceptable written plan of corrective action.
- (4) Failure to file a required plan of corrective action shall result in enforcement action by the Commissioner, pursuant to Section 16.03 of this rule.

C) The Commissioner shall restore full approval status upon the Commissioner's determination of compliance with school approval standards.

16.03 Enforcement Measures

A) Notice of Failure to Comply

The Commissioner shall give written notice of pending enforcement action to the superintendent of any school or school administrative unit that fails to comply with school approval standards by the established deadlines in statute or in the plan of corrective action established in Section 16.02.B.(3). Such notice shall include a statement of the laws and regulations with which the school or school administrative unit fails to comply. School administrative units failing to comply with school approval standards shall be given notice and the opportunity for a hearing.

B) Penalties

The Commissioner may impose the following penalties on school administrative units until compliance is achieved:

- (1) Withhold state subsidy and other state funds from school administrative unit;
- (2) Refer the matter to the Attorney General, who may seek injunctive relief to enjoin activities not in compliance with the governing statute or seek any other remedy authorized by law; or
- (3) Employ other penalties authorized in statute or authorized or required by federal law.

Section 17. PRESCHOOL PROGRAM MONITORING

- 17.01 Public preschool programs, including partnerships, will complete the electronic Public Preschool Program Annual Report online and submit to the Maine Department of Education no later than 30 days after the end of the school year.
- 17.02 Each public preschool program, including partnerships, will receive a site visit by the Department no less than once every three years.
- 17.03 The review will utilize observational instruments, implemented by qualified individuals with demonstrated reliability, that assess:
- A) compliance with the program standards,
 - B) classroom quality, and
 - C) multiple dimensions of teacher-child interactions that are linked to positive child development and later achievement.
- 17.04 The results of this classroom evaluation will be shared with the teacher and principal and a plan for training and technical assistance will be developed.

STATUTORY AUTHORITY: 20-A MRSA §4502(5)
20-A MRSA §4271(4)

EFFECTIVE DATE:
February 14, 1974 (filed October 23, 1978)

AMENDED:
July 2014

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Program Info

Maine Public Preschool Program Program Information Form

Please fill out this form for **existing** or **planned** preschool programs

Thank you for taking the Maine Public Preschool Program information survey!

At the request of the **Education and Cultural Affairs Committee**, the Maine Education Policy Research Institute (MEPRI) is conducting this survey in order to learn more about public preschool programs around the state, including their offerings, logistics, and finances. To that end, we are asking that you take a short survey which should take around 30 minutes. This survey has been commissioned by a cross-agency workgroup tasked with meeting the regulatory requirements of two laws recently passed by the Maine Legislature.

The following questions cover a broad range of topics about your program and we ask that you please take the time to find the answers if you do not already know them. A list of all the questions may be accessed as a PDF file. It is advisable to check this list before completing the survey so that you know the material about which you will be asked. Also, in order for the survey to be as readable as possible, we would recommend not using a mobile device.

This survey will ask for information on the physical space and capacity, implementation and operational costs for new or existing preschool programs, and expansion plans.

The survey is divided into four sections

- District contact and program information (including plans for expansion)
- SAU operated programs
- Programs operated by partner agencies
- Initial Costs for implementing programs

Please contact Craig Mason, PhD, at cm@maine.edu if you have any questions or problems regarding the survey.

Question 1. Please provide contact information for your School Administrative Unit (fiscal agency):

Name of SAU

First Name of SAU Administrator

Last Name of SAU Administrator

Phone Number

Email Address

Question 2. Does your SAU currently have a preschool program, operate one with a partner agency, or plan to implement one in the future?

- ☐ There is a program run by the SAU
- ☐ There is a program run by one or more partner agencies
- ☐ There is a program run jointly by both the SAU and one or more partner agencies
- ☐ There is NOT a public preschool program currently, but one is being planned
- ☐ There is NOT a public preschool program currently, and there are NO plans to implement one.

DISPLAY IF *There is NOT a public preschool program currently, and there are NO plans to implement one.*

Question 2a. Why are there no plans to implement a public preschool program in your SAU?

16

IF DISPLAYED, SKIP TO END OF SURVEY

DISPLAY IF *one of first 3 options of QUESTION 2 is selected*

Question 3. Do you intend to add a program or expand your existing program if possible in future years?

- ☐ Yes
- ☐ No

DISPLAY IF *There is NOT a public preschool program currently, but one is being planned*

Question 3a. Why are there no plans to expand your existing program in future years?

16

DISPLAY IF *There is NOT a public preschool program currently, but one is being planned OR IF QUESTION 3 is YES*

Question 4. Please provide the following information about your estimated costs for starting up or expanding your program:

How many preschool classrooms would you like to add in your district?

How many total students could be enrolled in these new or added classrooms?

How many FTE teachers would be needed to staff these classrooms?

How many FTE aides or paraprofessionals would be needed to staff these classrooms?

DISPLAY IF *There is NOT a public preschool program currently, but one is being planned* **OR IF** *QUESTION 3 is YES*

Question 5. Please briefly describe the current capacity of your SAU facilities to support such a program.

For the total number of classes you indicated above:

How many classrooms could be located in existing space within SAU school buildings?

What types of renovations would be needed at the school(s) to add these classrooms (such as bathroom modifications, accessibility, plumbing/additional sinks, or playground renovations?)

What do you estimate would be the total cost of such renovations? \$

DISPLAY SECTION IF SAU operates classrooms

Direct Operation by SAU

Preschool Classrooms Operated by Your District

Question 6. Please indicate the number of preschool classrooms operated by your SAU last year and this year, as well as your best estimate of the number planned or expected next year:

	Total Number of Classrooms Operated by Your SAU	Number of these classrooms located in or adjacent to an existing school	Number of these classrooms located in an offsite location	Total number of students enrolled in these classrooms
Prior Year, 2013-14				
Current, 2014-15				
Planned, 2015-16				

Question 7. Were the above preschool enrollments at their full capacity in 2013-14?

- ☐ Yes
- ☐ No

DISPLAY IF question 7 is no

Question 7a. What is the total number of students you could have enrolled? (i.e. total program capacity)?

Question 8. How much time do your preschool students spend in the program each week?

- ☐ 30 hours or more (the equivalent of 5 full school days)
- ☐ More than 16 and less than 30 hours
- ☐ 14-16 hours (the equivalent of 5 half days)
- ☐ Less than 14 hours
- ☐ It's more complicated than that. (please describe below)

Question 9. Please indicate the total number of Full-Time Equivalent (FTE) classroom teachers and paraprofessionals who were employed directly in the preschool program. To compute FTE personnel, a full-time teacher is counted as 1.0 and a half-time teacher would be counted as 0.5.

Total number of teachers (in FTEs)

Total number of classroom
aides/paraprofessionals (in FTEs)

Question 10. What were the total expenditures on these classroom personnel in 2013-14?

Salary: \$

Benefits: \$

Question 11. In addition to the classroom personnel, what other district staff members spent a portion of their time directly supporting the 4 year olds? (Check all that apply)

- ☐ Gym teacher
- ☐ Music teacher
- ☐ Art teacher
- ☐ Librarian
- ☐ Nurse
- ☐ Counselor
- ☐ Social Worker
- ☐ School psychologist
- ☐ Special educator
- ☐ Others, please specify

Question 12. What were the total costs of providing services from these personnel (in Question 11) to the preschool students in 2013-14?

Salary: \$

Benefits: \$

Question 13. What was the cost of facility maintenance and operation for preschool classrooms in 2013-14?

Question 14. Did your SAU provide transportation for preschool students in 2013-14?

- ☐ Yes
- ☐ No

DISPLAY IF question 14 is yes

Question 14a. What was the cost of transporting preschool students in 2013-14?

Question 15. Did your preschool students participate in school provided meals in 2013-14?

- ☐ Yes
- ☐ No

DISPLAY IF question 15 is yes

Question 15a. What was the net cost to your SAU of school provided meals for preschool students in 2013-14? (*net costs after payments by students and federal funding*)

DISPLAY SECTION IF partner agency operates classrooms

Partner Agency

Preschool Classrooms Operated by Partner Agencies

Question 16. Please indicate the number of preschool classrooms operated by a partner agency last year and this year, as well as your best estimate of the number planned or expected for next year:

	Total Number of Classrooms Operated by a Partner Agencies	Number of these classrooms located in or adjacent to an existing school	Number of these classrooms located in an offsite location	Total number of students enrolled in these classrooms
Prior Year, 2013-14				
Current, 2014-15				
Planned, 2015-16				

Question 17. Were the above preschool enrollments at their full capacity in 2013-14?

- ☐ Yes
- ☐ No

Question 17a. What is the total number of students you could have enrolled? (i.e. total program capacity for partner agency)?

Question 18. How much time do your preschool students spend in the program each week?

- ☐ 30 hours or more (the equivalent of 5 full school days)
- ☐ More than 16 and less than 30 hours
- ☒ 14-16 hours (the equivalent of 5 half days)
- ☐ Less than 14 hours
- ☐ It's more complicated than that. (please describe below)

Question 19. What were the total payments for preschool programs to partner agencies in 2013-14?

Question 20. Did your partner agency provide transportation for preschool students in 2013-14?

- ☐ Yes
- ☐ No

Question 21. Did your partner agency provide meals to preschool students in 2013-14?

- ☐ Yes
- ☐ No

Question 22. For programs administered by a partner agency and located in an SAU owned building, which choice best describes your financial arrangement for facilities and maintenance costs (such as janitorial services, bathroom supplies, and minor maintenance repairs)?

- ☐ The agency provided facilities and maintenance services; their costs were billed to us and reflected in the total above (payment to partner agency).
- ☐ The district provided facilities and maintenance services; costs are not included in the payment to partner agency. The cost of these services to the district was:
- ☐ It is more complicated than that, please describe:

Initial Expenses

Initial and One-Time Operating Expenditures

Question 23. If, in the past five years your SAU has needed to acquire, build, lease, renovate, or adapt classrooms for use in a public preschool program, please complete the following table indicating the number of public preschool classrooms affected and the associated costs. *(Please include all work to meet necessary to meet minimum requirements such as appropriate bathrooms, accessibility, addition of water sources, playground modifications, etc.)*

	Number of Classrooms Affected	\$ Cost
No Renovation Needed		
Renovation		
Construction		
Purchase		
Lease (annual cost)		

Question 24. Please briefly describe the renovations indicated above.

Question 25. Please describe any additional one-time startup costs not listed in the previous question.

Amount	
Explanation	

Maine Public Preschool Program Quality Standards of Program Practice Self-Assessment

Maine Public Preschool Program Program Information Form

Teacher completing the self assessment:

1. Professional Development Structures

- a) Are public preschool teachers participating in the school or district wide professional development? Yes No
If yes, indicate content and number of hours per year.

- b) How is professional development linked to preschool children's learning/developmental needs?

2. Teacher evaluation

- a) How often do early childhood staff receive formal observation with feedback? Who does the observations and provides feedback?
What tool is used?

What educator effectiveness tool have your school administrative unit adopted?

Danielson

Marzano

Dirigo Star (TIF)

Other (Please specify)

3. Curriculum and Instruction

- a) Approximately what amount is budgeted yearly to support curricula materials, books and other learning materials?
b) What curriculum(s) does your program use?
c) Does the curriculum align with the Maine's Early Learning Guidelines?
d) If you use a specific math curriculum, is it part of a series that aligns with k,1,2, etc.?
e) If you use a specific literacy curriculum, is it part of a series that aligns with k,1,2,etc.?
f) In what other ways is the preschool curricula linked to kindergarten (e.g., vertical planning, mapping, collaborative meetings)?
g) Do the preschool children participate in "specials"? From the beginning of the year? Yes No

Or toward the end of the year? Yes No

If so, are they held within the classroom or designated areas in the school?

Art

Maine Public Preschool Program Quality Standards of Program Practice Self-Assessment

Music

Physical education

Library

Other (specify)

4. Developmental Screening

a) Do all children receive a screening within the first 30 days of enrollment (unless there is an existing IEP), which includes a developmental, social/emotional, hearing, vision, and health to determine referral to specialized services for further evaluation?

☐ Yes

☐ No: Explain: _____

Who does the screening?

___ CDS

___ Public preschool Teacher

___ Head Start staff

___ Other (please note) _____

	Name of Instrument
Developmental	
Social/emotional	
Hearing	
Vision	
Health	
ELL	

b) Please describe how screening and, if necessary, referral information is shared with parents:

Maine Public Preschool Program Quality Standards of Program Practice Self-Assessment

4. Child Assessment and Progress Monitoring

a) Please complete the following chart about the primary assessments that are used to help plan instruction:

Name of Instrument	Frequency of Use	Documentation form (e.g., work sample, checklist or inventory, anecdotal)

b) Please describe when and how assessment and development information is shared with parents.

5. Nutrition

Do you provide meals?

Breakfast

Snack

Lunch

Do children eat in the classroom? Yes No

Do children eat in the cafeteria? Yes No With other students or at a different time?

Do you serve meals "family style"? (Passing the bowls or plates of food so children can serve themselves)

6. Family Involvement and Support

Does your program have written policies and procedures that demonstrate intentional practices designed to foster reciprocal relationships with families, such as home visits, conferences, family orientation, etc.? If yes, please describe.

7. Coordination

Does the program coordinate with other early education and care providers to maximize resources? If yes, please describe.

Does the program make connections to support extended child care to meet the needs of working parents are considered? If yes please describe.

8. Transitions

Does your program have a process for enrollment transition from home and or other early childhood programs? If yes, please describe.
Does your program have a process to provide transition between four year old programs and the kindergarten? If yes, please describe.

9. In what ways can the Early Childhood Consultant/Coaches support your program?

Maine Public Preschool Program Quality Standards of Program Practice Self-Assessment

What are your biggest needs regarding preschool programming in your school/district?

Would you be interested in regular webinars? Please specify topics of interest.

Community of Practice:

Annual conference on a certain topic? Please specify

Teacher Information:

Phone Contact information:

Time in position: ____ years

Check all that apply:

☒ ME DOE Early Childhood 081 (B-5) Endorsed

☒ ME DOE K-3

☒ ME DOE K-8

☒ ME DOE 282

Are any of these endorsements conditional? Yes ____ No

If so, which ones are conditional?

☒ Other: _____

☒ Maine Roads to Quality Registry Member

Name of Assistant Teacher (Ed Tech): _____

Time in position: ____ years

Maine Public Preschool Program Quality Standards of Program Practice Self-Assessment

☐ Ed Tech II Authorization

☐ Ed Tech III Authorization

☐ Other: _____

☐ Maine Roads to Quality Registry Member

FJA-1 ADMINISTRATIVE REPORT OF WORK CONTENT STATE OF MAINE BUREAU OF HUMAN RESOURCES	POSITION NUMBER (Leave Blank)
---	---

TO BE COMPLETED BY DIRECTOR, BUREAU OF HUMAN RESOURCES	
TYPE OF POSITION: <input type="checkbox"/> CLASSIFIED <input type="checkbox"/> UNCLASSIFIED	
ASSIGNED CLASS TITLE and if applicable, WORKING TITLE	ASSIGNED RANGE
SIGNATURE OF DIRECTOR, BUREAU OF HUMAN RESOURCES	DATE

TO BE COMPLETED BY EMPLOYEE OR AGENCY PERSONNEL UNIT			
TYPE OF REQUEST <input checked="" type="checkbox"/> NEW POSITION <input type="checkbox"/> RECLASSIFICATION <input type="checkbox"/> RANGE CHANGE <input type="checkbox"/> NEW CLASSIFICATION		TYPE OF POSITION <input checked="" type="checkbox"/> CLASSIFIED <input type="checkbox"/> UNCLASSIFIED (include statutory reference)	
EMPLOYEE NAME NEW Position		LOCATION OF POSITION Augusta	TELEPHONE NO.
PRESENT TITLE Education Specialist II	RANGE 24	NAME OF SUPERVISOR Susan Reed	TELEPHONE NO.
DEPARTMENT Education		BUREAU/DIVISION Standards and Instruction	

I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out government functions. This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violation of such statutes or their implementing regulations.

SIGNATURE OF INCUMBENT	DATE
SIGNATURE OF IMMEDIATE SUPERVISOR	DATE
SIGNATURE OF AGENCY PERSONNEL DESIGNATE	DATE

My signature below does not imply that I agree that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships. My signature only certifies that I approve this document for processing.

SIGNATURE OF AGENCY COMMISSIONER	DATE
----------------------------------	------

Signatures of the IMMEDIATE SUPERVISOR, AGENCY PERSONNEL DESIGNATE, and AGENCY COMMISSIONER must be present before submission to BHR. In the event the Immediate Supervisor and/or other certifying officials disagree with the content of the FJA-1 and agreement cannot be reached with the incumbent, a memo specifying the differences must accompany the FJA-1.

Document Revision History

04/08 Rewrite (eliminated former sections 6, 7, 11, 12, and 13)
 05/12 Included statement regarding signatures on Page 1

1. Primary purpose of unit, division, and agency (Why does it exist?)

The Early Childhood Program within the Standards and Instruction Team, focuses its efforts on planning, developing, coordinating, administering, and evaluating early childhood initiatives, and in the management and quality enhancements of public preschool programs.

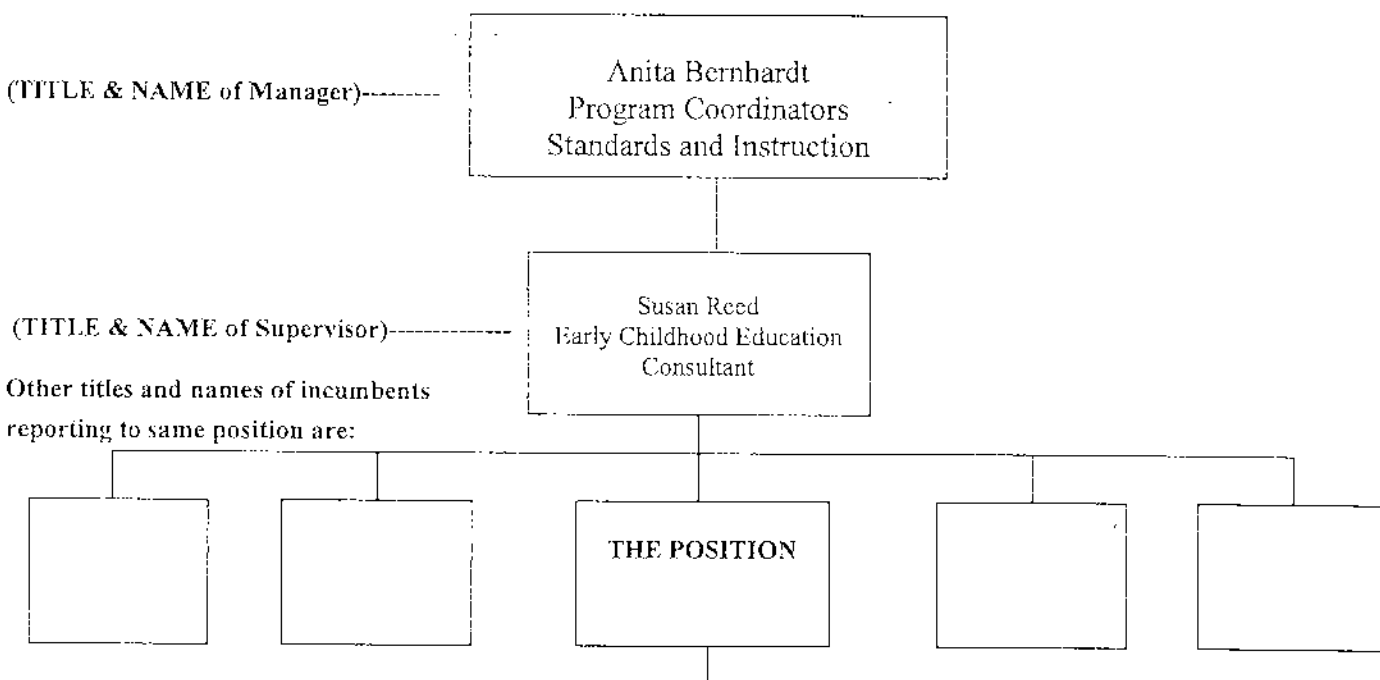
2. Primary purpose of THE POSITION (Why does it exist?)

The .8 FTE Early Childhood Coordinator position will work under the direction of the Early Childhood Education Consultant and will focus on monitoring of the public preschool programs on a revolving three year cycle, on the provision of technical assistance to individual programs, on reviewing data of the individual programs.

3. List names and titles of the supervisor and any other positions providing functional direction to THE POSITION.

Susan Reed

4. Complete the wire diagram to show THE POSITION within the organizational structure.



Who does THE POSITION supervise? (List titles and names.)

What responsibilities are delegated to the employees listed above?

5. List the types of decisions THE POSITION has authority to make.

6. Amount of dollars for which THE POSITION is directly accountable.

DOLLAR IMPACT

\$

7. In your own words, list knowledges and abilities essential to THE POSITION.

- Experience with the early childhood general education community in Maine and with public school education in Maine.
 - Knowledge of current learning research and exemplary early childhood educational practice and in the area of early literacy.
 - Knowledge of community involvement issues in education policy decisions and operations.
 - Knowledge of current and emerging state and federal legislation, rules and regulations impacting early childhood education.
 - Knowledge of exemplary early childhood curriculum, learner-centered instruction, assessment, developmental education, and experiential learning, and understanding of the relationships among these areas.
 - Knowledge of and experience with Maine's Learning Results and Maine's Early Learning and Development Standards.
 - Ability to effectively provide information, technical assistance, professional development and program development support and expertise.
 - Ability to use fax, modem, technology-based communications (i.e., Internet, Web) and e-mail systems and both laptop and desktop computer systems, word processing and data applications.
 - Ability to communicate effectively orally and in writing.
 - Ability to effectively facilitate meetings, organize and manage multiple projects,
- Ability to apply and facilitate group dynamics and to use exemplary interpersonal skills in order to work collaboratively, develop positive working relationships, and involve stakeholders at the local and state level.

8. Other than standard office equipment, list the types of equipment used in performance of job duties.

TYPE OF EQUIPMENT

FREQUENCY

9. List the departments and contacts with which THE POSITION has a regular working relationship.

Standards and Instruction Team members

10. In your own words, list THE POSITION responsibilities: (Total % of Time should equal 100%)		
Task #	% of Time	Task
<i>Example</i> 1	10%	<i>Develops project proposals using state and federal guidelines in order to obtain funding for the agency.</i>
		<p>Work with the Early Childhood Education Consultant on the refinement of early childhood policies and procedures and the review and approval of applications for new and expanded public preschool programs within school administrative units</p> <p>Focus on monitoring of the public preschool programs on a revolving three year cycle,</p> <p>Provision of technical assistance to individual programs</p> <p>Reviewing data of the individual programs to examine compliance and effectiveness</p>
11. Justification for request; identify changes to THE POSITION and/or reason(s) for the request. This .8 FTE Early Childhood Coordinator position was authorized in Public Law 2013, Chapter 581 in order to support the additional work involved in moving to the establishment of at least one public preschool classroom in each school administrative unit within Maine.		



School District
Name Here

MEMORANDUM OF UNDERSTANDING

Between

Child Development Services _____

And

_____ School Department

This agreement is in effect August 1, 2014 through July 31, 2015.

All Memoranda of Understanding (MOU) must include the following; but additional items may be added to address the unique needs of each CDS/public school collaboration.

*Please note: If the **public school** intends to provide special education and related services as described in the Individualized Education Plan (IEP), the school must become a **contracted CDS provider or one or more students**.*

Program Description:

Purpose:

The purpose of this agreement is to establish working procedures between CDS _____ and _____ School Department to ensure the provision of a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) to eligible children who are at least 4 years of age on or before October 15.

It is the intent of this agreement to:

- Define the roles and responsibilities of CDS and the public school(s).
- Describe the responsibilities of each party with respect to the provision of and payment for services.
- Require that the parties communicate regularly and share leadership responsibilities at the local level to ensure that available resources are utilized in the most effective manner, without duplication.
- Improve availability and quality of service for district area children as defined above.
- Support children's optimal development and readiness for school entry and success.
- Ensure collaboration, reduce duplication and enhance efficiency of services.

Program Location: _____
Program Contact-CDS: (Name, Title, Email and Phone #) _____
Program Contact -Public School: (Name, Title, Email and Phone #) _____

of Children in classroom:
of Children with IEPs:

Respective responsibilities under this agreement include:

_____ *School Department*

- Provide public preschool oversight to the program, assuring that Maine Department of Education Public Preschool Standards are met.
- Provide support and space for child evaluation, case conferencing, IEP meetings as long as arrangements are made in advance.
- Provide transportation in the same manner in which it provides transportation to other enrolled students in the LRE for CDS children in accordance with the school system's transportation plan.
- Forward notification of preschool professional development activities and events to the CDS staff.
- Participate in family meetings as appropriate to foster collaboration with families, school, CDS and preschool teachers.
- Provide CDS services during school hours at the public preschool program.

Respective responsibilities under this agreement include:

Child Development Services _____

- Screen, evaluate and provide special education and related services in accordance with MUSER, Chapter 101 for eligible children who are at least 4 years of age.
- Provide IEP case management for CDS children.
- Cover the costs of services as specified by the child's IEP.
- CDS shall be responsible for providing transportation if the IEP Team determines that the SAU's transportation is not the LRE.

Joint Responsibilities:

- Participate in meetings with CDS and school staff a minimum of twice/year to discuss program planning and implementation.
- Participate in family meetings as appropriate to foster collaboration with families, _____ School, CDS _____, and preschool teachers at the site or school.
- Both parties agree to maintain confidentiality of information regarding children and families being served, in accordance with the Family Education Rights and Privacy Act (FERPA), and all other State and Federal laws and regulations regarding confidentiality.

Annual Update:

This **Memorandum of Understanding** shall be reviewed and revised by CDS _____ and _____ School on an as needed basis, or at *least* annually.

This agreement will be reviewed and approved by representatives of both agencies:

Signed: _____ Date: ____/____/____
Cindy L. Husson Brown, State Director
Child Development Services

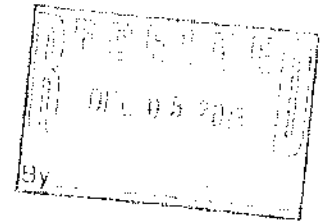
[School District]
[address]
[address]

Signed: _____ Date: ____/____/____
[Administrative Representative]
[School District]

A copy of this agreement will be sent to Sue Reed, Early Childhood Consultant, Maine Department of Education, SHS #23 Augusta, ME 04333.

#11

**MEMORANDUM OF UNDERSTANDING
BETWEEN
Penquis Head Start & CDS & MSAD # 22
2013-2014**



Program Description: A partnership between Head Start, CDS and MSAD # 22 will offer services to 48 children ages 4 or 5 with an emphasis on children who have narrowly missed the public school deadline for age eligibility. Priority will be given to children who are at risk. A minimum of twelve children that meet the Federal Income Guidelines established nationally for the Head Start Program. The program will be operational from September through mid-June in conjunction with the public school calendar. Three classrooms will operate three hour sessions/ five days a week with a maximum of 16 children in each classroom; 14 Head Start children will be integrated into the classrooms.

One classroom will be located in the Newburgh Elementary School and two classrooms will be at the Weatherbee School in Hampden. Meals will be prepared on site by a nutrition aide provided by MSAD#22. Transportation will be the responsibility of the families. Access to existing bus routes will be available for children for either drop off or pickup (one way only due to the sch. Expenses pertaining to the operation of the buildings will be provided by the school.

Classroom equipment, playground equipment and consumable supplies will be the responsibility of the Head Start and CDS. The center telephone and internet accessibility will be the responsibility of MSAD#22.

Furthermore, we agree to explore collaborative strategies that support quality early care and education for children living in our shared service area. As a minimum all three parties agree that this collaborative sharing will enhance our ability to recognize the value in our individual resources, and, more importantly, our combined value when we can work productively, combining our thinking, talents and financial resources toward the common goal of creating quality early childhood programming. Items listed in Section III A-J will constitute the agenda for quarterly meetings devoted to our shared vision and strategic planning. Minutes of meetings will be maintained with a minimum of one annual meeting established to review our accomplishments.

Purpose

- A. To improve availability and the quality of services for *district area* children, age four through age five, and their families
- B. To support children's optimal development and readiness for school entry and success
- C. To address the unique strengths and needs of the local population, such as homeless, migrant, or non-English speaking families
- D. To promote collaboration regarding shared use of transportation, facilities, and other resources, as appropriate
- E. To promote further collaboration to reduce duplication and enhance efficiency of services
- F. To define the roles and responsibilities of the named parties toward coordination and greater collaboration; enhance linkages and relationships; and exchange information on the provision of educational and non-educational services
- G. Coordinate a comprehensive system of activities, policies, and procedures among the named parties which guide and support their delivery of services to children and their families

Principles

- Create and maintain a meaningful partnership to promote school readiness so that children from low-income families in Head Start programs, or who are preschool age, may receive
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comprehensive services to prepare them for elementary school and to address any potential "achievement gap"

- Develop successful linkages within the context of No Child Left Behind Act of 2001, the Head Start Act (2007), and (State and local) legislation, policies, and procedures
- Plan and implement strategies based on practice and research that have proven to support children's school success
- Respect the uniqueness of each locality's needs and resources
- Promote the involvement of members of the early care and education communities
- Share commitment, cooperation, and collaboration for a coordinated service delivery system

Roles

MSAD#22, CDS and Penquis Head Start will work together for the review, coordination, collaboration, alignment, and implementation of each of the following 10 activities, as mandated by the Act. Specific details, based on local/community needs, will be discussed by the partners and then added to this document.

- Educational activities, curricular objectives, and instruction
- Public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs
- Selection priorities for eligible children to be served by programs
- Definition of service areas
- Staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development
- Program technical assistance
- Provision of services to meet the needs of working parents, as applicable
- Communication and parent outreach for smooth transitions to kindergarten
- Provision and use of facilities, transportation, and other program elements
- Other elements mutually agreed to by the parties

Staffing Pattern: Staffing will consist of two teachers with 081 certification and two Ed Tech II positions. Administrative support will continue to be the same team which is available throughout all of Penquis Head Start where a Child Development Division Manager (Supervisor) is assigned and technical assistance is linked with the Head Start Nurse, the Social Worker/Disabilities Coordinator, Education Manager and Nutritionist on staff. Additional supports will be available from the CDS and school administrative staff with supplemental assistance from the school food service department.

Case Conferencing will occur on an as needed basis and/or on a monthly basis, when discussing individual needs and options with involvement from the SAD # 22 staff, School Nurse, the Director of Special Services, CDS staff, and Penquis staff.

Partner Contributions:

See attached budget contributions by Penquis Child Development, CDS, and MSAD# 22 for the 2013-2014 program year.

Head Start

- Provide oversight to the program assuring that Head Start regulations are addressed and will employ staff as documented on the 2013-2014 budget.

- Provide preschool equipment and necessary supplies for a quality, developmentally appropriate experience for enrolled children.
- Teachers will plan and implement developmentally appropriate curriculum to support children's learning and development as suggested in Maine's Early Childhood Learning guidelines/Learning Results.
- Teachers will complete individual child assessments three times a year using the Creative Curriculum Developmental Continuum and document this information using the TS Gold system.
- Work with SAD # 22 supervisor/administrators to create a seamless transition from preschool to public school programming (curriculum alignment, student activity participation, etc)
- Participate in Quarterly Admin Partnership Meetings to discuss program planning and implementation that recognizes the needs of the Department of Education standards and Head Start regulations.

SAD # 22

- Provide public school oversight to the program assuring that Department of Education Standards are addressed – liaison assigned is Angela Moore, Asst. Special Ed Director
- Prepare meals and snacks which follow the USDA food requirements for preschool children for enrolled children during classroom sessions.
- Provide physical education, music and library with art and possibly computer lessons as they can be arranged.
- Provide support for Case Conferencing from the SAD # 22 staff on a quarterly basis, when discussing at-risk individual needs and options.
- Provide classroom space(s) which are located in the Newburgh and Weatherbee Elementary Schools, with access to the kitchen facilities.
- Provide necessary maintenance for repairs to the preschool facility.
- Work in conjunction with preschool staff to create a seamless transition from preschool to public school programs (curriculum alignment, student activity participation, etc).
- Participate in Quarterly Admin Partnership Meetings to discuss program planning and implementation that recognizes the needs of the Department of Education standards and Head Start regulations.
- Agree to provide documentation listed on the *Penquis Child Development Pre K / Collaborative Core Documentation Checklist*

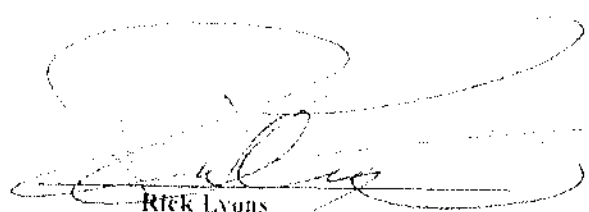
CDS

- Screen, Evaluate and provide special education preschool services and supports in accordance with Chapter 101/MUSER.
- Cover the costs of services as specified by the child's IEP.
- Provide oversight to the program assuring that Head Start regulations are addressed and will employ staff as documented on the 2013-2014 budget.
- Provide preschool equipment and necessary supplies for a quality, developmentally appropriate experience for enrolled children.
- Teachers will plan and implement developmentally appropriate curriculum to support children's learning and development as suggested in Maine's Early Childhood Learning guidelines/Learning Results.
- Teachers will complete individual child assessments three times a year using the Creative Curriculum Developmental Continuum and document this information using the TS Gold system.
- Work with SAD # 22 supervisor/administrators to create a seamless transition from preschool to public school programming (curriculum alignment, student activity participation, etc)

- Participate in Quarterly Admin Partnership Meetings to discuss program planning and implementation that recognizes the needs of the Department of Education standards and Head Start regulations.
- Agree to provide documentation listed on the *Penquis Child Development Pre K / Collaborative Core Documentation Checklist*

Signatures:

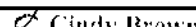
Charles Newton
Chief Executive Officer
Penquis CAP, Inc.


Rick Lyons
Superintendent of Schools
SAD #22

_____ Date

_____ Date

(b)(6)


Cindy Brown
State of Maine CDS Director

1/7/14 Date

SAD #22 Early Childhood Center

DOCUMENT 2013-14

DRAFT

MSAD #22 PRESCHOOL BUDGET

Three classrooms - 3 hrs/day 4 days per week (2-AM & 1 PM session) - added bussing

PUBLIC SCHOOL TOTAL BUDGET

CDS

PENQUIS

Staff Position	Hrs	Wk	PERSONNEL				CDS	School
			Salaries	Annual	Benefits	Total		

(b)(4)

Cross walk of the Departments' Strategic Plans to the Early Childhood Reform Agenda 2013

DEPARTMENT STRATEGIC PLAN

Domain	Strategy/Initiative	Governance/ Sustainability	Quality & Accountability	Promote ELD Outcomes	Workforce	Data System
<p>Improve safety of individuals and communities</p> <p>Improve school-aged children's ability to succeed</p> <p>Ensure efficient use of resources to achieve quality outcomes</p> <p>Increase the use of prevention services and self-directed activities</p>	Collaborate to support efforts to prevent abuse and neglect/Assist parents and children 0-5 at risk for abuse and neglect	X		X		
	Support environment that rewards child care providers for achieving higher levels of training through Quality for ME program		X			
	Partnership with the Dept of Education through State Agencies Interdepartmental Early Learning Team (SAIEL)	X	X	X	X	X
	Encourage private public partnerships that target the needs of Maine's most vulnerable children and families	X	X	X	X	
	Ensure child wellness by active involvement with families who are part of the child welfare system			X	X	
	Prioritize delivery of medically necessary services to pre-school aged children		X	X		
	Establish measurable outcomes for all DHHS goals	X	X	X		X
	Establish measurable outcomes for all contracted providers—share risk and success	X	X	X		X
	Improve the ability to use data analysis to anticipate areas of concerns	X	X	X		X
	Provide transparent access to financial data and performance measurement	X	X	X		X
<p>Effective, Learner --Centered Instruction</p> <p>Comprehensive School and Community Supports</p> <p>Coordinated and Effective State Support</p>	Stress the importance of screening, health risk assessments, and primary care health management			X		
	Rigorous standards and aligned curricula			X		
	Learner centered instructional practices	X		X		
	Assessment systems that provide timely, accurate data on achievement and growth			X		X
	Information systems that track learner growth over time					X
	Effective and efficient services for learners with special needs	X	X	X		
	Coordinated health and wellness programs			X		
	A commitment to community and family engagement	X		X		
	Career and workforce partnerships	X			X	
	Seamless integration of educational programs from early childhood into adulthood	X		X	X	
<p>DOE Strategic Plan Related Priorities</p>	Comprehensive integration of technology	X		X		X

4/12

**Proposal to Revise Professional Certification Requirements
to Support Strong Literacy Outcomes**

Submitted to the Maine State Board of Education
April 2014

Prepared by the State Literacy Team
Maine Department of Education

Maine Department of Education Contacts

Lee Anne Larsen
Literacy Specialist

Morgan Dunton
English Language Arts
Specialist

Susan Reed
Early Childhood Specialist

The Call to Action: Revise Professional Licensing Practices to Improve Student Literacy Achievement

More than in any other age, today's world demands highly developed literacy skills. Maine's economy must be supported by a literate population in order to survive and thrive. Workers need to engage in discussion, listening for critical information and probing for more. Using technology effectively in the workplace requires critical reading skills, fluent writing skills, and consistent independence with both. A productive and responsible employee and citizen in today's world must be able to communicate and solve problems using a variety of means and formats. While Maine educators have been providing literacy instruction to all students, student outcomes are not keeping pace with changing demands. According to Maine's National Assessment of Educational Progress data, only 37% of Maine's 4th grades and 38% of 8th graders read at grade level. A student who does not read at grade level by 3rd grade is four times less likely to graduate from high school than their proficient peers (Educate ME, 2013). State assessment data show a similarly disappointing picture for students' writing abilities. Less than half (43%) of grade 5 students met the standard for writing, while just over half (53%) of grade 8 students met the writing standard. We know from current research that the language and literacy gap begins as early as eighteen months for children who are not talked to and read to on a regular basis (Fernald, Marchman and Weisleder, 2012).

The need to bolster literacy education efforts is clear, but accomplishing this goal will require a multi-prong approach that includes improvements to literacy-related requirements for obtaining teaching licensure. One critical question to address is whether we are asking students to demonstrate proficiency of content that we do not explicitly require teachers to know. Another is whether current pedagogy is keeping pace with ongoing research and effective practices. Revising certification requirements to strengthen literacy knowledge and pedagogy for both pre-service educators and those renewing professional licenses will provide all educators with the opportunity to learn the essential skills necessary to provide critical literacy instruction for all learners.

Changing student learning standards impacts critical educator knowledge

A key impetus for revising certification requirements stems from Maine's adoption of the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* to update its English language arts standards. The Maine Department of Education (Maine DOE) is committed to ensuring that Maine's children are ready for post-secondary education, careers, and civic life by the time they graduate from high school. These updated standards set clear goals for the literacy skills all students will need as responsible citizens whether they enter post-secondary learning or the workforce directly after

high school. Additionally, Maine's *Early Learning Development Standards* are also being updated to provide a direct connection to Maine's K-12 learning standards. Emphasizing developing and emerging literacy skills during infancy and before children begin school is critical to meeting school-age goals and encouraging all people to continue growing as learners throughout life, especially for children with risk factors such as poverty, low maternal education and limited English proficiency.

The revised Maine learning standards reflect research about the importance of literacy as a tool for all content learning. More than ever, workers must be lifelong learners in order to keep up with constantly evolving work-place practices. Learners must be flexible, self-directed, and persistent. At the core of these goals is literacy, the ability to construct meaning through a variety of modes and contexts.

Maine is supporting rigorous learning in our public schools with several efforts, including:

- Implementation of the Maine DOE strategic plan: *Education Evolving*
<http://www.maine.gov/doe/plan/>
- Implementation of updated literacy standards
<http://www.maine.gov/doe/ela/standards/commoncore/index.html>
- Development of and support for a statewide literacy plan
<http://www.maine.gov/doe/literacy-for-me/index.html>
- Creation of a proficiency-based system of education
<http://www.maine.gov/doe/proficiency/>
- Maine's Educator Effectiveness initiative
<http://maine.gov/doe/effectiveness/index.html>

At the convergence of these efforts are both the opportunity and the need to take action right now. While Maine DOE provides support to schools in their efforts to align curriculum and instruction to rigorous standards, develops policy which supports and reflects these standards, and adjusts the state accountability system to measure these standards, the most substantial revision to the system needs to be Maine's teacher certification requirements. Revising professional licensing practices is a critical step toward assuring the success of each of these efforts and provides guidance for professional development.

To better prepare teachers to meet the demands of a proficiency-based system of education aligned to rigorous standards, the certification system must:

- reflect the demands of grade-level instruction by restructuring the age/grade span endorsements,
- articulate specific literacy coursework relative to literacy goals of those age/grade spans and

- differentiate between initial certification and renewal requirements, allowing and demanding teachers to develop skills over time.

Current certification requirements do not adequately address current research about the role of literacy in society and our classrooms

Maine's current licensing structure for general education provides certification for teachers in five spans. The following table outlines the spans as well as the literacy-related course requirements for each endorsement.

CURRENT ENDORSEMENTS: Literacy-related Requirements				
Birth – Age 5	Kindergarten – Grade 3	Kindergarten – Grade 8	Grades 7-12	Kindergarten – Grade 12
Early literacy	Early literacy	Reading Methods	No specific literacy course requirements	
Children's Literature	Children's Literature	Children's Literature or Writing Process or ELA Methods		

Table 1

In this current system, early childhood educators (Birth-age 5 and K-3) and elementary teachers may become licensed with two literacy courses. Early childhood educators take children's literature as well as an early literacy survey course that explores early literacy and language development. For educators seeking the K-3 endorsement, this is problematic because the early literacy course does not adequately prepare them to teach beginning reading and writing which are absolutely critical elements of literacy learning at the K-3 span. Also problematic is that public pre-k teachers are only required to have the birth-5 endorsement which does not require preparation in beginning reading instruction. Many Maine school systems now include pre-kindergarten (or four year old) programs. Ensuring that pre-k teachers are well prepared to provide beginning literacy skill instruction will help support students' transitions to kindergarten.

Under the current system, elementary educators are required to take a reading methods course for one of their two required courses, but for the second course, they have the choice to take children's literature, writing process or an English language arts methods course. Providing choice does not ensure that elementary teachers will be prepared to teach the wide variety of literacy-related components necessary to build a strong foundation in the early elementary years. Additionally, the course work that is currently required does not sufficiently provide teachers with the opportunity to learn strategies for working with students who have a variety of learning

needs or to teach strategies for managing vast amounts of informational text, including digital media.

Under the current requirements, the picture is even bleaker at the 7-12 grade span in which educators seeking this endorsement do not have any specific literacy instruction coursework requirements. Maine's updated standards for English Language Arts and Literacy are structured with a distinct difference between grades K-5 and 6-12. In the elementary grades, there is an expectation that teachers are responsible for student learning in all disciplines. In the middle years, students often have different teachers for different subjects. Therefore, in grade six through graduation, the standards articulate expectations for English class and particular literacy standards for history/social studies and science and technical subjects. This differentiation clarifies the role of literature in the English class, identifies literary nonfiction as a priority area of instruction for the English teacher, and outlines the distinct literacy skills relative to the specific types of informational texts encountered across the disciplines. None of this is reflected in the current course structure or requirements.

The standards also develop clear and gradual expectations for writing. At grade six, the standards recognize that writing in the disciplines, whether historical or scientific, is somewhat different than responding to literature. The writing standards develop along two distinct lines in grades six through graduation. Certification practices must reflect this need for all teachers to have knowledge of the pedagogy of literacy instruction that will support student achievement of the standards in their respective disciplines.

Additionally, there are no requirements in recertification policy to expand knowledge of literacy and pedagogy throughout a teacher's career. The reality is that pre-service preparation programs will not be able to provide the depth of literacy preparation most educators will need to be highly effective teachers. It is also problematic when standards are revised, resulting in different expectations for student learning related to literacy. Not only is the body of research related to literacy instruction broad, but it is constantly updated. Recertification requirements that expect a minimum number of credits and/or contact hours in literacy related professional development could help bridge these gaps in teacher knowledge throughout a teacher's career.

Changing Practices, Changing Lives: Revisions to Maine's Educator Certification Policy

The current certification requirements, and to a degree the age/grade spans for licensure, do not reflect current literacy education needs for Maine students. Educators who work with children earlier than kindergarten must have strong knowledge of how literacy develops from infancy. Maine's updated English Language Arts and Literacy standards include foundational reading skills for the earliest grades (K-5) that require specialized knowledge. Additionally, the K-12 standards expect educators to have a strong command of writing instruction, vocabulary development, digital literacy, and oral communication. Revising Maine's teaching endorsements

to reflect stronger preparation in literacy knowledge and pedagogy, and to adjust the grade spans for endorsement in some cases to better target the literacy content of teacher preparation programs, would ultimately benefit student learning (see Table 2). These strongly recommended revisions are listed in Table 2 and described in greater detail below. Information about the specific content of the courses listed below can be found in Appendix A.

COURSE	Birth – Grade 3* Must complete 3 literacy courses for provisional certification	Kindergarten – Grade 6 General* Must complete 3 literacy courses for provisional certification	Grades 4-8 General	Grades 6-12 Discipline Specialist
Foundations of literacy	Required-Emphasis on Language development & its impact on later reading ability	Required	Required	Required
Literacy methods	Required-Emphasis on Reading Instruction	Required-Emphasis on Reading Instruction	Required-Emphasis on reading instruction and discipline area literacy	Required (Literacy methods relative to subject area)
	Required Literacy Methods: Emphasis on writing instruction	Required-Literacy Methods—Emphasis on Writing Instruction		
		Literacy Methods: Emphasis on Discipline Literacy Development	Literacy Methods: Emphasis on Composition Studies	

Table 2

As noted in Table 2, the recommendations call for adjustments in the age/grade spans of some certificates. Specifically, the birth-age 5 and Kindergarten–Grade 3 certifications should be combined to become a birth–grade 3 certification so that educators working with children from infancy through grade three have knowledge of how language develops and its impact on early literacy skills and reading comprehension. Teachers of the early childhood years (birth-age 8) need specific training in the origins of the achievement gap and the strategies necessary to ameliorate as much of the language and skill deficits before traditional literacy instruction begins. Further, educators in this span (birth-grade 3) need specific preparation in how to teach beginning reading and writing, components missing from the current K-3 certification.

General certification is too broad to allow the development of the depth of knowledge necessary to meet the demands of today’s classrooms. Limiting the grade span to fewer grades, such as K-6, provides the opportunity for teachers to focus on literacy instruction across the elementary years. In addition, a grade 4-8 certification is also proposed to support educators who work in upper elementary and middle school situations in which the content area literacy demands become more specific. Likewise, students who struggle to meet ELA/literacy standards often need support, intervention, or direct instruction of particular types of text like those encountered in courses other than English class. Secondary level content teachers who understand how to determine whether students struggle because of the content or the literacy skills required to unlock the content and who know how to provide the necessary targeted instruction are more likely to see improvement in student achievement.

The recommendations noted above also include adjustments to literacy course content. Teachers in all age/grade spans and disciplines need to learn the **foundations of literacy** including oral, written, and digital literacies. The specific content, however, must be relative to the certification span. Therefore, initial certification should include this foundations course. All pre-service teachers should also take a **literacy methods** course relative to the span and specific to the certification content area. In other words, the literacy methods course for a preschool teacher would not be the same course that a middle/high school teacher would take when seeking a social studies endorsement. The content of the literacy methods course should be specifically focused on critical literacy skills learned by students at different points in their development. Appendix A provides a draft of potential content of the foundations and literacy methods courses proposed for each age/grade span.

For early childhood (Birth-Grade 3) pre-service teachers, an additional literacy methods course would assure a solid foundation in the complexities of language and literacy development, including beginning reading and writing instruction, assessment methods, and intervention strategies. Educators seeking an endorsement in the elementary K-6 grade span would also need an additional literacy methods course emphasizing writing instruction. For those seeking an

endorsement in the grades 4-12 span, the literacy methods course must include development of assessment literacy, differentiated instructional strategies for all students as they access “stretch” texts and improve proficiencies relative to increasingly complex texts of all kinds. During the provisional period of certification, educators would need to complete an additional literacy methods course which emphasizes composition studies, as described in Appendix A.

Renewal: Improving Literacy Knowledge When Re-Certifying

This shift in professional preparation will not occur overnight. The reality is that pre-service preparation programs will not be able to provide all of the literacy related training needed by Maine’s educators. Ongoing professional learning related to literacy instruction will be critical throughout teachers’ careers. As this proposal suggests, all teachers would take at least two literacy courses during pre-service. Those seeking certification in birth through grade three and kindergarten through grade six would need three literacy courses. During the provisional licensure period, it is strongly recommended that all other educators seeking general education teaching endorsements are required to take a third literacy course in order to obtain their professional licensure. For certification renewal, another recommendation is to require additional credits/contacts hours devoted to literacy pedagogy.

Shared educator responsibility for literacy development is a critical component of current classroom practice. Certification requirements for most educators must support the development of the knowledge and skill necessary to share this responsibility. For example, teachers seeking a special education endorsement do not currently need to complete coursework in teaching reading and writing but students who struggle to perform at grade level are often referred to special education teachers who must provide targeted literacy instruction to meet grade level expectations. While this paper focuses primarily on general education certificates, there is recognition that other certifications sharing responsibility for literacy education, such as special education, could be strengthened by literacy related revisions. A list of some of the certifications that could benefit from more detailed examination and potential revision include:

- Special Education, K-12
- Library/Media Specialist, K-12
- English as a Second Language Teacher, K-12
- Adult Education Teacher
- Literacy Specialist, K-12
- Administrators, K-12

The Time to Act is Now

The evolution of teacher preparation and licensing may be quite challenging initially, but not recognizing this need and taking appropriate action would risk failing to prepare our students to

meet the requirements of a proficiency-based diploma and for entry into higher education, the workforce, and citizenship.

While simply changing the certification requirements in rule will not in itself impact classroom practice and therefore student performance, it is a necessary step. A rule change will provide institutions of higher education, Maine DOE, and school districts guidance and leverage to make the necessary changes in pre-service education and continuing professional development. Without this foundational adjustment, the advancement toward increased rigor and improved performance is inhibited by rule that does not match desired learning outcomes.

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Maine Early Childhood 0-3 Developmental Screening, Identification and Assessment Terminology Summary

Purpose	Determining a child's strengths and identifying children who may be at risk for developmental delays in one or more areas (cognitive, communication, adaptive, social-emotional, physical) through a gathering of history, observation, parental concerns and documentation of changes over time	The administration of a brief standardized tool aiding the identification of children at-risk of a developmental disorder in one or more domains (cognitive, communication, adaptive, social-emotional, physical)	Identifies/diagnoses the existence of a delay or disability, identifies the child's strengths and needs in one or more areas of development (cognitive, communication, adaptive, social-emotional, physical) and determines the scope, intensity and duration of a therapeutic service(s) should a delay be identified	Collects, synthesizes and interprets information about children from several forms of evidence of the child's learning, growth, and development on an ongoing basis, over a period of time. The assessment process identifies a child's unique strengths and needs in developmental domains (cognitive, communication, adaptive, social-emotional, physical) and the child's unique approach in learning and development. Assessment methods can be both formal and informal and typically include standardized testing, observations and parent input.
Instrumentation	Routinely performed on a periodic basis utilizing observation, parent input, and documentation of changes over time (e.g., AAP Bright Futures, SWYC)	Conducted on a periodicity schedule using a standardized tool such as the ASQ, PEDS and MCHAT-RF	Conducted on an inter-periodic basis utilizing a standardized or non-referenced instrument (e.g., BDI-II, CDI, HELF, PPVT-IV, GFTA-2, ASQ:SE)	An ongoing process that is conducted initially and periodically after that to determine a baseline of skills and as an on-going process to measure child growth and development. Examples include AEPs, IHELP, IDA, Gesell, MSF, ITBA, Teaching Strategies GOLD
Administrator	Conducted by medical practices during well child care, PFN/CHN, Maine Families, Early Head Start, early care and education teachers with informed, active parental input and participation	Performed/facilitated by medical practices, CDs/Part C, PFN/CHN, Maine Families, Early Head Start, early care and education teachers with informed, active parental input and participation	Performed by CDs/Part C, pediatric developmental specialists or child psychologists, SLP, OT, PT, Social Workers, Behavioral Health with informed, active parental input and participation	Performed by CDs/Part C, Early Head Start, medical sub-specialists, SLP, OT, PT, Social Workers, Behavioral Health with informed, active parental input and participation and contributes to individualized curriculum planning and parent support/education services. If eligible for CDS, information is used to develop the Individualized Family Service Plan (IFSP) that defines and guides early intervention services across all developmental domains.
Periodicity	Ideally conducted for all children 0-3 in multiple settings in partnership with parents and other caregivers on an inter-periodic basis according to the AAP Periodicity Schedule minimally	Conducted for all children 0-3 minimally according to the AAP Periodicity Schedule or on an inter-periodic basis when concerns are expressed by a parent/caregiver or indicated by surveillance. For EHS, must be completed within 45 calendar days of enrollment	Conducted for children 0-3 who have been referred as a result of screening and/or parental or medical practice concerns. For CDS-Part C, must be completed within 45 calendar days of referral	Conducted in early care and education settings including Early Head Start and child care programs as part of curriculum and individualized planning as well as for children who may have been identified as having developmental concerns and are eligible for CDS. Frequency varies by program and purpose for the developmental assessment.
Frequency	Newborn, 3-5 Days, 1 mo, 2 mo, 4 mo, 6 mo, 12 mo, 15 mo, 24 mo, 3 years	Developmental: 9 mo, 18 mo, 24/30 mo MCHAT-RF 18 mo, 24/30 mo	Initially and at least every 3 years or more frequently as determined by clinical judgment	Initial and Ongoing

Subgrantee Letters of Understanding

Lewiston Public Schools
Millinocket School Department

RSU 3
SVRSU 12

RSU 13

RSU 37

RSU 39

MSAD 49

RSU 53

MSAD 58

RSU 74

Sanford School Department
Westbrook School Department

SUBGRANTEE LETTER OF UNDERSTANDING

This Letter of Understanding ("LOU") is entered into by and between Lewiston Public Schools (Partner) and Androscoggin Head Start ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate initial expectations/responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute and fulfill the terms of this LOU;
- 2) Is supportive of and committed to working on all applicable portions of the Maine State Plan;
- 3) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant should Maine be awarded, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will implement a new public preschool program or expand the program to include new slots. The program will:

1. Integrate preschool program within economically diverse, inclusive settings, including children with families above 200% federal poverty line
2. How the SAU will deliver preschool program to children who may be in need of additional supports, such as children with disabilities, English language learners, who reside on Indian lands, who are migrant, who are homeless, who are in child welfare, who reside in rural areas, or who are from military families
3. Implement culturally and linguistically responsive outreach and communication efforts, including isolated or hard to reach families, and engages parents and families as decision makers in their child's education
4. Develop partnerships with other early childhood providers to have successful transitions
5. Develop partnerships that allow coordination with other LEAs or early childhood providers in
 - Providing professional development on ELDS, assessment, curricula, engaging families
 - Providing family engagement, support, nutrition, and other comprehensive services and coordinating with other community partners to support family needs

- Supporting full inclusion to ensure access and full participation
- Ensuring age appropriate facilities for the children.
- Developing and implementing a systematic procedure for sharing data and other records.
- Utilizing community-based learning resources, such as libraries, arts and education programs, and family literacy programs

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Work.
- 2) Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds which will be designated for the Subgrantee if Maine is awarded a grant.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this LOU, consistent with the State Plan
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Detailed Memorandum of Understanding will be developed within 90 days of a federal grant award with each subgrantee to address specific scope of work.

V. SIGNATURES

Authorized Representative of ~~Lead~~ Agency:

William Webster Jr 10/2/14
Signature Date
William Webster Jr Superintendent
Print Name Title

Authorized Representative of Subgrantee:

(b)(6) 10/1/14
Signature Date
Betsy Norcross Plourde Executive Director
Print Name Title
Authorized Representative of Lead Agency
James E. Rice Jr 10/14/14
James E. Rice, Jr

SUBGRANTEE LETTER OF UNDERSTANDING

This Letter of Understanding ("LOU") is entered into by and between State of Maine Department of Education ("Lead Agency") and Millinocket School Department ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate initial expectations/responsibilities in support of the State in its implementation of an approved Preschool Development Grants—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute and fulfill the terms of this LOU;
- 2) Is supportive of and committed to working on all applicable portions of the Maine State Plan;
- 3) Will comply with all of the terms of the Preschool Expansion Grants—Expansion Grant should Maine be awarded, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants—Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will implement a new public preschool program or expand the program to include new slots. The program will:

1. Integrate preschool program within economically diverse, inclusive settings, including children with families above 200% federal poverty line
2. How the SAU will deliver preschool program to children who may be in need of additional supports, such as children with disabilities, English language learners, who reside on Indian lands, who are migrant, who are homeless, who are in child welfare, who reside in rural areas, or who are from military families
3. Implement culturally and linguistically responsive outreach and communication efforts, including isolated or hard to reach families, and engages parents and families as decision makers in their child's education
4. Develop partnerships with other early childhood providers to have successful transitions
5. Develop partnerships that allow coordination with other LEAs or early childhood providers in
 - Providing professional development on ELDS, assessment, curricula, engaging families
 - Providing family engagement, support, nutrition, and other comprehensive services and coordinating with other community partners to support family needs

- Supporting full inclusion to ensure access and full participation
- Ensuring age appropriate facilities for the children.
- Developing and implementing a systematic procedure for sharing data and other records.
- Utilizing community-based learning resources, such as libraries, arts and education programs, and family literacy programs

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

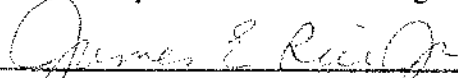
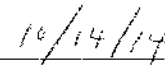
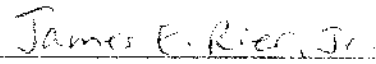
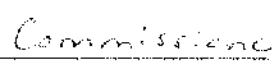
- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Work.
- 2) Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds which will be designated for the Subgrantee if Maine is awarded a grant.

C. JOINT RESPONSIBILITIES


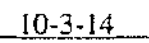
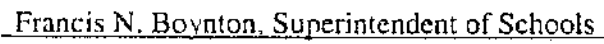

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this LOU, consistent with the State Plan
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Detailed Memorandum of Understanding will be developed within 90 days of a federal grant award with each subgrantee to address specific scope of work.

V. SIGNATURES

Authorized Representative of Lead Agency:



 Signature Date


 Print Name Title

Authorized Representative of Subgrantee:



 Signature Date


 Print Name Title

SUBGRANTEE LETTER OF UNDERSTANDING

This Letter of Understanding ("LOU") is entered into by and between Maine Department of Education ("Lead Agency") and RSU 3 ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate initial expectations/responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute and fulfill the terms of this LOU;
- 2) Is supportive of and committed to working on all applicable portions of the Maine State Plan;
- 3) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant should Maine be awarded, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will implement a new public preschool program or expand the program to include new slots. The program will:

1. Integrate preschool program within economically diverse, inclusive settings, including children with families above 200% federal poverty line
2. How the SAU will deliver preschool program to children who may be in need of additional supports, such as children with disabilities, English language learners, who reside on Indian lands, who are migrant, who are homeless, who are in child welfare, who reside in rural areas, or who are from military families
3. Implement culturally and linguistically responsive outreach and communication efforts, including isolated or hard to reach families, and engages parents and families as decision makers in their child's education
4. Develop partnerships with other early childhood providers to have successful transitions
5. Develop partnerships that allow coordination with other LEAs or early childhood providers in
 - Providing professional development on ELDS, assessment, curricula, engaging families
 - Providing family engagement, support, nutrition, and other comprehensive services and coordinating with other community partners to support family needs

- Supporting full inclusion to ensure access and full participation
- Ensuring age appropriate facilities for the children.
- Developing and implementing a systematic procedure for sharing data and other records.
- Utilizing community-based learning resources, such as libraries, arts and education programs, and family literacy programs

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Work.
- 2) Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds which will be designated for the Subgrantee if Maine is awarded a grant.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this LOU, consistent with the State Plan
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Detailed Memorandum of Understanding will be developed within 90 days of a federal grant award with each subgrantee to address specific scope of work.

V. SIGNATURES

Authorized Representative of Lead Agency:

James E. Ries, Jr. 10/14/14
Signature Date

James E. Ries, Jr. Commissioner
Print Name Title

Authorized Representative of Subgrantee:

Heather J. Perry 9/24/14
Signature Date

Heather J. Perry Superintendent of Schools, RSU #3
Print Name Title

SUBGRANTEE LETTER OF UNDERSTANDING

This Letter of Understanding ("LOU") is entered into by and between He Department of Education ("Lead Agency") and SVRSU 12 ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate initial expectations/responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute and fulfill the terms of this LOU;
- 2) Is supportive of and committed to working on all applicable portions of the Maine State Plan;
- 3) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant should Maine be awarded, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will implement a new public preschool program or expand the program to include new slots. The program will:

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- Ensuring age appropriate facilities for the children.
- Developing and implementing a systematic procedure for sharing data and other records.
- Utilizing community-based learning resources, such as libraries, arts and education programs, and family literacy programs

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Work.
- 2) Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds which will be designated for the Subgrantee if Maine is awarded a grant.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this LOU, consistent with the State Plan
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Detailed Memorandum of Understanding will be developed within 90 days of a federal grant award with each subgrantee to address specific scope of work.

V. SIGNATURES

Authorized Representative of Lead Agency:

James E. Rice Jr. 10-17-15
Signature Date

James E. Rice, Jr. Commissioner
Print Name Title

Authorized Representative of Subgrantee:

Howard Tuttle 10/6/2014
Signature Date

Howard Tuttle SVRSU 12 Superintendent
Print Name Title

SUBGRANTEE LETTER OF UNDERSTANDING

This Letter of Understanding ("LOU") is entered into by and between Maine Department of Education ("Lead Agency") and Regional School Unit # 13 ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate initial expectations/responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute and fulfill the terms of this LOU;
- 2) Is supportive of and committed to working on all applicable portions of the Maine State Plan;
- 3) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant should Maine be awarded, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants -Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will implement a new public preschool program or expand the program to include new slots.

The program will:

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 - Providing professional development on ELDS, assessment, curricula, engaging families
 - Providing family engagement, support, nutrition, and other comprehensive services and coordinating with other community partners to support family needs

SUBGRANTEE LETTER OF UNDERSTANDING

This Letter of Understanding ("LOU") is entered into by and between Maine Dept of Education ("Lead Agency") and RSU/MSAD #37 ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate initial expectations/responsibilities in support of the State in its implementation of an approved Preschool Development Grants—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute and fulfill the terms of this LOU;
- 2) Is supportive of and committed to working on all applicable portions of the Maine State Plan;
- 3) Will comply with all of the terms of the Preschool Expansion Grants—Expansion Grant should Maine be awarded, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants—Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will implement a new public preschool program or expand the program to include new slots. The program will:

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- Ensuring age appropriate facilities for the children.
- Developing and implementing a systematic procedure for sharing data and other records.
- Utilizing community-based learning resources, such as libraries, arts and education programs, and family literacy programs

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

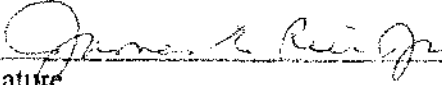
- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Work.
- 2) Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds which will be designated for the Subgrantee if Maine is awarded a grant.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this LOU, consistent with the State Plan
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Detailed Memorandum of Understanding will be developed within 90 days of a federal grant award with each subgrantee to address specific scope of work.

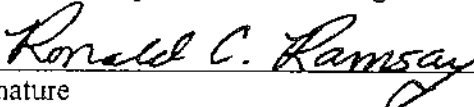
V. SIGNATURES

Authorized Representative of Lead Agency:

 10-14-14
Signature Date

James E. Rice, Jr. Commissioner
Print Name Title

Authorized Representative of Subgrantee:

 Oct. 1, 2014
Signature Date

Ronald C. Ramsay Superintendent
Print Name Title



Eastern Aroostook Regional School Unit 39

Caribou, Limestone, Stockholm

Susan R. White, Superintendent
75 Bennett Drive Suite 3
Caribou ME 04736

swhite@rsu39.org
207-496-6311 (Phone)
207-498-3261 (Fax)

SUBGRANTEE LETTER OF UNDERSTANDING

This Letter of Understanding ("LOU") is entered into by and between Maine Department of Education ("Lead Agency") and **Eastern Aroostook RSU 39** ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate initial expectations/responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute and fulfill the terms of this LOU;
- 2) Is supportive of and committed to working on all applicable portions of the Maine State Plan;
- 3) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant should Maine be awarded, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will implement a new public preschool program or expand the program to include new slots. The program will:

- Integrate preschool program within economically diverse, inclusive settings, including children with families above 200% federal poverty line
- How the SAU will deliver preschool program to children who may be in need of additional supports, such as children with disabilities, English language learners, who reside on Indian lands, who are migrant, who are homeless, who are in child welfare, who reside in rural areas, or who are from military families
- Implement culturally and linguistically responsive outreach and communication efforts, including isolated or hard to reach families, and engages parents and families as decision makers in their child's education
- Develop partnerships with other early childhood providers to have successful transitions
- Develop partnerships that allow coordination with other LEAs or early childhood providers in
- Providing professional development on ELDS, assessment, curricula, engaging families
- Providing family engagement, support, nutrition, and other comprehensive services and coordinating with other community partners to support family needs
- Supporting full inclusion to ensure access and full participation
- Ensuring age appropriate facilities for the children.
- Developing and implementing a systematic procedure for sharing data and other records.

This institution is an equal opportunity provider and employer.

- Utilizing community-based learning resources, such as libraries, arts and education programs, and family literacy programs

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

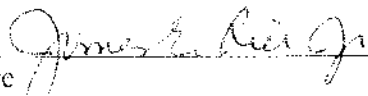
Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Work. Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds which will be designated for the Subgrantee if Maine is awarded a grant.

C. JOINT RESPONSIBILITIES

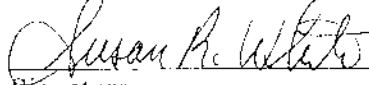
- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this LOU, consistent with the State Plan
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Detailed Memorandum of Understanding will be developed within 90 days of a federal grant award with each subgrantee to address specific scope of work.

V. SIGNATURES

Authorized Representative of Lead Agency:

	10-14-14
Signature	Date
James E. Rier, Jr.	Commissioner
Print Name	Title

Authorized Representative of Subgrantee:

	10-6-14
Signature	Date
Susan R. White	Superintendent RSU 39
Print Name	Title

This institution is an equal opportunity provider and employer.

SUBGRANTEE LETTER OF UNDERSTANDING

This Letter of Understanding ("LOU") is entered into by and between Maine Department of Education ("Lead Agency") and MSAD # 49 ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate initial expectations/responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute and fulfill the terms of this LOU;
- 2) Is supportive of and committed to working on all applicable portions of the Maine State Plan;
- 3) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant should Maine be awarded, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will implement a new public preschool program or expand the program to include new slots.

The program will:

1. Integrate preschool program within economically diverse, inclusive settings, including children with families above 200% federal poverty line
2. How the SAU will deliver preschool program to children who may be in need of additional supports, such as children with disabilities, English language learners, who reside on Indian lands, who are migrant, who are homeless, who are in child welfare, who reside in rural areas, or who are from military families
3. Implement culturally and linguistically responsive outreach and communication efforts, including isolated or hard to reach families, and engages parents and families as decision makers in their child's education
4. Develop partnerships with other early childhood providers to have successful transitions
5. Develop partnerships that allow coordination with other LEAs or early childhood providers in
 - Providing professional development on ELDS, assessment, curricula, engaging families
 - Providing family engagement, support, nutrition, and other comprehensive services and coordinating with other community partners to support family needs

- Supporting full inclusion to ensure access and full participation
- Ensuring age appropriate facilities for the children.
- Developing and implementing a systematic procedure for sharing data and other records.
- Utilizing community-based learning resources, such as libraries, arts and education programs, and family literacy programs

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Work.
- 2) Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds which will be designated for the Subgrantee if Maine is awarded a grant.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this LOU, consistent with the State Plan
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Detailed Memorandum of Understanding will be developed within 90 days of a federal grant award with each subgrantee to address specific scope of work.

V. SIGNATURES

Authorized Representative of Lead Agency:

James E. Rice Jr 10-14-14
Signature Date

James E. Rice Jr Commissioner
Print Name Title

Authorized Representative of Subgrantee:

Dean S. Baker September 29, 2014
Signature Date

Dr. Dean Baker Superintendent of Schools
Print Name Title

SUBGRANTEE LETTER OF UNDERSTANDING

This Letter of Understanding ("LOU") is entered into by and between Me Department of Education ("Lead Agency") and RSU 53 ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate initial expectations/responsibilities in support of the State in its implementation of an approved Preschool Development Grants --Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute and fulfill the terms of this LOU;
- 2) Is supportive of and committed to working on all applicable portions of the Maine State Plan;
- 3) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant should Maine be awarded, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants --Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will implement a new public preschool program or expand the program to include new slots. The program will:

1. Integrate preschool program within economically diverse, inclusive settings, including children with families above 200% federal poverty line
2. How the SAU will deliver preschool program to children who may be in need of additional supports, such as children with disabilities, English language learners, who reside on Indian lands, who are migrant, who are homeless, who are in child welfare, who reside in rural areas, or who are from military families
3. Implement culturally and linguistically responsive outreach and communication efforts, including isolated or hard to reach families, and engages parents and families as decision makers in their child's education
4. Develop partnerships with other early childhood providers to have successful transitions
5. Develop partnerships that allow coordination with other LEAs or early childhood providers in
 - Providing professional development on ELDS, assessment, curricula, engaging families
 - Providing family engagement, support, nutrition, and other comprehensive services and coordinating with other community partners to support family needs

- Ensuring age appropriate facilities for the children.
- Developing and implementing a systematic procedure for sharing data and other records.
- Utilizing community-based learning resources, such as libraries, arts and education programs, and family literacy programs

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Work.
- 2) Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds which will be designated for the Subgrantee if Maine is awarded a grant.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this LOU, consistent with the State Plan
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Detailed Memorandum of Understanding will be developed within 90 days of a federal grant award with each subgrantee to address specific scope of work.

V. SIGNATURES

Authorized Representative of Lead Agency:

James E. Rie Jr 10-14-14
Signature Date

James E. Rie Jr Commissioner
Print Name Title

Authorized Representative of Subgrantee:

Dominic DePatsy 10/2/14
Signature Date

Dominic DePatsy Superintendent
Print Name Title

SUBGRANTEE LETTER OF UNDERSTANDING

This Letter of Understanding ("LOU") is entered into by and between
MDAE ("Lead Agency") and
MSAD #58 ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate initial expectations/responsibilities in support of the State in its implementation of an approved Preschool Development Grants—Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute and fulfill the terms of this LOU;
- 2) Is supportive of and committed to working on all applicable portions of the Maine State Plan;
- 3) Will comply with all of the terms of the Preschool Expansion Grants—Expansion Grant should Maine be awarded, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants—Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants—Expansion Grant application, the Subgrantee will implement a new public preschool program or expand the program to include new slots. The program will:

1. Integrate preschool program within economically diverse, inclusive settings, including children with families above 200% federal poverty line
2. How the SAU will deliver preschool program to children who may be in need of additional supports, such as children with disabilities, English language learners, who reside on Indian lands, who are migrant, who are homeless, who are in child welfare, who reside in rural areas, or who are from military families
3. Implement culturally and linguistically responsive outreach and communication efforts, including isolated or hard to reach families, and engages parents and families as decision makers in their child's education
4. Develop partnerships with other early childhood providers to have successful transitions
5. Develop partnerships that allow coordination with other LEAs or early childhood providers in
 - Providing professional development on ELDS, assessment, curricula, engaging families
 - Providing family engagement, support, nutrition, and other comprehensive services and coordinating with other community partners to support family needs
 - Supporting full inclusion to ensure access and full participation

- Ensuring age appropriate facilities for the children.
- Developing and implementing a systematic procedure for sharing data and other records.
- Utilizing community-based learning resources, such as libraries, arts and education programs, and family literacy programs

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Work.
- 2) Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds which will be designated for the Subgrantee if Maine is awarded a grant.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this LOU, consistent with the State Plan
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Detailed Memorandum of Understanding will be developed within 90 days of a federal grant award with each subgrantee to address specific scope of work.

V. SIGNATURES

Authorized Representative of Lead Agency:

James E. Rie Jr 10-14-14
Signature Date

James E. Rie Jr Commissioner
Print Name Title

Authorized Representative of Subgrantee:

(b)(6)

10/6/2014
Signature Date

Daniel A. Worcester Chair Board of Directors MSAD # 58
Print Name Title

SUBGRANTEE LETTER OF UNDERSTANDING

This Letter of Understanding ("LOU") is entered into by and between Maine Dept of Education ("Lead Agency") and RSU 74 ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate initial expectations/responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute and fulfill the terms of this LOU;
- 2) Is supportive of and committed to working on all applicable portions of the Maine State Plan;
- 3) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant should Maine be awarded, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will implement a new public preschool program or expand the program to include new slots. The program will:

1. Integrate preschool program within economically diverse, inclusive settings, including children with families above 200% federal poverty line
2. How the SAU will deliver preschool program to children who may be in need of additional supports, such as children with disabilities, English language learners, who reside on Indian lands, who are migrant, who are homeless, who are in child welfare, who reside in rural areas, or who are from military families
3. Implement culturally and linguistically responsive outreach and communication efforts, including isolated or hard to reach families, and engages parents and families as decision makers in their child's education
4. Develop partnerships with other early childhood providers to have successful transitions
5. Develop partnerships that allow coordination with other LEAs or early childhood providers in
 - Providing professional development on ELDS, assessment, curricula, engaging families
 - Providing family engagement, support, nutrition, and other comprehensive services and coordinating with other community partners to support family needs

SUBGRANTEE LETTER OF UNDERSTANDING

This Letter of Understanding ("LOU") is entered into by and between
Department of Education ("Lead Agency") and Sanford School Department ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate initial expectations/responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute and fulfill the terms of this LOU;
- 2) Is supportive of and committed to working on all applicable portions of the Maine State Plan;
- 3) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant should Maine be awarded, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will implement a new public preschool program or expand the program to include new slots.

The program will:

1. Integrate preschool program within economically diverse, inclusive settings, including children with families above 200% federal poverty line
2. Show how the SAU will deliver preschool program to children who may be in need of additional supports, such as children with disabilities, English language learners, who reside on Indian lands, who are migrant, who are homeless, who are in child welfare, who reside in rural areas, or who are from military families
3. Implement culturally and linguistically responsive outreach and communication efforts, including isolated or hard to reach families, and engages parents and families as decision makers in their child's education
4. Develop partnerships with other early childhood providers to have successful transitions
5. Develop partnerships that allow coordination with other LEAs or early childhood providers in
 - Providing professional development on ELDS, assessment, curricula, engaging families
 - Providing family engagement, support, nutrition, and other comprehensive services and coordinating with other community partners to support family needs

- Supporting full inclusion to ensure access and full participation
- Ensuring age appropriate
- facilities for the children.
- Developing and implementing a systematic procedure for sharing data and other records.
- Utilizing community-based learning resources, such as libraries, arts and education programs, and family literacy programs

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Work.
- 2) Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds which will be designated for the Subgrantee if Maine is awarded a grant.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this LOU, consistent with the State Plan
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) Detailed Memorandum of Understanding will be developed within 90 days of a federal grant award with each subgrantee to address specific scope of work.

V. SIGNATURES

Authorized Representative of Lead Agency:

James E. Rier, Jr. 10-14-14
Signature Date

James E. Rier, Jr. Commissioner
Print Name Title

Authorized Representative of Subgrantee:

Eric L. Knowlton 10/3/14
Signature Date

Eric L. Knowlton Assistant Superintendent
Print Name Title

SUBGRANTEE LETTER OF UNDERSTANDING

This Letter of Understanding ("LOU") is entered into by and between Maine State Department of Education ("Lead Agency") and Westbrook School Department ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate initial expectations / responsibilities in support of the State in its implementation of an approved Preschool Development Grants—Expansion Grant.

ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute and fulfill the terms of this LOU;
- 2) Is supportive of and committed to working on all applicable portions of the Maine State Plan;
- 3) Will comply with all of the terms of the Preschool Expansion Grants—Expansion Grant should Maine be awarded, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants—Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will implement a new public preschool program or expand the program to include new slots. The program will:

1. Integrate preschool program within economically diverse, inclusive settings, including children with families above 200% federal poverty line
2. How the SAU will deliver preschool program to children who may be in need of additional supports, such as children with disabilities, English language learners, who reside on Indian lands, who are migrant, who are homeless, who are in child welfare, who reside in rural areas, or who are from military families
3. Implement culturally and linguistically responsive outreach and communication efforts, including isolated or hard to reach families, and engages parents and families as decision makers in their child's education

4. Develop partnerships with other early childhood providers to have successful transitions
5. Develop partnerships that allow coordination with other LEAs or early childhood providers in
 - Providing professional development on ELDS, assessment, curricula, engaging families
 - Providing family engagement, support, nutrition, and other comprehensive services and coordinating with other community partners to support family needs
 - Supporting full inclusion to ensure access and full participation
 - Ensuring age appropriate facilities for the children
 -
 - Developing and implementing a systematic procedure for sharing data and other records.
 - Utilizing community-based learning resources, such as libraries, arts and education programs, and family literacy programs

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's work.
- 2) Award in a timely manner the portion of Preschool Development Grants--Expansion Grant funds which will be designated for the Subgrantee if Maine is awarded a grant.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application;
- 2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
- 3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this LOU, consistent with the State Plan
- 4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;

- 5) Detailed Memorandum of Understanding will be developed within 90 days of a federal grant award with each Subgrantee to address specific scope of work.

V. SIGNATURES

Authorized Representative of Lead Agency:

James E. Rios Jr. 10-14-14
Signature Date

James E. Rios Jr. Commissioner
Print Name Title

Authorized Representative of Subgrantee:

Marc Edward Gousse, Ed.D. 03 October 2014
Signature Date

Marc Edward Gousse Superintendent of Schools
Print Name Title

#15

YOU ARE INVITED TO A ONE-DAY INSTITUTE!
"From Preschool to Kindergarten-
Connecting the Language & Literacy Standards"

When: Friday, October 3, 2014 9:00am-3:30pm

Where: Thomas College, 180 West River Rd. Waterville, Maine

Who: School/District Teams- Teams need to include a Public Preschool or Head Start Teacher, Kindergarten Teacher, Literacy or Curriculum Specialist (if applicable) & Principal

Cost: \$60.00/team

What: The day will begin with a keynote address by **Dr. Dorothy Strickland**, the Samuel DeWitt Proctor Professor of Education Emerita and the State of New Jersey Professor of Reading at Rutgers University. Dr. Strickland has served on the national panels that produced *Becoming a Nation of Readers; Preventing Reading Difficulties in Young Children; The RAND Report: Reading for Understanding; and the National Early Literacy Panel*. She served on the Validation Committee of the Common Core State Standards initiative. She has written extensively and her publications include: *Learning about Print in Preschool, Bridging the Literacy Achievement Gap, Reading Achievement through Professional Development* and many more.

Dr. Strickland's keynote will provide an overview of current trends and initiatives taking place throughout the country which will set the context for the day's activities. Topics will include: fostering a cohesive preschool-third grade continuum, technology in early education, and greater attention to early childhood standards and their alignment with child assessment and educator evaluation. Throughout the rest of the day, Dr. Strickland will lead district teams as they examine the draft of the Language and Literacy Domain of the revised *Early Learning and Development Standards (ELDS)*, formerly Maine's Early Learning Guidelines, and their alignment with the end of kindergarten ELA Standards. Educators will discuss how some of the Standards look in their daily practice in preschool and kindergarten classrooms.

Registration is on a first come/first serve basis and limited to the first 150 educators-so don't delay! Online team registration:

<https://www.surveymonkey.com/s/CCSSO10314>

Please direct questions to: Sue Reed, Early Childhood Specialist, Maine Department of Education.
susan.d.reed@maine.gov or 624-6632

This conference is sponsored by a generous grant from the Council of Chief State School Officers (CCSSO), the Maine Department of Education and Thomas College.





ME Preschool Expansion

Part 6: Standard Assurances and Certifications

Assurances for Non-Construction Programs (SF 424B Form)
Disclosure of lobbying Activities (Standard Form LLL)
Grants.gov Lobbying Form
General Education Provisions Act (GEPA) Requirements –
Section 427

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205)
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Completed on submission to Grants.gov	Commissioner of Education
APPLICANT ORGANIZATION	DATE SUBMITTED
Maine Department Of Education	Completed on submission to Grants.gov

Standard Form 424B (Rev. 7-97) Back

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION		
Maine Department Of Education		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mr.	* First Name: James	Middle Name: R.
* Last Name: Kier	Suffix:	
* Title: Commissioner of Education		
* SIGNATURE: Completed on submission to Grants.gov	* DATE: Completed on submission to Grants.gov	

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

0348-0046

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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment		
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General Education Provisions Act (GEPA) Requirements – Section 427

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), Maine Department of Education (DOE) and all participating school administrative units (SAUs) plan to review existing policies and procedures to ensure that every aspect of the ME Preschool Expansion project fully aligns with the requirements of Section 427. This review of the MDOE and the SAU policies will occur prior to the beginning of the project. Upon completion of the reviews steps will be taken, as needed and no later than February 2015, to revise, modify, or develop new policies and procedures for complete alignment and compliance with Section 427 to ensure equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services provided by the federally funded Preschool Expansion Grant.

The ME Preschool Expansion grant is focused on supporting high need communities and high need children and will provide access to any of the proposed activities by children, teachers, school staff, and parents regardless of gender, age, race, color, national origin, or disability. For example:

For Grant Participants:

Professional development and coaching are offered by grant staff for all participants and every effort will be made to eliminate unfair barriers to their participating, such as translating written materials from English to Spanish, or Braille. Specialized electronic equipment and other needed accommodations will also be made available to those who request it.

For Grant Personnel:

The grant participants will follow stringent affirmative action procedures that are mandated by law for hiring personnel, including active recruitment of members of traditionally under-represented groups, documentation of these procedures, and written justification for any hire decisions. The State has a comprehensive Affirmative Action Plan (AAP) committed to creating a workforce that reflects the diversity of qualified individuals in the labor market. It is the policy of the State to recruit, hire, train, and promote persons in all job titles, without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, or other extraneous consideration not directly and substantively related to merit or performance. Employment decisions and personnel actions, including, but not limited to compensation, benefits, promotion, layoff/recall, transfer, termination, and training are based on the principle of ensuring equal employment opportunity and affirmative action.

Table A										
Expansion Grants										
PART I. Absolute Priority: I		Instructions: For each year, please fill out the expected Federal Preschool Development Grant Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Federal Preschool Development Grant Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
1A: State-Level Infrastructure	\$151,408	4%	\$198,790	5%	\$192,790	5%	\$192,790	6%	\$735,778	5%
1B: High-Quality Preschool Programs	\$3,320,911	96%	\$3,980,930	95%	\$3,517,649	95%	\$3,162,552	94%	\$13,982,042	95%
... 1C: New Preschool Slots	\$2,425,557	70%	\$2,398,666	57%	\$1,310,374	35%	\$1,259,793	38%	\$7,394,390	50%
... 1D: Improved Preschool Slots	\$895,354	26%	\$1,582,264	38%	\$2,207,275	59%	\$1,902,759	57%	\$6,587,652	45%
Total Federal Funds	\$3,472,319	100%	\$4,179,720	100%	\$3,710,439	100%	\$3,355,342	100%	\$14,717,820	100%
PART II. Competitive Priority I		Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the increased State and Federal Year 2014 at the bottom of this section. The other cells will self-populate with information; these should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Matching Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
2A: State-Level Infrastructure	(b)(4)									
2B: High-Quality Preschool Programs										
... 2C: New Preschool Slots										
... 2D: Improved Preschool Slots										
Total Year 1-4 Matching Funds										
Type of State Match		<i>Increased State Funding in Fiscal Year 2014</i>								
2E: State Matching Funds (if applicable)	\$1,646,128									
2F: Total Funds for State-Level Infrastructure										
2G: Total Funds for High-Quality Preschool Programs										
2H: Total Funds for New Preschool Slots										
2I: Total Funds for Improved Preschool Slots										
2J: Total Program Resources										
PART III. Selection Criterion (D)(4)										
3A: Total Eligible Children										
3B: Eligible Children Served in New Preschool Slots										
... 3C: PPE/Slot										
3D: Estimated Cost (Rounded)										
3E: % Eligible Children Served in New Preschool Slots										
3F: Eligible Children Served in Improved Preschool Slots										
... 3G: PPE/Slot										
3H: Estimated Cost (Rounded)										
3I: % Eligible Children Served in Improved Preschool Slots										
3J: Total % Eligible Children Served With New and Improved Slots										
3K: Total Children Served										

Table B				
State Fiscal Year	1:State Funding	2: Local Funding	3: Philanthropic /Private Funding (if applicable)	4: Number of Four-Children
2014	(b)(4)			
2013				
2012				
2011				

7: Four-Year Olds at or below 200% FPL Served in the State Preschool Program	
#	%
(b)(4)	

Competitive Priority I Table						
Types of Match	<i>Increased State Funding in Fiscal Year 2014</i>	Year 1	Year 2	Year 3	Year 4	
State	(b)(4)					
Local						
Philanthropic						
Other						
Overall Match						
Matches Amount from Table A	Correct	Correct	Correct	Correct	Correct	

Table (D)(4)

Subgrantee 1	Breakdown	Year 1	Year 2	Year 3	Year 4
Lewisiston-Lonsley, School	Methods for Improving Slots, (Select as many as apply)	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots, (if applicable)	59	59	59	59
	Total Estimated Cost	\$.....\$52,535.00	\$.....\$79,085.00	\$.....\$70,023.00	\$.....\$612,837.00
Subgrantee 2	Breakdown	Year 1	Year 2	Year 3	Year 4
Regional School Unit (RSU) 12 Chelsea, Simsbury	Methods for Improving Slots, (Select as many as apply)	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots, (if applicable)	33	33	33	33
	Total Estimated Cost	\$.....\$197,175.00	\$.....\$323,895.00	\$.....\$314,314.00	\$.....\$387,519.00
Subgrantee 3	Breakdown	Year 1	Year 2	Year 3	Year 4
Regional School Unit (RSU) 3	Methods for Improving Slots, (Select as many as apply)	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots, (if applicable)	64	64	64	64
	Total Estimated Cost	\$.....\$82,400.00	\$.....\$128,160.00	\$.....\$803,712.00	\$.....\$751,552.00
Subgrantee 4	Breakdown	Year 1	Year 2	Year 3	Year 4
Regional School Unit (RSU) 19 Limestone	Methods for Improving Slots	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Children Served in Improved Preschool Slots, (if applicable)		12	12	12
	Total Estimated Cost		\$.....\$17,780.00	\$.....\$150,696.00	\$.....\$140,416.00
Subgrantee 5	Breakdown	Year 1	Year 2	Year 3	Year 4
Regional School Unit (RSU) 71	Methods for Improving Slots, (Select as many as apply)	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots, (if applicable)	19	19	19	19
	Total Estimated Cost	\$.....\$113,525.00	\$.....\$186,485.00	\$.....\$238,002.00	\$.....\$223,117.00
Subgrantee 6	Breakdown	Year 1	Year 2	Year 3	Year 4
Regional School Unit (RSU) 49	Methods for Improving Slots, (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots, (if applicable)	61	61	61	61
	Total Estimated Cost	\$.....\$64,475.00	\$.....\$98,715.00	\$.....\$66,035.00	\$.....\$716,323.00
Subgrantee 7	Breakdown	Year 1	Year 2	Year 3	Year 4
Regional School Unit (RSU) 53	Methods for Improving Slots, (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots, (if applicable)	46	46	46	46
	Total Estimated Cost	\$.....\$74,850.00	\$.....\$51,090.00	\$.....\$77,668.00	\$.....\$540,178.00

OVERALL STATEWIDE BUDGET

**Budget Table I-1: Budget Summary by Budget Category
(Evidence for selection criterion (G))**

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$ 89,250	\$ 124,100	\$ 124,100	\$ 124,100	\$ 461,550
2. Fringe Benefits	\$ 59,158	\$ 68,690	\$ 68,690	\$ 68,690	\$ 265,228
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 3,000	\$ 6,000	\$ -	\$ -	\$ 9,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (add lines 1-8)	\$ 151,408	\$ 198,790	\$ 192,790	\$ 192,790	\$ 735,778
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funds to be distributed to Subgrantees	\$ 3,320,911	\$ 3,980,930	\$ 3,517,649	\$ 3,162,552	\$ 13,982,042
12. Funds set aside for participation in grantee technical assistance	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
13. Total Grant Funds Requested (add lines 9-12)	\$ 3,497,319	\$ 4,204,720	\$ 3,735,439	\$ 3,380,342	\$ 14,817,820
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside \$25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Example, ... Table A - Preschool Development Grants- Expansion Grants										
Expansion Grants										
PART I. Absolute Priority 1		Instructions: For each year, please fill out the expected Federal Preschool Development Grant Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Federal Preschool Development Grants Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
1A: State-Level Infrastructure	\$1,050,000	7%	\$900,000	6%	\$600,000	4%	\$450,000	3%	\$3,000,000	5%
1B: High-Quality Preschool Programs	\$13,950,000	93%	\$14,100,000	94%	\$14,400,000	96%	\$14,550,000	97%	\$57,000,000	95%
1C: New Preschool Slots	\$12,555,000	84%	\$11,985,000	80%	\$11,520,000	77%	\$10,912,500	73%	\$46,972,500	78%
1D: Improved Preschool Slots	\$1,395,000	9%	\$2,115,000	14%	\$2,880,000	19%	\$3,637,500	24%	\$10,027,500	17%
Total Federal Funds	\$15,000,000	100%	\$15,000,000	100%	\$15,000,000	100%	\$15,000,000	100%	\$60,000,000	100%
PART II. Competitive Priority 1		Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the increased State funding in Fiscal Year 2014 at the bottom of this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Matching Funds	(b)(4)									
2A: State-Level Infrastructure										
2B: High-Quality Preschool Programs										
2C: New Preschool Slots										
2D: Improved Preschool Slots										
Total Year 1-4 Matching Funds										
Type of State Match	Increased State Funding in Fiscal Year 2014									
2E: State Matching Funds (if applicable)	\$2,000,000									
2F: Total Funds for State-Level Infrastructure										
2G: Total Funds for High-Quality Preschool Programs										
2H: Total Funds for New Preschool Slots										
2I: Total Funds for Improved Preschool Slots										
2J: Total Program Resources										
PART III. Selection Criterion (D)(4)										
3A: Total Eligible Children										
3B: Eligible Children Served in New Preschool Slots										
3C: PPE/Slot										
3D: Estimated Cost (Rounded)										
3E: % Eligible Children Served in New Preschool Slots										
3F: Eligible Children Served in Improved Preschool Slots										
3G: PPE/Slot										
3H: Estimated Cost (Rounded)										
3I: % Eligible Children Served in Improved Preschool Slots										
3J: Total % Eligible Children Served With New and Improved Slots										
3K: Total Children Served										

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.



ME Preschool Expansion

Part 4: Budget Information and Narrative

G. Budget and Sustainability (10 points).

The extent to which the budget narrative and budget tables demonstrate that the State will--

- (1) Use the funds from this grant and any matching contributions to serve the number of children described in its ambitious and achievable plan for each year, including using the funds for the projected per child costs for new and improved State Preschool Program slots that are reasonable and sufficient, and that the projected per child costs for new and improved State Preschool Program slots are reasonable and sufficient to ensure High-Quality Preschool Programs;*
- (2) Coordinate the use of existing funds from Federal sources that support early learning and development, such as title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act of 1990, and State, private, local, foundation, or other private funding sources for activities and services that help expand High-Quality Preschool Programs; and*
- (3) Sustain the High-Quality Preschool Programs supported by this grant after the grant period ends to ensure that the number and percentage of Eligible Children with access to High-Quality Preschool Programs in the State will be maintained or expanded, including to additional High-Need Communities.*

Evidence for selection criterion (G):

- Budget narrative and budget tables included in the Excel Spreadsheets*
- Any other supporting evidence the State believes will be helpful to peer reviewers*

The Maine Department of Education is committed to supporting and expanding high-quality public preschool programs. The Legislature passed two bills, now Public Laws, which focus on public preschool programs for children four years of age. Public Law 2013, Chapter 114 established the Commission to Strengthen the Adequacy and Equity of Certain Cost Components of the School Funding Formula, Essential Programs and Services. The second Public Law 2013, Chapter 581 recommends school administrative units phase in their implementation plans for universal availability of public preschool programs by the 2018-19 school year, and requires the Department to develop regulations for program standards. In addition the Maine Department of Education's Strategic Plan (Education Evolving) reflects the goal: Maine students are able to move easily through a learner-centered educational system fully integrates from early childhood through adulthood and an objective to eliminate as many policy and operational barriers as possible that block access to educational options.

1. Personnel

A. Program Administration

Our Early Childhood Consultant is a member of the Standards and Assessment Team which focuses on policy develop and implementation in the core areas of the Department's work public preschool through higher education. The consultant has been directly involved in the enhancement of our early learning and development standards,

the refinement of the program standards, the cross state work of the consortium for the Kindergarten entry assessment, discussions with school administrative units about new and expanded public preschool programs, and the necessary data components for our State Longitudinal Data System. She will work with the Project Manager. The Maine Department of Education is proposing several limited period positions to provide specific focused supports for the grant.

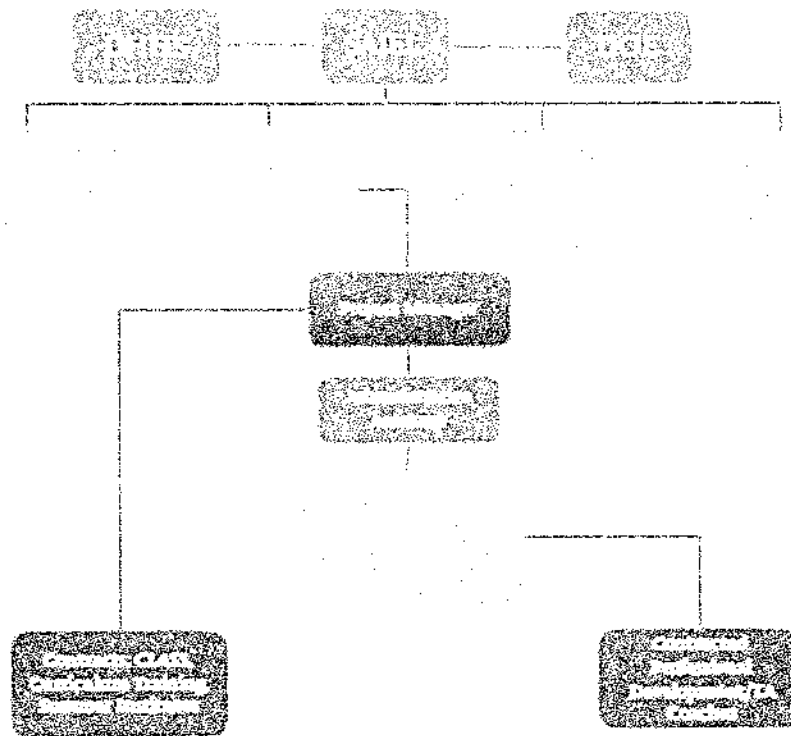
Project Manager Position: Maine will hire 1 FTE Project Manager who will be responsible for coordinating the work of the federal grant across the state. This position will be funded as an Education Specialist II, limited Period position at a rate of \$59,400 per year.

Public Preschool/Child Development Services (CDS) Program Monitor Position: Maine will hire a 1 FTE Public Preschool/CDS Program Monitor who will be responsible for implementing both desk and onsite monitoring utilizing the protocol developed by the Early Childhood Education Consultant, and the State Early Childhood Special Education Technical Advisor. This position will monitor public preschool and early childhood special education programs. This position will be funded as an Education Specialist II at a rate of \$59,400 per year with 50% paid from the federal grant and 50% by CDS.

Administrative Assistant: Administrative Coordinator works under the direction of the Early Childhood Consultant. This position will be responsible for duties related to the administration of the Preschool Expansion grant., including, but not limited to, communications (verbal and written), research and data collections and analysis, budget maintenance and monitoring, report writing, preparation of presentations, and event/meeting management. This position will be funded at a rate of \$35,000 per year.

These positions funded through the grant will be limited period positions, as the Department has done with positions funded through the America Recovery and Reinvestment Act (ARRA). Over time the positions have been transitioned to full Department positions to allow sustainability.

Early Childhood Public Preschool Sub Team



	Year 1	Year 2	Year 3	Year 4	Total
Program Administration Personnel Costs	89,250	124,100	124,100	124,100	461,550

2. Fringe Benefits

Fringe Benefits have been calculated at the State rate for ED Specialist II of \$38,927 per year, and at 30% for the Administrative assistant.

	Year 1	Year 2	Year 3	Year 4	Total
Program Administration Fringe	59,158	68,690	68,690	68,690	265,228

3. Travel

There are not travel costs for the Limited period Positions as the positions include funds for travel within All Other of Personnel in Maine.

Four Year Travel Cost Summary	Year 1	Year 2	Year 3	Year 4	Total
Travel Costs	0	0	0	0	0

4. Equipment

The Maine Department of Education will support necessary equipment as State Infrastructure match.

5. Supplies

The Maine Department of Education will provide the necessary supplies for the duration of the grant as State infrastructure match.

6. Contractual

- A. Contractor One:** As part of the Public Preschool Expansion initiative, Maine is interested in contracting with an outside vendor to help program enhancements to the State Longitudinal Data System in order to increase linkages with other early child data systems in order to enable analysis of child outcomes through a variety of early childhood programs.

Year 1	Year 2	Year 3	Year 4	Total
3,000	6,000			9,000

7. Training Stipends: None

Year 1	Year 2	Year 3	Year 4	Total
0	0	0	0	0

8. Other : None

Year 1	Year 2	Year 3	Year 4	Total
0	0	0	0	0

9. Total Direct Costs

Year 1	Year 2	Year 3	Year 4	Total
151,408	198,790	192,790	192,790	735,778

10. Indirect Costs

Maine Department of Education has an established indirect cost rate from the US Department of Education. The rate is 8.7% of the total direct services. No indirect cost was taken.

	Year 1	Year 2	Year 3	Year 4	Total
A rate of 8.7% was not applied.	0	0	0	0	0

11. Funds to be distributed to Subgrantees

Funds to the subgrantees for new programs will be utilized for staff salaries and benefits, instructional supplies, food, building operations/maintenance, inservice training/professional development, individualized accommodations and supports, comprehensive services and very little for program administration.

Funds for improvement will be utilized for extending the day, Bachelor teacher/compensation, inservice evidence based professional development/coaching, and comprehensive services. **See pages 7-10 for the Subgrantee Detailed Breakdown.**

Year 1	Year 2	Year 3	Year 4	Total
3,320,911	3,980,930	3,517,649	3,162,552	13,982,042

12. Funds set aside for Participation in Grantee Technical Assistance

Year 1	Year 2	Year 3	Year 4	Total
25,000	25,000	25,000	25,000	100,000

13. Total Grant Funds Requested

Year 1	Year 2	Year 3	Year 4	Total
3,497,319	4,204,720	3,735,439	3,380,342	14,817,820

14. Funds from Other Sources Used to Support the State's Plan

The State Funds below are a combination of Maine Department of Education salaried staff supporting the work of the grant, Child Development Services funds to support children with disabilities, and a significant amount of the Essential Programs and Services (EPS) State Subsidy.

	Year 1	Year 2	Year 3	Year 4	Total
State Funds	(b)(4)				
Local Funds					
Philanthropic					
Total					

Head Start federal funds are also supporting the new and expanded programs for the following amounts each year. **Being federal funds these are not included in the match.**

Year 1	Year 2	Year 3	Year 4	Total
422,376	802,146	841,490	860,949	2,926,961

15. Total Statewide Budget

Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

SubGrantees Detailed Budget Breakdown

Professional Development and Resources: The School Administrative Units will establish contracts on the local level for each of the categories of activities reflected below. Focused professional development is intended to significantly enhance the instructional practices in the new and expanded classrooms to yield greater child outcomes over the duration of the grant.

A. Contractor One: The SAUs seek to identify a vendor to provide multiple sessions of the CLASS Teacher – Child Observation Instrument, in order to have sufficient valid and reliable observers to do yearly observations in the new and improved public preschool programs.

Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

B. Contractor Two: The SAUs seek to identify a vendor to provide training in evidenced based curriculum. Year 1 12 SAUs staff to be trained (b)(4) per SAU. Year 2 () new classroom sets of teachers to be trained (b)(4) Year 3 retrained (b)(4) SAU staff @ (b)(4) per SAU

Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

C. Contractor Three: The SAUs will utilize the Maine Educational Policy Research Institute to do external evaluation of child outcomes, parent satisfaction and program quality each year of the grant.

Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

D. Contractor Four: The SAUs seek a vendor to do Hanen training sessions: 1) Train the trainer in year 1 and 2 (b)(4) Hanen regional training in each year of the grant for the (b) SAUs (b)(4) SPARK training in the first two years of the grant.

Hanen is research based language training for both parents, child care providers and teachers.

Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

- E. **Training Stipends:** (b)(4) per Subgrantee SAU (b)(4). This will support substitutes when classroom teachers are attending training.

Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

- F. **Literacy Stipends:** *Literacy For ME* encourages the creation of literacy teams in communities. Grant funds will support the creation of literacy teams within each of the SAU communities and the ongoing community efforts @ (b)(4) for each SAU region for each year of the grant.

Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

- G. **Maine Roads to Quality (MRTQ):** \$(b)(4) for each SAU for each year of the grant. Grant funds will support the Early Learning and Development Standards training, as well as training on curriculum, assessment and culturally and linguistically responsive strategies.

Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

- H. **Linking Early Learning:** Integrated Professional Development established by the Early Childhood through Third Grade staff in each of the SAU for each year of the grant @ (b)(4) per SAU. This will be planned by the SAU staff with the early childhood personnel in the region. This has been done during the 2013-2014 school year and has led to greater integration of programs across the continuum birth through early elementary.

Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

- I. **Summer Institutes:** One each year for integrated public preschool through grade 3 teams from each elementary school with new or expanded programs in each year of the grant at \$(b)(4) for each elementary school team, based on the number of new or expanded classrooms each year.

Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

- J. **Library Resources:** For either local or school library to allow access to resources for families. \$(b)(4) per SAU for years 2, 3, and 4 of the grant

Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

- K. **Subgrantees PD and Resources Aggregated Funding**

Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

- L. **Subgrantees SAU Budgets Totals**

Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

M. SAUs NET TOTALS

Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Maine Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1.". Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Maine Department of Education		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mrs.	Susan	R.	Reed	

Address:

Street1:	State House Station #23, 111 Sewall Street
Street2:	
City:	Augusta
County:	
State:	ME: Maine
Zip Code:	04333-0023
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
207 624 6632	

Email Address:

susan.d.reed@maine.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

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☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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