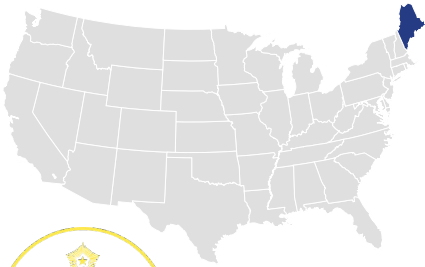


# PRESCHOOL DEVELOPMENT GRANTS

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## 2015 ANNUAL PERFORMANCE REPORT

### Maine





# U.S. Department of Education PDG Grant Performance Report Cover Sheet

Based on ED 524B OMB No. 1894-0003 Exp. 06/30/2017

Check only one box per Program Office instructions.  Annual Performance Report  Final Performance Report

### General Information

1. PR/Award #: S419B150016                      2. Grantee Federal Information Processing Code: \_\_\_\_\_

3. Project Title: Maine Preschool Expansion

4. Grantee Name: Maine Department of Education

5. Grantee Address: 111 Sewall Street 23 State House Station

City: Augusta                      State: Maine                      Zip: 04330

6. Project Director Name: Deborah J. Lajoie

Title: PreK Expansion Grant Manager

Phone #: (207) 624-6613                      Ext.: \_\_\_\_\_                      Fax #: \_\_\_\_\_

Email Address: Deborah.J.Lajoie@Maine.gov

### Reporting Period Information

7. Reporting Period: From: 01/01/2015                      To: 12/31/2015

### 8. Budget Expenditures (To be completed by your Business Office. See instructions.)

Budget Period	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period		
b. Current Budget Period	\$2,324,237.00	\$1,820,841.00
c. Entire Project Period (For Final Performance Reports only)		

### 9. Indirect Cost Information (To be completed by your Business Office. See instructions.)

- a. Are you claiming indirect costs under this grant?     Yes     No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government?     Yes     No
- c. If yes, provide the following information:
- Period Covered by the Indirect Cost Rate Agreement:    From: \_\_\_\_\_    To: \_\_\_\_\_
- Approving Federal agency:     ED     Other    Specify other: \_\_\_\_\_
- Type of Rate: (Final Performance Reports only)     Provisional     Final     Other    Specify other: \_\_\_\_\_
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
- Is included in your approved Indirect Cost Rate Agreement
- Complies with 34 CFR 76.564(c)(2)?

### 10. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart?                       Yes     No
- b. If no, when will the data be available and submitted to the Department?                      06/30/2016



# U.S. Department of Education PDG Annual Performance Report Executive Summary

Based on ED 524B OMB No. 1894-0003 Exp. 06/30/2017

Grantee State: ME

PR/Award #: S419B150016

You are required to submit an Executive Summary of up to 3000 words with your Annual Performance Report. This summary should relate to your approved application and summarize the goals and objectives that have been achieved under your grant, what you learned, and any evaluation results. Describe any unanticipated outcomes or benefits from your project and any barriers that you may have encountered. If there have been any changes to the project from the approved application, those should be explained as well.

The Maine Department of Education received a four-year \$14.8 million Preschool Expansion Grant in December 2014. During the first year of implementation Maine DOE has made significant progress toward the goals indicated in its grant proposal. Maine DOE executed contracts with twelve high-need school districts throughout the state to open or expand high-quality PreK. In September 2015, in partnership with their local Head Start grantees, the school districts opened thirty-four new or expanded classrooms serving 4-year olds.

All preschool classrooms met the high quality requirements set forth in *Maine Chapter 124: Basic Approval Standards for Public Preschool Programs*. These newly adopted standards meet or exceed quality indicators required by the USED in the grant proposal. All subgrantees submitted an application to Maine DOE which ensures adherence to these standards through a thorough monitoring process conducted by the Department as well as an external evaluator.

#### Class Size & Adult:Child Ratios

PreK classrooms have an average adult:child ratio of 1:7 and classrooms have no more than 17 children.

#### Staffing

PreK Expansion Grant classrooms are staffed with a lead teacher who holds certification in Early Childhood Education from Maine DOE. All PreK teachers hold a BS/BA. In addition to the primary classroom teacher, all classrooms employ an assistant who holds a minimum of an Educational Technician II endorsement, which requires 60 college credits and a minimum of a Level 4 on Maine Roads to Quality Career Lattice. 75% of PreK classrooms exceed this requirement and employ Educational Technician IIIs. In addition to the classroom teaching staff each PreK program is supported with a dedicated PreK District Coordinator supported through grant funds who is responsible for the LEAs grant administration and serves as the PreK program instructional coach ensuring the synthesis of curriculum, instruction, assessment and data analysis. In some school districts the certified teachers are employed by Head Start; however all teachers' salary rates have been determined following the school district's teacher contract.

#### Curriculum

Maine requires that all preschool programs use an evidence-based curriculum which aligns to Maine's Early Learning and Development Standards. Eleven subgrantees use *Opening the World of Learning (OWL) 2005/2012 Pearson*. OWL is a comprehensive curriculum with a strong focus on language and conceptual development which incorporates the early literacy skills necessary for school success. One subgrantee is using the *High Scope* curriculum which also addresses all domains. All classroom staff, grant coordinators and some administrators have attended 5 full-days of curriculum training during the late summer/fall 2015. Large group professional development is supplemented by in-class coaching to ensure fidelity to the curricula.

#### District Coach/Coordinator Professional Development

In order to ensure that all staff have consistent high-quality, research-based training and to build

local capacity, each LEA coach/coordinator participated in Hanen's Learning Language and Loving It™(LLLI) and Teachstone's PreK CLASS Observer Training in fall 2015. From October 6-8, fifteen district coordinators and Head Start partners received training and certification to deliver Hanen Learning Language and Loving It™ designed to provide early childhood educators with practical strategies for helping all children in the classroom build language. These trainers will be required to deliver the 30-hour Hanen LLLI™ in their district annually beginning in 2016. All LEA PreK staff will be required to complete this training by the end of the 2016-17 and the workshop will be offered free of charge to local child care and preschool providers with the intent to improve language skills across the early childhood workforce in subgrantee district. All Hanen trainers will be registered with Maine Roads to Quality (MRTQ), the professional development network for the early childhood workforce in the state. MRTQ requires trainers to take a 20-hour adult learning course.

In November 2015 Maine DOE hosted a Teachstone PreK CLASS observer training workshop for 14 observers. The training included a mix of Head Start staff, LEA staff and Child Development Services staff. 65% of the cohort achieved PreK CLASS certification. Maine's goal was to increase LEAs' leadership knowledge, primarily principals in observing PreK classrooms. Additionally, PreK CLASS observation knowledge can be used to aid in cross walking PreK CLASS with the LEA's adopted Performance Evaluation and Professional Growth Model. 84% of LEAs were represented by leadership at the CLASS observer training. Maine will provide an additional CLASS observer training in the Summer of 2016 that will focus on principals with PreK classrooms. Continuing Maine's partnership with Hanen, SPARK Communication™ training will be offered in June 2016. Thirty home visiting professionals will be invited to an intensive 2-day Hanen training designed specifically to learn research-based responsive interaction strategies that are known to accelerate children's early language development. They also learn how to coach parents to apply these strategies during everyday interactions with their child to make language learning a natural, ongoing process for the child.

A professional community of practice has been created for PreK Coaches to build capacity for in-class support to teachers in providing a high quality preschool program and fostering continuous improvement.

#### Maine's Early Learning & Development Standards (ELDS)

In March 2015, Maine DOE and DHHS approved the revised ELDS. This required a thorough revision of the training offered through MRTQ. Grant funds supported the creation of a 30-hour training, pilot, and revisions made after feedback from the pilot delivery. In addition, a 15-hour "bridge" training has been written and is currently being piloted to teachers who had already taken the training on Maine's original standards. Each district will send a prospective trainer to a Train the Trainer event on April 1. The district trainer will deliver the ELDS training at least to all PreK Grant teachers, assistants, and local ECE providers.

#### Children with Special Needs

Maine DOE's grant application established a detailed plan and method to ensure high-quality PreK expanded to those families in the most need of services including children with disabilities. In Maine, Part B of IDEA is delivered through an independent education unit; Child Development Services (CDS) for children ages 3-5. There are nine regional CDS sites across the state, each assigned to local school districts. Subgrantees were required to execute a Memorandum of Understanding(MOU) with CDS that ensured Child Find, evaluation, and inclusion of children with disabilities in preschool classrooms as determined by the IEP. The MOUs 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, and support children's optimal development and readiness for school entry and success.

Maine preschool standards require the use of a research-based screening tool. The Prek grant required a common screening tool across all subgrantees and all students were screened using the DIAL 4. Of the 479 eligible students enrolled in Prek grant classrooms, 100 children have IEPs. Students needing further evaluation were identified during the screening process; some entered Prek with a diagnosed disability.

#### Ongoing Assessment

Maine's high quality preschool standards require a research-based assessment that can be used both formatively and summatively and align with Maine's ELDS. Preschool classrooms use either Teaching Strategies GOLD™ (TSG) or Child Observation Report™ (COR.) Both assessments include indicators of all early childhood domains and include an on-line system for entering data based on observation and inclusion of photos, videos



and vignettes during the preschool day. In addition, each child is assessed by classroom staff using the Phonological Awareness Literacy Screen (PALS). PALS measures preschoolers' developing knowledge of important literacy fundamentals: name writing, upper-case and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, and rhyme awareness. The assessment scores indicate children's strengths and those areas that may require more direct attention. PALS formative assessment was conducted on 486 students. The results of the PALS Assessment varied across the skills with a high of 382 students determined to be in high risk in letter sounds and a low of 63 children found to be at high risk in rhyming skills. The child level baseline assessments will be used to inform instruction and move children to kindergarten ready.

#### External Evaluation-Child and Classroom Level Assessments

Maine DOE contracted with the Maine Education Policy Institute (MEPRI) at the University of Maine Orono as the external evaluator for the grant, MEPRI coordinated, conducted and collected data at the classroom and child level. The child level assessment used was PPVT IV, a norm-referenced, wide-range instrument for measuring the receptive vocabulary of children. During the fall of 2015, PPVT IV results revealed 16% of the students were at high risk and an additional 25% classified as having some risk based for receptive vocabulary a predictor of vocabulary acquisition.

Baseline classroom observations conducted by MEPRI utilized the CLASS and ECERS instruments. Results showed that over 50% of PDG classrooms scored below the 10<sup>th</sup> percentile on both the CLASS Emotional Support and Classroom Organization domains. In contrast, no classroom scored below the 10th percentile for Instructional Support with over 75% of participating classrooms scored in the top 10 percent compared against national Head Start averages for Instructional Support. Based on the ECERS overall Score, half of Maine's Preschool Expansion classrooms were found to be in the "minimal" range. All external evaluator results including child-level results were summarized and shared with teachers so that the information could be incorporated into program and classroom planning. MEPRI will perform post assessments and observations in May 2016 and will collect child level data including local assessments from Head Start partners and will report on all Year 1 results in June 2016. Additionally, MEPR will administer a parent survey in the spring and Maine will incorporate feedback in to plans for next school year.

#### Enrollment & Eligibility

Maine's twelve PDG subgrantees are serving 45% of their communities eligible children. Fifty-nine percent (59%), or 7 of 12, Maine PDG subgrantees met their Year 1 projected target student enrollment numbers within a margin of 2 child slots. Maine had originally projected enrolling and serving 621 children in 35 classrooms, however is currently serving 479 eligible children. This is the first program year for these PreK classrooms and this is seen as one reason enrollment numbers were under original estimates. Moreover, Maine school districts don't have a solid method to determine their communities need for four-year old programming and therefore may have overestimated projections. Maine is working toward increasing eligible student enrollment by requiring early enrollment commitments from LEAS and requesting an action plan specifically addressing the gap between eligible students and actual enrollment. Maine is also conducting subgrantee grant Year 2 planning meetings earlier to mitigate the variance in Year 2 projections.

#### Coordination with Community Partners

Seven LEAs that had planned to expand programs under the high quality standards outlined in the grant were not able to financially justify the expansion. The funding formula in Maine actually worked against expansion sites as subsidy is the same amount whether a child attends ten or thirty hours/week. In order to meet the USED requirements districts needed more space as two sessions of PreK (morning and afternoon) would be reduced to one. Thus, local subsidy and space became an issue. With permission from USED, six districts were replaced which totaled twelve subgrantees vs. the thirteen proposed in the original grant application. Maine DOE required that all subgrantees partner with their local Head Start program in order to lessen competition and to create more heterogeneous classrooms. Each subgrantee signs a memorandum of understanding (MOU) with their Head Start partner. MOUs vary from agency to agency and subgrantee to subgrantee. For example some Head Start partners hire the teacher while in other partnerships the district hires the teacher. All 11 subgrantees have included on-site comprehensive services in their MOUs and in most cases these services are provided by a family service worker. Generally all partnerships include the delivery of

comprehensive services, transportation, classroom space, adherence to Head Start standards, agreement on evidenced based curriculum, developmentally appropriate, culturally responsive linguistically responsive instruction, agreement to participate in activities and requirements of the grant's external evaluator, a schedule of 5 days a week -6 hours a day, maximum class size, staffing patterns, professional development, food service, inclusion of children with disabilities and school readiness among various other agreed upon components.

As part of Maine's efforts to support subgrantees, Maine DOE met at least monthly with districts and partners. In May 2016, Maine DOE finalized PreK budgets. Eleven of twelve subgrantees are under partnership memoranda with Head Start. In one district, Cherryfield, there were not enough Head Start children for the agency to partner.

Forming collaborative partnerships is a challenging task, especially given the requirements and regulations of each entity-Chapter 124, Head Start standards, child care licensing and Part B. Subgrantee meetings during 2015-16 have focused on defining and blending partner programs and procedures. Lessons learned include the need to clearly define employee supervision and staff's accountability to all standards in a blended classroom. Meetings and communication also included interpreting Head Start Performance standards such as family style meals and blending USDA requirements with Child and Adult Care Food Program (CACFP) requirements. In districts where there were existing partnerships before the grant, many of these issues had already been addressed. Strong partnerships occur where each entity starts with putting the child and family first, who are the most flexible and willing to compromise and who maintained an appreciation and respect for what each partner brought to the relationship. All Head Start agencies are on an annual review for one aspect of their program. When Head Start CLASS and Health and Safety reviews were scheduled during fall 2015, the risk factors were elevated as not meeting national standards puts the agency in jeopardy for potential re-competition.

#### State Longitudinal Data System (SLDS)

All four-year olds have been enrolled in the Statewide Longitudinal Data System (SLDS). Maine has executed a trusted broker agreement with the Maine Education Policy Institute to coordinate data from sectors of early childhood including Maine DHHS. The combination of four-year old enrollment in the SLDS and data collection by MEPRI provides Maine DOE with the substance to answer ECE policy questions.

#### Birth-Third Grade Alignment

Maine is just beginning the work of birth-third grade systems alignment. In December, David Jacobsen, a national technical assistance expert on systems alignment attended a Statewide Agency Interdepartmental Learning (SAIEL) meeting. SAIEL is made up of state leaders from Maine DHHS and Maine DOE. The cross-agency group has determined the data questions and has been instrumental in aligning work between the two departments. B-3 Alignment is a key focus in Year 2.



**U.S. Department of Education**  
**PDG Annual Performance Report**  
**Grant Status Form**  
**Explanation of Progress (524B Section A)**

Based on ED 524B OMB No. 1894-0003 Exp. 06/30/2017

Grantee State: ME

PR/Award #: S419B150016

**Section A: Performance Objectives Information and Related Performance Measures Data (narrative)**

**1. Project Objective**

**1(a) GPRA Performance Measure: The number and percentage of Eligible Children served in High-Quality Preschool Programs funded by the grant.** Describe the State's progress in meeting this Government Performance and Results Act (GPRA) measure based on enrollment of Eligible Children in High-Quality Preschool Programs funded by the grant as of December 1, 2015.

Maine's twelve PDG subgrantees are serving 45% of their eligible PreK child population. Fifty-nine percent (59%) or 7 of 12, Maine PDG subgrantees met their projected target student enrollment numbers within a margin of 2 child slots. During the 2015 grant year Maine had originally projected enrolling and serving 621 children in 35 communities. December 1, 2015 actual enrollment numbers reported 479 PDG eligible children were enrolled.

Maine's 4-year project goal is to open or expand fifty-three classrooms providing PreK access to 760 high-need children and families by 2018. The Maine DOE/LEA/Head Start partnerships established twelve subgrantees of Maine's PreK Expansion Grant. The subgrantees represent Maine communities from Sanford to Millinocket and Harrington to Hiram. In year 1 Maine's new and expanded classrooms served a total of 512 children, 479 of which were PDG eligible. Maine reached 77% of its year 1 original projections of 621 eligible children. In five of the 12 subgrantees eligible child enrollment did not meet projections. The reasons for unmet eligible child enrollment varied and are provided in detail below:

- RSU 12 - Projected 96 eligible children. RSU 12 enrolled a total of 63 children, 43 of which were PDG eligible. The subgrantee was not able to recruit enough PDG eligible children to open two of the six classrooms that were projected. As a result the LEA made a commitment to enroll over income children at a local expense. This local commitment by the district helped to meet the grant requirements for heterogenous grouping. RSU 12's goal is universal PreK. The district's total 2015 kindergarten enrollment is 93; thus, the original application's projection of 96 eligible PreK children is likely a projection error reporting universal PreK as opposed to PDG eligible students.
- RSU 17 - The district did not open one classroom because the enrollment process revealed many families who were interested in PreK did not meet income eligibility guidelines in the subgrantees' Hebron location. The district had projected 144 eligible children and achieved 119, 83% of projection. RSU 17's classrooms were 100% expansion classrooms. The district's financial and philosophical commitment to high-quality preschool transformed their existing half day programming to full day programming and required some adjustment for their community and financial adjustment by the district since this commitment reduced PreK State subsidy funding significantly. In addition to eligibility the district received negative parent feedback about the move to full day programming.
- RSU 37 projected 41 eligible children and enrolled 30 eligible children in 3 classrooms. The district's free/reduced lunch ratio for elementary schools, an indicator of high-needs families, is 67%. The district's 2015 kindergarten enrollment is 49. These two statistics provide the only method available to determine PDG eligible students for 2015. This calculation reveals a total of 33 eligible as opposed to 41. The projected total of 41 is likely high. RSU 37 also made a local commitment to provide PreK access to all families & children and enrolled a total of 38 students, providing local funding for 13% of the district's PreK children. In RSU 37 the estimate for the target number of eligible students and those that the public school district enrolled was down by 9 slots. This is likely due to an overestimate of the

number of PDG eligible families in the communities served by the public school district. RSU 37's preschool programs serve the communities of Addison, Harrington and Milbridge Maine. These towns are located within the economic region of Downeast Maine, an area well known for its economic adversities; therefore, understandably, the school district may have overestimated their projection for eligible families. Additionally, enrollment in RSU 37's PreK program may have been lower as a result of a competing PreK program in a neighboring public school district. The neighboring school district's PreK program does not require the 6 hour instructional day required by PDG subgrantees's. Parents expressed some concern with the length RSU 37's PreK day. In Maine a parent can seek a superintendent's agreement to transfer a child to a neighboring school district. Maine's PreK Grant project staff believes the child outcomes from RSU 37's PreK program will resolve parents' concerns and an increase in enrollment will follow. State-level calculations for RSU 37's PDG eligible student population reveal a total of 33 students eligible in 2015 and the program is serving 30, again the district's projections or targets of 41 eligible slots may be overstated.

- RSU 74 was not able to open one classroom as recruitment efforts revealed only 5 eligible students enrolled.
- Millinocket had projected 16 children and enrolled 34 eligible children- an *increase* of one classroom and 213% over its original committment.
- Sanford School Department did not open 2 classrooms that were projected because the district was not able to secure classroom space that could be licensed under Maine's Department of Health and Human Services, a requirement in PreK partnerships with Head Start.

Maine was faced with replacing seven subgrantees in February and March. The Maine funding formula did not benefit districts wishing to expand classrooms under the grant. Once final budgets were drafted with the original subgratees soon realized they could not fund the local/state share that would be required. With approval from USED, Maine replaced the 7 subgrantees with 6 new subgrantees and attempted to match total child enrollment projections as closely as possible. In June 2015 Maine submitted six new subgrantees and revised student projections. Maine's original 13 subgrantees became 12 and student enrollment projections were revised from 621 to 605. Maine's twelve PDG subgrantees as of April 2015 are: Vassalboro Community School, RSU 12, RSU 13, RSU 17, RSU 23, RSU 37, RSU 55,RSU 74,Cherryfield School Department,Lewiston Public Schools,Millinocket School Department and Sanford School Department

In the remaining four subgrantee school districts, those in which a significant variance in projected targets and actual enrollment was reported, an analysis reveals a number of potential explanations and areas for opportunity. In each of the four subgrantees, RSU 12, RSU 17, RSU 74 and Sanford School District, the subgrantee was not able to open classrooms that had originally been planned. In each district student enrollment did not reach thresholds that were needed to financially sustain the classroom. RSU 17 was a subgrantee that replaced a previous subgrantee and therefore marketing and recruitment for the district was compromised under an unrealistic timeframe. In both RSU 17 and Sanford the gap between the eligible students and those served exposes an under-served community and this is seen as an opportunity. In Sanford two planned classrooms could not open in 2015 because a building that the district had planned to use could not be licensed for young children. The school district is currently in the process of building a new high school, and as a result will be able to relocate classrooms which will open the availability of classrooms for PreK programming. The Sanford building project will be complete in 2018 for the opening in the school year 2018-19. In the interim, Sanford School District is working with their Head Start partner to secure leased space for additional and planned classrooms in 2016. This is the first program year for these PreK classrooms and this is seen as one reason actual enrollment was less than expected.

Lastly, the absence of a solid method to calculate student enrollment provided a challenge to subgrantees and as a result they may have overestimated their PDG eligible student projections. Although all subgrantees partnered with Head Start for enrollment and recruitment efforts this may be another opportunity to increase collaboration with Head Start partners. Head Start is required to complete a comprehensive community needs assessment and reviewing the Head Start community needs assessment may give school districts a vehicle to use in determining the 4 year-old population in their communities. Noticeably absent is a solid method to determine the total eligible 4-year old child population in Maine's subgrantee communities. There is no source to help determine the four year old population living in a community. Therefore to define each subgrantees' total number of eligible children in GRPA 1(a) Maine DOE used the total kindergarten enrollment reported for each subgrantee in 2015-16, then assumed the kindergarten enrollment was relatively stable from year to year



and therefore represented the total number of PreK students who could potentially be served by a PreK program. Next, to determine those children who are eligible for PDG Maine multiplied the district's 2015-16 free/reduced lunch % rate (185% FPL) by the kindergarten enrollment total. Maine recognizes this number will be slightly lower than 200% Federal Poverty Level allowed by the Grant.

Millinocket School District, a public school district in Penobscot county, originally planned to open one PreK classroom and was able to open two classrooms serving 30 PDG students. Millinocket School District serves the town of Millinocket Maine, a community built on paper mills that have now closed.

Maine DOE is working toward increasing eligible student enrollment in PDG subgrantees. Maine DOE is requiring an early commitment from subgrantees for decreasing the gap between eligible students and actual enrollment and is requiring subgrantees to create an action plan for decreasing the gap between eligible and actual enrollment. 2016-17 subgrantee planning meetings are scheduled for March and all partners will be attending. Maine DOE is also identifying subgrantees that have a large disparity in eligible children and actual enrollment and will open conversations for potential child slots.

Please describe, as required in Program Requirement (k)(2) in the Notice Inviting Applicants (NIA), how the State established policies and procedures that ensure that the percentage of Eligible Children with disabilities served by the High-Quality Preschool Programs is not less than either the percentage of four-year-old children served statewide through part B, section 619 of IDEA (20 U.S.C. 1400 et seq.), or the current national average, whichever is greater.

*Note: The current national percentage of four year-old-children receiving services through part B, section 619 of IDEA is 6.4%. Source: 2012 IDEA Part B Child Count (www.ideadata.org). States should include detailed information on ALL structural elements.*

Maine DOE's grant application established a detailed plan to ensure high-quality PreK expanded to those families in the most need of services including children with disabilities. In Maine, Part B of IDEA is delivered through an independent education unit, Child Development Services (CDS) for children ages 3-5. There are nine regional CDS sites across the state, each assigned to local school districts. Subgrantees were required to execute a Memorandum of Understanding(MOU) with CDS that ensured Child Find, evaluation, and inclusion of children with disabilities in preschool classrooms. The MOUs require that the school district and CDS regional staff communicate regularly and share leadership responsibilities at the local level. During the first five months of the school year Maine DOE facilitated meetings to between CDS and the subgrantee project leadership to aid communication and the integration of processes between the two parties. This foundation of agreements and facilitated communication set forth in Maine Chapter 124, ensures that available resources are utilized in the most effective manner. The MOU process makes certain there is no duplication, improves availability and quality of service for children and supports children's optimal development and readiness for school entry.

Maine preschool standards require the use of a research-based screening tool. The Prek grant required a common screening tool across all subgrantees and all students were screened using the DIAL 4. Of the 479 eligible students enrolled in grant classrooms 100 children have Individualized Education Plans (IEPS.) Students in need of further evaluation were identified during the developmental screening process. The extent of the IEPs vary with eight children diagnosed with developmental delays, four diagnosed with autism and 71% of students in need of speech and language services.

Describe the State's progress in increasing the number and percentage of Eligible Children served in High-Quality Preschool Programs funded by the grant.

Maine DOE is working toward increasing eligible student enrollment in PDG subgrantees. Maine DOE is requiring an early commitment and action plan for each subgrantee for the 2016-17 school year. 2016-17 subgrantee planning meetings are scheduled for March 2016 and all subgrantees will meet with Maine DOE, CDS leadership and Head Start partners. Maine is also specifically identifying subgrantees that have a large disparity in eligible children and actual enrollment and will open conversations during planning meetings for potential child slots. Additionally Maine DOE is requiring subgrantees with discrepancies in their projected target to actual to determine a course of action to meet the target projections.

Maine's fall 2015 eligible student enrollment numbers are baseline enrollment. Maine is committed to increasing eligible student enrollment in the twelve subgrantee communities. In 2016 Maine will require subgrantees to tie their budget narrative to increasing the percentage of eligible children served. Actions which Maine may consider is to survey kindergarten parents in the fall 2016 to determine their baseline knowledge of the district's public PreK, accessibility and barriers

**1(b) GPRA Performance Measure: The number and percentage of children served overall in the State Preschool Program.** Please describe any increases or decreases in this GPRA measure based on fall enrollment in the State Preschool Program for the 2015-16 school year.

Maine's fall 2015 subgrantee cumulative average percent of four-year old children served to total four-year old population in subgrantee communities is 50% as represented in the figures represented in GRPA 1(b) and reported on the Annual Performance Report workbook. A comparison of increases and decreases is not possible since the method of calculating number and percent differs from the application.

**1(c) GPRA Performance Measure: The number and percentage of children in the High-Need Communities served by the grant that are ready for kindergarten as determined by the State's Kindergarten Entry Assessment or, if the State does not yet have a Kindergarten Entry Assessment, other valid and reliable means of determining school readiness.**

*In the Year 2 APR, grantees will provide disaggregated data on the school readiness of the children served by the grant. This may include information collected about the children served by the grant at the end of their 2015-16 preschool year or in their 2016-17 kindergarten year. States may provide data from a sample of children (e.g., a sample being used for any evaluation).*

In the Year 1 APR, grantees must describe their progress towards identifying the measures, methods, and data on the school readiness of children served by the Preschool Development Grant. In the narrative below provide the following information:

- The name of the assessment tool(s) and the Essential Domains of School Readiness measured;
- When the assessment tool(s) is/are given (e.g., in preschool and/or kindergarten);
- Whether the assessment is mandated by the State, and for which children;
- How long the State has been using the assessment tool(s);
- Whether the assessment tool(s) is/are implemented throughout the High-Need Community and/or Statewide;
- Whether the State provides or will provide training for local staff administering the assessment. If so, describe the requirements including processes to ensure continued reliability in the administration of the measure;
- If school readiness data is reported to the State, describe when and how data are reported.

Also, please describe, if applicable:

- The State's definition of "school readiness;"
  - Disaggregated information about children's school readiness on individual domains or subsets of the measure;
  - School readiness data for children disaggregated by subgroup (e.g., students who are American Indian or Alaskan Native; Asian, not Pacific Islander; Native Hawaiian/other Pacific Islander; Black or African American; Hispanic/Latino; White, not Hispanic; two or more races; with disabilities; English learners; and from any other subgroups the state determines appropriate; and
- How the State will continue to make progress in meeting this GPRA measure.

Maine DOE will use, among end of preschool school readiness assessments, the Kindergarten Entry Assessment (KEA) which is part of the the *K-3 Formative Assessment* in PreK Expansion Grant Districts. The KEA will be administered in the first 60 days of kindergarten in subgrantee school districts beginning in the fall of 2016. The K-3 Formative Assessment is not a State assessment and will not likely be mandated. The K-3 Formative Assessment domains include fine and gross motor, emotional expression/regulation and literacy, print awareness/book orientation, letter naming, following directions/perseverance/problem solving, writing, vocabulary/story comprehension and object counting. Maine will host a KEA training in the summer of 2016 for all subgrantees' kindergarten teachers.

In addition to the KEA Maine DOE will use the PreK child scores from the spring administration of the Phonological Awareness Literacy Screening (PALS), PPVT IV, Teaching Strategies Gold™ and COR Advantage™ to determine school readiness. PALS, a research-based assessment, assesses children in skills that are predictive of future reading success including name writing, upper case letter ID, lower case, letter ID, letter sounds, beginning sounds, rhyme, print awareness. PreK teachers received PALS administration training through online modules, user manuals and support from their designated instructional coach. PALS has been tested and verified for teacher scoring reliability. Teaching Strategies Gold™ measures children in six essential

domains including social and emotional, language and literacy, mathematics, science, the arts, physical health and development while primarily the same essential domains *COR Advantage™* measures approaches to learning, social and emotional development, physical development and health, language, literacy and communication. Teachers were trained on TSG™ and COR Advantage™ through job embedded professional development from Head Start partners. The TSG™ and COR Advantage™ systems both have online interrater reliability certification.

Maine is a local control state and therefore has addressed school readiness assessment by requiring all PreK programs to define a comprehensive PreK assessment system, including measures of school readiness that are research-based. This requirement is part of the approval process in the State's application form for PreK programming.

Maine's PDG external evaluator will collect and analyze subgrantee school readiness data and correlate measures for policy impact. The data may influence policy, and will build systems to quantify and answer the policy question, *What definable characteristics exist to measure Maine schools' ability to receive kindergarteners?* Maine has made a noteworthy investment in its impact on measuring school readiness by becoming a second-tier partner in the North Carolina K-3 Formative Assessment project. Additionally, the cohort of twelve PDG subgrantees provides a substantial base for reporting school readiness and impact of high quality PreK programming on school readiness. Maine will likely use the information gained on these two fronts to educate and inform public school districts while also requiring districts to define a comprehensive PreK assessment system beginning in 2017-18.



**For Preschool Development Grants - Development Grants States ONLY:**

**1(d) GPRA Performance Measure: The number of States that collect and analyze data on State Preschool Program quality, including the structural elements of quality specified in the definition of High-Quality Preschool Programs.**

N/A

## Section A: Part B - Selection Criteria

In this section of the APR, States will report on their progress addressing the Preschool Development Grant's selection criteria. The State should read the questions carefully and report in the narrative fields directly below the questions. Please include any data, data notes or formulas to help the readers understand the State's narrative responses.

### 1. Ensuring Quality in Preschool Programs (Selection Criteria “C” of the application)

Describe the State's use of funds received over the grant period for State Preschool Program infrastructure and quality improvements, including the State's efforts to implement a system of monitoring and support at the State level toward activities such as those described in Section (C)(1)(a-k) of the NIA.

*Note: States will report amounts and percentage of funds for State Preschool Program infrastructure and High-Quality Preschool Programs in the Competitive Preference Priority 3 Chart.*

Prior to the implementation a PreK program Maine DOE requires school districts to complete Maine DOE's *PreK Program Approval Application*. Maine DOE's PreK application requires districts to address high-quality standards outlined in Chapter 124. Applications are reviewed, clarification requested and PreK program approvals issued once all high quality standards are addressed. The State is also finalizing a PreK program Annual Report that will require all PreK programs to complete an annual report each July.

The State has hired a PreK Program Monitor who will be responsible to monitor PreK programs using both the CLASS observation and Maine DOE's PreK monitoring tools. The PreK monitor was hired jointly with Child Development Services, Maine's 619 part b, providing simultaneous programmatic monitoring and monitoring programs for inclusion of children with disabilities. The monitor will visit PreK programs no less than once every three years and within the first sixty days of new or expanded programs. Maine's is piloting its PreK Program Monitoring Tool that will be used state-wide for PreK site visits.

Maine has also, through PreK Expansion Grant funds, hired consultants to write Early Learning and Development Standards Training Curriculum. The ELDS Training Course will be accessible as an ongoing offering through Maine Roads to Quality (MRTQ) professional development network. Maine plans to develop a dynamic website to support the State's implementation of Maine's Early Learning and Development Standards.

Other statewide high quality and infrastructure activities include submission of a public PreK strand for approval in Maine's Quality Rating and Improvement System, a delineated designation for PreK (four-year old) student allocation and subsidy funds on State reporting forms, a parent satisfaction survey and work on an annual program policy question.

## 2. Expanding High-Quality Preschool Programs in Each High-Need Community (Selection Criteria D of application)

Describe the progress the State has made during the reporting year to implement and sustain voluntary high quality preschool programs for eligible children in two or more High-Need Communities (Selection Criteria D(4) of the application) that include **ALL** structural elements listed below that are included in the definition of High-Quality Preschool Programs. States should include detailed information on ALL structural elements.

- High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternative pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- Program evaluation to ensure continuous improvement;
- On-site or accessible Comprehensive Services for children and community partnerships that promote families access to services that support their children's learning and development; and
- Evidence-based health and safety standards.

Please describe the progress the State has made in establishing High-Quality Preschool Programs that include ALL structural elements listed above that are evidence-based and nationally recognized as important for ensuring program quality.

Maine PDG subgrantees' PreK programs have each met the high-quality structural elements nationally recognized as important for ensuring program quality.

PreK programs must meet Maine Rule Chapter 124 (Maine DOE Chapter 124), *Basic Approval Standards for Public Preschool Programs* which requires programs to meet high-quality preschool programming. PreK programs are monitored by the Maine DOE's PreK Program Monitor using CLASS and Maine DOE's PreK monitoring protocol.

100% of PreK Expansion Grant classrooms are staffed with a lead teacher who holds certification or transitional certification in Early Childhood Education from Maine DOE, which requires a BA/BS degree. Maine's Early Childhood Education (ECE) certification requires 27 credit hours in ECE and transitional certifications must have a BA/BS and either a K-3 or K-8 Maine Department of Education certification . These certifications require teachers to also pass Praxis I & II.

In addition to the primary classroom teacher, 100% of subgrantee classrooms employ an assistant who holds a minimum of an Educational Technician II endorsement, which requires 60 college credits and a minimum of a Level 4 on Maine Roads to Quality Career Lattice. 75% of PreK classrooms exceed this requirement and employ Educational Technician IIIs, an endorsement that requires 90 college credits.

Professional development in year 1 included 14 early childhood educators and administrators receiving CLASS Observer training. Each subgrantee also subscribed to myTeachstone, a web portal connecting CLASS observation data with customized professional development. Further professional development was provided by curriculum and instructional coaches in each program. During the fall of 2015 and continuing into the spring of 2016 all PDG teachers and educational technicians received or will receive at least 30 hours of direct instruction in the OWL or High Scope curriculum. In addition to the focused curriculum training each LEA participated in Hanen's Learning Language and Loving It™(LLLI.) Hanen Learning Language and Loving it™ Certification workshop it trained 15 early childhood educators to deliver Hanen Learning Language and Loving It™ to all subgrantee teachers and educational technicians. The workshop is a 16 hour train the trainer model designed to provide early childhood educators with practical strategies for helping all children in the classroom build language. To increase trainers' understanding of adult learning Maine provided 12 educators with an 18-hour adult learning course delivered by Maine Roads to Quality the ECE professional development network in Maine.

PreK classrooms funded by the PreK Expansion Grant have an average adult:child ratio of 1:7. Ten of the twelve programs have maximum of 16 students. Two programs enrolled 17 students after receiving Maine DOE approval to exceed the 16 student maximum. The Maine DOE approval was aimed at reducing child waiting lists and to accommodate an expanded program that had previously served up to 17 students.

Program evaluation is completed using CLASS and ECERS. District coordinators have participated in a data analysis workshop and received a data map outlining grant goals and individual responsibilities. Each district has also subscribed to MyTeachstone for administrators, District Coordinators, teachers, coaches and observers to use in coaching and helping teachers increase their CLASS scores for the spring.

Subgrantees are required to hold four-year old programming for 6 hours a day. Subgrantees meet or exceed this dosage requirement, as outlined in Maine's PDG application. In one subgrantee district the program is reduced to 5.5 hours a day because of transportation logistics. The PreK school calendar follows the LEAs regular K-12 school calendar and is open for a minimum of 170 instructional days a year.

The PreK high-quality programming elements included in Maine's approved grant application are the basis of Maine DOE's approval standards for public preschool and are designed to meet Maine DOE's goal for building the State's public PreK infrastructure and high-quality PreK programming. Maine DOE's grant application



established a detailed plan and method to ensure high-quality PreK expanded to those families in the most need of services including children with disabilities. Each subgrantee partnered with one of nine regional Child Development Services (CDS) sites. Subgrantees were required to execute a Memorandum of Understanding (MOU) with CDS that ensured Child Find, evaluation, and inclusion of children with disabilities in preschool classrooms as determined by the IEP. The MOUs 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 children. Maine preschool standards require the use of a research-based screening tool. The Prek grant required a common screening tool across all subgrantees and all students were screened using the DIAL 4. Of the 479 eligible students enrolled in Prek grant classrooms, 100 children have IEPs. Students needing further evaluation were identified during the screening process some entered Prek with a diagnosed disability. 21% of students served in the grant's preschool classrooms are receiving services from Child Development Services. Classroom teachers are involved with communication around these services and attend all IEP meetings. Classroom instruction is differentiated for children to support IEP goals. In one district 12 out of 16 children were identified and have IEPs. CDS started a special purpose program with a local agency with expertise in preschool behavior (non grant-funded). 73 of the 100 identified children have speech and language delays. OWL, the evidenced based curriculum in 11 of the 12 subgrantees, is a curriculum that is specifically designed for children with speech and language delays. The total number of children served by CDS in the State is 1238 or 10% of all 4 year olds. The total number of PDG students served by CDS is 100 of 512 or 20 percent.

Maine's preschool programs use developmentally appropriate, culturally and linguistically responsive instruction. Most of Maine's cultural and linguistic differences are centered in one subgrantee, Lewiston, with a high number of Somali refugees. Responses include interpreters, translation services, teachers learning key words in the language, and books in the classroom to represent many cultures. All classrooms were observed using the ECERS tool to ensure classrooms were meeting diversity in materials and curriculum. Classroom teachers work with CDS to ensure accommodations are met. CDS may employ an Ed Tech in the classroom. This is dependent on the IEP. Other strategies include alternative seating, behavioral strategies, visual schedules and cueing.

All preschool programs use an evidence-based curriculum which aligns to Maine's Early Learning and Development Standards. Eleven subgrantees use *Opening the World of Learning (OWL)* 2005/2012 Pearson. OWL is a comprehensive curriculum with a strong focus on language and conceptual development which incorporates the early literacy skills necessary for school success. One subgrantee is using the *High Scope* curriculum which also addresses all domains. All classroom staff, grant coordinators and some administrators have attended 4 full-days of OWL curriculum training during the late summer/fall 2015 and 5 days of High Scope training has been delivered. Large group professional development is supplemented by in-class coaching to ensure fidelity to the curricula.

Each subgrantee has contracted with Head Start to deliver comprehensive services for all families. Comprehensive services are offered through two models, one under which the teacher is trained to offer and deliver comprehensive services or comprehensive services are offered through a family service worker assigned to the program.

All Prek programs are licensed by Maine Department of Health and Human Services (DHHS.) All PreK teachers are aware of the standards and receive a copy of the licensing rules and regulations that include health and safety standards. Teachers sign an acknowledgment of their understanding and compliance with the child care licensing regulations. Districts are subject to review by DHHS Child Care licensing.

**Table 6 - Selection Criteria (D)(4) from NIA**

Describe the number and percent of Eligible Children served and the cost per slot. Please explain if *Year 1 Target* from the application and *Year 1 Actual* in **Table 6** differ, and any approved changes in targets for Years 2-4.

Data reported on Section C Table 6 reveals a cost per new slot of \$5,397.00, while improved slots PPE are \$3,808.00. This data is not complete since the reporting period through December 31, 2015 covers only a portion of the school year. Data for the PPE will be accurate once a full school year's expenses are available.

### **3. Collaborating with Each Subgrantee and Ensuring Strong Partnerships (Selection Criteria E of the application)**

Describe the extent to which the State has collaborated with each Subgrantee to ensure that each Subgrantee is effectively implementing High-Quality Preschool Programs (Selection Criteria E (1-9) of the application) and how the State ensures strong partnerships between each Subgrantee and LEAs or other Early Learning Providers, as appropriate.

Seven LEAs that had planned to expand programs under the high quality standards outlined in the grant were not able to financially justify the expansion. The funding formula in Maine actually worked against expansion sites as subsidy is the same amount whether a child attends ten or thirty hours/week. In order to meet the USED requirements districts needed more space as two sessions of PreK (morning and afternoon) would be reduced to one. Thus, local subsidy and space became an issue. With permission from USED, six districts were replaced which totaled twelve subgrantees vs. the thirteen proposed in the original grant application. Maine DOE required that all subgrantees partner with their local Head Start program in order to lessen competition and to create more heterogeneous classrooms. As part of Maine's efforts to support subgrantees, Maine DOE met at least monthly with districts and partners. In May 2016, after replacing six of the original subgrantees, Maine DOE finalized PreK budgets and met with each subgrantee and their partners. Subgrantee meetings during 2015-16 have focused on defining and blending partner programs and procedures. Lessons we learned include the need to clearly define employee supervision and staff's accountability to all standards in a blended classroom. Meetings and communication also included interpreting Head Start Performance standards such as Family style meals and blending LEA requirements under USDA with Head Starts requirements. Subgrantees continually expressed the challenges with attempting to address Maine DHHS child care licensing rules and regulations, US DHHS Head Start grantee requirements and Maine DOE requirements. We discovered successes in those groups that were most flexible and those groups who maintained an appreciation and respect for what partners brought to the relationship. There was less flexibility in interpretations, at times, primarily and understandably when Head Start CLASS and Health and Safety reviews were scheduled during fall 2015, the risk factors were elevated as not meeting national standards puts the agency in jeopardy for potential re-competition. This increased friction where friction existed before and increased cooperation where cooperation existed before.

### **4. Alignment Within a Birth Through Third Grade Continuum (Section F of the application)**

Describe progress the State has made for alignment within a birth through third grade continuum in activities for birth through age five programs ((F)(1)(a-b) in the NIA) and kindergarten through third grade ((F)(2)(a-d) in the NIA).

Maine is just beginning the work of birth-third grade systems alignment. In December, David Jacobsen, a national technical assistance expert on systems alignment attended a Statewide Agency Interdepartmental Learning (SAIEL) meeting. SAIEL is made up of state leaders from Maine DHHS and Maine DOE. The cross-agency group has determined the data questions and has been instrumental in aligning work between the two departments. B-3 Alignment is a key focus in Year 2.





## Section A: Part C - Competitive Preference Priorities

### **Competitive Preference Priority 1: Contributing Matching Funds (if included in the State's approved application).**

Describe the progress the State has made on its credible plan for obtaining and using non-Federal matching funds to support the implementation of its ambitious and achievable plan during the grant period. For progress *not* made in this area, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period. Please describe any changes made to the data reported in **Table 7(a)**; explain if your *Year 1 Target* differs from the *Year 1 Actual*.

Maine DOE's PDG application detailed a four-year investment toward matching federal funds that totaled \$16.9 million. Maine DOE is off target by 1% from original estimates for matching investment, the revised projection is detailed in Section C, Table 7(a).

Maine's year 1 match was projected to be \$3,009,165 while actual matching funds through December 31, 2015 totaled \$1,820,841. More than 50% of the year 1 match estimate is supported by the State's allocation to Local Education Agencies (LEAs) for PreK subsidy. The State's subsidy allocation will increase to 90% of total match by grant year 4.

The variance from the original projection to actual expenditures is the result of a delay in the payment of a data system contract. A \$1.32 million Maine DOE/Child Development Services data project has experienced delays and therefore the State paid only \$50,000.00 of the original \$1.32 million contract in 2015. The revised project time-line indicates the data system will be operational by July 1, 2016 and the remaining \$1.27 million of the \$1.32 million contract will be paid at that time. Therefore, the variance Maine reported in year 1 match is the result of the project delays and the remaining contract balance of \$1.27 million be reported in year 2 match and is included in the revised projections in Section C, Table 7(a).

### **Competitive Preference Priority 2: Supporting the Continuum of Early Learning and Development (if included in the State's approved application).**

Describe progress made in creating a more seamless progression of supports and interventions from birth through third grade, such as high-quality infant and toddler care, home visitation, full-day kindergarten, and before and after care services for, at a minimum, a defined cohort of eligible children and their families within each high need community served by each Subgrantee. For progress *not* made in these areas, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

Maine is just beginning the work of birth-third grade systems alignment. In December, David Jacobsen, a national TA expert on systems alignment attended a Statewide Early Learning Interdepartmental Early Learning (SAIEL) meeting. This group is made up of state leaders from DHHS and DOE. It has determined the data questions and the been instrumental in aligning work between the two departments. B-3 Alignment is a key focus in Year 2.

**Competitive Preference Priority 3: Creating New High Quality State Preschool Slots (if included in the State's approved application).**

Describe progress made in using at least 50% of the State's federal grant award to create new State Preschool Program slots that will increase the overall number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Programs. For progress *not* made in this area, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

Maine DOE's approved application detailed a strategic vision in the selection of subgrantees. This vision was a multi-tiered approach to rank each Local Education Agency (LEA) based on Free and Reduced Lunch rates then to categorize subgrantees into improved or new programs. Maine DOE's thoughtful attention to the configuration of subgrantees ensured that at least 50% of the high-quality slots funded through PDG were new child slots. In March 2015 six of the original subgrantees were replaced. Maine DOE expended significant effort in the work to replace the subgrantees to ensure the configuration of new and improved slots remained.

As a result of this attention to detail Maine DOE, in grant year 1, reports 258 of the 479 eligible slots are new child slots or 53.9%.

## Section B: Budget Information

### Budget and Sustainability (Section G in the application)

1. Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year. Explain carry-over funds that have not been expended or obligated from January 1, 2015 through December 31, 2015.

Maine DOE's year 1 actual direct costs totaled \$68,990 a difference of \$82,418 from the approved direct costs budget of \$151,408. The \$82,418 difference is the result of 1) Personnel & Benefits- a delay in hiring project staff [project manager, administrative assistant & preschool program monitor] and 2) Contractual - a delay in hiring an outside data contractor for SLDS work. Year 1 actual distribution, January 2015 to December 31, 2015, to subgrantees totaled \$2,234,211 representing 5 months of subgrantee expenses and a difference of \$1,086,700 from Maine's approved \$3,320,911 allotment for subgrantees. The \$1,086,700 was allocated to subgrantees through fiscal contracts but remains unspent as of December 31, 2015. Subgrantees will expend the 1,086,700 allocation in the remaining 6 months of the 2015-16 school year (January - June 2016.) Maine's 2015 technical assistance funds expended-to-budget variance was insignificant.

2. Please describe any substantive changes that you anticipate to the State's Preschool Development Grant budget in the upcoming fiscal year (January 1, 2016 through December 31, 2016).

Although not substantive budget changes Maine proposes to carryover the year 1 direct costs savings to years 2-4 and distribute the savings in the following way:

1. Travel - add \$5,000 to years 2-4, total of \$15,000; approved budget was = \$0.00
2. Supplies - add \$1,500 to years 2-4 total of \$4,500; approved budget was = \$0.00
3. Contractual - add \$4,000 to year 2 add \$3,000 to years 3 & 4 total category addition of \$7,712; approved budget was = \$9,000
4. Personnel - funds remaining distributed year 2 (\$33,534), year 3 (add \$4,140), year 4 (add \$5314), Benefits - year 2-4 add (6,930) net difference in Personnel and Benefits categories -\$27,712.00

\$19,500 of the savings will be budgeted for project travel and supplies. In Maine's original budget zero funds were designated for travel and supplies and Maine proposes to use a small amount of year 1 savings for project travel and supplies. Maine also recognizes contract work for the Statewide Longitudinal Data System will cost more than the original \$9,000 budgeted and proposes to increase Contractual funding by \$7,712. The remaining funds will be distributed in Personnel and Benefits over years 2-4 to provide for increases in salaries and benefits.

3. Describe the State's progress on its plan for sustainability at the end of the grant period 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.

Maine has worked with subgrantees to create partnerships with Head Start which allows the sharing of costs though blended funding to sustain high quality PreK. Additionally districts receive funding through Maine's school funding formula after the first year of programming.

4. Please provide a brief explanation of any discrepancies, if any, between the Subrecipients' approved budgets and their total expenditures for the reporting year. Explain carry-over funds that have not been expended or obligated from January 1, 2015 through December 31, 2015.

The difference in total expenditures is the result of only five months of subgrantee expenses. Subgrantees will spend additional funds January through June 2016.

