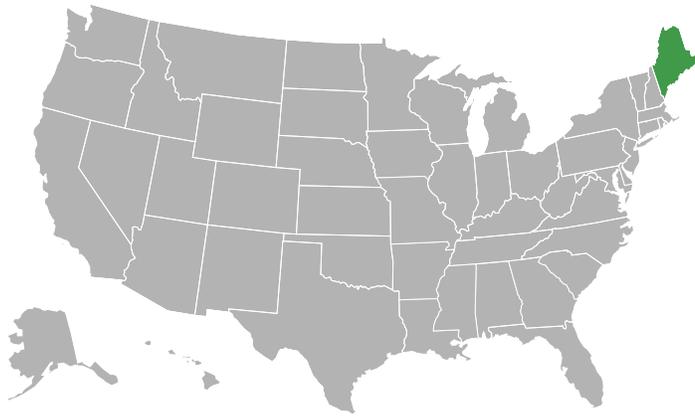


# PRESCHOOL DEVELOPMENT GRANTS

## FY2017 ANNUAL PERFORMANCE REPORT

### Maine



Preschool Development Grants

AUGUST 2018



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

Based on ED 524B OMB No. 1894-0003 Exp. 08/31/2020

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: 23

3. Project Title: Maine Preschool Expansion

4. Grantee Name: Maine Department of Education

5. Grantee Address: 23 State House Station

City: Augusta                      State: Maine                      Zip: 04333

6. Project Director Name: Susan Reed (as of 1/18/18)

Title: Early Childhood Specialist

Phone #: (207) 624-6632                      Ext.: \_\_\_\_\_                      Fax #: \_\_\_\_\_

Email Address: susan.d.reed@maine.gov

## Reporting Period Information

7. Reporting Period: From: 01/01/2017                      To: 12/31/2017

## 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	\$4,319,814.72	\$4,255,215.00
b. Current Budget Period	\$4,340,254.00	\$2,330,235.00
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: 07/01/2017                      To: 06/30/2018
- 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? \_\_\_\_\_



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

Based on ED 524B OMB No. 1894-0003 Exp. 08/31/2020

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.

*"Year 2 child outcome data reveals, on average, that 80% of the children in PEG program met or exceed expectations in developmental gains on every child assessment measure."*

Evaluation of Maine's Preschool Expansion Grant: Year Two  
Early Childhood Associates, Inc. & Urban Institute, September 2017

The Maine Department of Education set eight ambitious and achievable goals in its PEG proposal. Working with thirteen subgrantees, Head Start, state and local partners, and an external evaluator significant progress has been made. Most importantly, children are attending full-day public preschool in high-need communities where they are receiving high-quality curriculum, instruction, and comprehensive services.

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

This goal has been achieved. Maine's revised standards were adopted in March 2015 and are required of all public preschool, Head Start, subsidized child care and special education programs. They are integrated into all higher education programs. A new training was developed and piloted using PEG funds and every PEG district has a qualified trainer. All PEG teachers have received the training and it is available to all early childhood personnel through Maine's Professional Development Network, Maine Roads to Quality.

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

This goal has been achieved. PEG classrooms were required to meet Chapter 124: Maine's Public Preschool Program Standards in order to become a subgrantee. All new and expanded public preschools had to meet the standards as of 7/1/15. Beginning in July 2017 *all* of Maine's public preschool programs are required to meet Chapter 124, regardless of how long they have been in operation. PEG funding has allowed for the creation and hiring of an Early Childhood Monitor who reviews applications and conducts on-site monitoring visits using a research-based protocol. Based on those observations, supports are developed.

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

Significant progress has been made on this goal. PEG required partnerships with local Head Start programs in communities where Head Start classrooms were already in place. In districts not sharing classroom staff with their Head Start partners, they contracted with the Family Service Advocate to provide comprehensive services. In addition, every public preschool must have a Memorandum of Understanding (MOU) with their local Child Development Services (CDS) office. CDS provides Part B, 619 services under IDEA. As a result, all PEG children are screened, evaluated and receive services earlier than they may otherwise have. Because of significant turnover at Maine's DHHS, coordination has not gone as expected. However, with a new Child Care

Development Block Grant (CCDBG) coordinator in place, inter-departmental work should increase.

*Goal 4: Improve data linkages from Birth-3<sup>rd</sup> grade in Maine's State Longitudinal Data System (SLDS).*

Little progress has been made on this goal. In 2015, Maine DOE was no longer able to support or fund its SLDS. In addition, it changed statewide assessment systems twice during a two-year period. This has led to a very necessary focus on federal and state required assessments over the last three years by Maine DOE staff. Now that these systems are in place, a contract with the external data provider has been proposed. It is the goal to pilot the input PEG child outcome data into the state system beginning in 2018. Data linkages have been made on the local level, however, with districts working to link end of preschool child outcome data as reported in Teaching Strategies GOLD (from birth-age 5, or whenever a child entered Early Head Start or Head Start) to a Kindergarten Entry Assessment. This is a new and exciting link and has the potential to guide districts in their Birth-3<sup>rd</sup> alignment work.

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

Significant progress has been made toward this goal has evidenced by our child outcome measures conducted at the end of the 2016-17 school year. This is a goal that can always be improved and Maine DOE staff view this as ongoing work. Early Childhood Associates (ECA), the PEG external evaluator measured child outcomes before kindergarten entry using five different measures, three of which were conducted on a significant sample of PEG children. All children were assessed in fall and spring by their teachers using the *PALS* (which assesses upper and lower case letter ID, letter sounds, rhyme and print conventions) and *Teaching Strategies GOLD* (TSG) a formative assessment with summative points that includes all developmental domains. The grant set targets for each of these assessments for each year of the grant and placed children in three groups-high risk, some risk and low risk.

The assessment target for PALS was to move 75% of children from high risk to some risk or low risk. This was met in the following domains: Name Writing, Upper Case Letter ID, Letter Sounds, Beginning Sounds and Rhyming. The domains where this was not met were: Lower Case Letter ID and Print Awareness.

For TSG all classrooms met the target for moving 75% of children from “below expectations” to “meeting expectations” or “exceeding expectations” was met in every classrooms. Domains that exceeded the target by more than ten percentage points included language (86%), literacy (88%) and cognitive (91%).

The sample group received a pre and post *PPVT IV* (receptive language), *Head, Toes, Knees & Shoulders* (executive function) and *Woodcock-Johnson IV* (cognition). On the PPVT, 52% of students moved from high risk to some or low risk, but did not meet the target of 75% for Year 2, the 2016-17 school year. By the end of Year 2, 77% of all children scored between average and above average on Head, Toes, Knees & Shoulders. In the Woodcock-Johnson, most children scored in the average category for every subscale.

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

Maine has continued to make progress toward this goal. Beginning in Fall 2017, two additional districts were added in order to increase the number of new slots and offer opportunities to eligible children in different high-need communities. Currently, 548 children attend a full-day, full-week public preschool program in PEG classrooms. 464 are 200% FPL or below. Although this does not meet the target outlined in the original application, it is an increase of 58 eligible children or 14%. As stated in last year's APR, the projections in the original grant were due to a district that had planned for eleven classrooms; but, due to leadership changes withdrew from the grant altogether. This accounted for a loss of 176 eligible children

In Maine, school districts receive subsidy based on a per child amount which is calculated from a state funding formula-Essential Programs and Services (EPS). This subsidy requires a match through local school budgets. The districts in the grant unable to fill classrooms with PEG eligible children have committed to serving a mixed-income population, an expectation of the grant. It should be noted that many of the children who are not PEG

eligible and cannot be counted toward that target are from families just over the 200% cap by \$500-\$1000. Thus, children whose families cannot afford to pay for any type of preschool are able to benefit from a high-quality program due to local and state funding.

Maine DOE will continue to work toward increasing the number of eligible children served by the PEG grant. As a result of the 2017-19 state biennial budget passed in 2017, districts are now able to receive prek subsidy up front, significant change to longstanding funding policy which reimbursed schools districts *after* the first year of operation. At least two PEG districts are planning new classrooms which will increase the number of slots for eligible children and continue to move Maine closer to this goal during the final year of the grant.

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

This goal has been achieved. Maine DOE staff have worked hard to create and maintain a collaborative and supportive relationship with the thirteen subgrantees while holding them to the high standards of the grant. Each subgrantee has a district coordinator and a coach who meet regularly with Maine DOE staff. The Project Manager has visited each subgrantee each year and met with school leadership, superintendent, business manager, district coordinator and Head Start representative, to review the Scope of Work and budget. The Early Childhood Specialist and Early Childhood Monitor have visited every classroom in order to ensure grant goals are being met at the program level. Maine DOE continues to use feedback from districts as well as evaluation data to continue to guide and improve these partnerships.

*Goal 8: Create a seamless Birth-3<sup>rd</sup> grade continuum at state and local levels in the subgrantee SAUs.*

This goal is partially achieved and will be a focus in Year 4 of the grant. Each subgrantee has formed a Professional Learning Community (PLC) consisting of the district coordinator, coach, Head Start partner, and at least one school principal. The focus of Year 3 was to create a prek-kindergarten alignment in at least one area: curriculum, assessment or family engagement and to produce a “product” that could be shared. This was accomplished; but now the work must continue up and down the age range. This goal will be the focus of Year 4. Maine DOE is contracting with a leader who will provide support at both the project and individual subgrantee level beginning in May 2018 and continuing through the 2018-19 school year. This will increase the accountability for subgrantees to make more significant progress on this goal. Maine's PEG proposal is to use these models to guide work at the state level and to offer models for non-PEG districts to use.

Maine DOE is proud of the progress made toward its eight ambitious goals and will use the remaining time and funds from the grant to move forward, especially in the areas which continue to need focus and attention. There is no question that the Maine school districts in high-need communities (the subgrantees) and their partners are committed to providing high quality preschool program and are working to sustain them after grant funding is no longer available.



**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. 08/31/2020

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, 2017.

As of 12/1/17, there are 464 eligible children enrolled in Maine's high-quality preschool programs funded by the grant. A total of 536 children are enrolled, many of whom are just over the income level required by the grant. In many cases, families are only \$500-\$1000 over the 200% cap. They were only enrolled after all efforts were employed to recruit grant eligible children.

Maine DOE has worked hard with its subgrantees to increase the number and percentage of eligible children served in the grant funded programs. The funding to the districts was changed for the 2017-18 school year to a per eligible child amount of \$4500. This was done in order to strongly encourage the districts to increase recruiting efforts. Each district worked with the Project Director to develop a recruitment and enrollment plan. Many strategies were employed: increasing signs in places where parents frequent-grocery stores, laundromats and health clinics, school newsletters, Facebook, Twitter, DHHS Child Protective Services, Child Development Services, etc. All subgrantees provide transportation eliminating any barrier for families without a car.

Two subgrantees, Cornville Regional Charter School and MSAD 44, were added to the project for an increase in three classrooms, 39 eligible children.

Maine continues to experience declining enrollment, approximately 2% per year. The Project Director will continue to work with subgrantees to increase enrollment during the final year of the grant. The approval of Maine's Biennial Budget (7/1/17-6/30/19) will mark a significant change to Maine DOE's prek funding schedule. Historically, districts had to wait one year before receiving reimbursement for prek programs. Beginning in the 2018/19 school year, they will receive this funding up front. This not only contributes to the cost of start-up, but encourages expansion across the state.

As a result there are currently plans in place for five new mixed income prek classrooms in the grant using state funds.

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.*

*"One of the greatest things to come from our involvement in the PEG is our partnership with York County Child Development Services (CDS). We have increased our collaboration over the course of the grant to expand Child*

*Find efforts and to ensure services for our Pre-K students by having our district staff become CDS providers and providing a 3:1 ratio in one of our Pre-K classrooms. Not only are the needs of our students being met, but they are benefiting from participating side-by-side with their typically developing peers."*

Sue Gallant, PEG District Coordinator, Jameson Elementary School, Old Orchard Beach (RSU 23).

As of 12/1/17 Maine's subgrantees have enrolled 68 children with IEPs or 15% of eligible children. There are an additional 34 children, 8.5%, in the referral process. The Maine state average of children with disabilities is 17.54% (2016/17 school year).

In order to receive grant funding, subgrantees agreed to include as many children with disabilities in their prek programs as determined by an IEP. They were required to work with Child Development Services (CDS) to enroll children who had already been identified and for whom a public prek was deemed the Least Restrictive Environment (LRE). Knowing that children will be screened, evaluated, and identified during the prek year, there is always space for more children with IEPs, without going over the 50% limit and becoming a Special Purpose Program.

Maine employs an Early Childhood Monitor who is funded 50% with grant and 50% with CDS funds. This model of sharing responsibility and oversight ensures that children with disabilities are being served according to their IEP requirements. CDS provides ongoing consultation to the public preschool programs, as well as additional classroom support as needed. CDS provides all of the support services indicated on the child's IEP and can also contract with public school therapists as caseloads allow.

Maine's Professional Development Alignment Team, a subcommittee of the Maine Children's Growth Council, is a cross-system group of state, university, Head Start, and representatives of public and private organizations that provide training and technical assistance throughout Maine's early childhood education community to ensure high quality early childhood training is developed and delivered to teachers and paraprofessionals that is inclusive of children of all abilities.

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

As of 12/1/17, 464 eligible children in the grant, an increase of 36 from 2016. As indicated in 1(a) Maine DOE worked with subgrantees to develop a recruitment and enrollment plan. The project added two new districts in fall 2017-MSAD 44, one classroom with 16 eligible children, and Cornville Regional Charter School with 24 eligible children. The total number of children enrolled in the grant classrooms is 536, many of whom are just above the income cap of 200% FPL. Districts waited to enroll these over-income children until efforts were exhausted to fill the slots with grant eligible children. Leaving spaces unfilled, however, impacts a districts subsidy amount. This is a key factor in sustainability.

**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 2017-18 school year.

As of 10/1/17, 5648 children were enrolled in Maine's public preschools. This is an increase of 206 children or 4%. That is less than the percentage increase in grant eligible children which is 6%. Thus, the subgrantees are enrolling prek children at a rate higher than the state average. It is also important to note that the state average includes all children, as there are no state income requirements for public preschool enrollment and policy is made at the local level (for non-grantee districts).

**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 3 APR, grantees will provide disaggregated data on the school readiness of the children enrolled and served by the grant. This may include information collected about the children enrolled and received services by the grant during the 2016-17 preschool year. States may provide data from a sample of children (e.g., a sample being used for any evaluation).*

In the Year 3 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.

Name of assessment tool & Essential Domains of School Readiness measured:

Teaching Strategies GOLD (TSG) Objectives for Development and Learning. Essential domains for readiness: Social-Emotional, Literacy, Language, Cognitive, Physical and Math. Students with 4 or more domain scores above cut-off (using Teaching Strategies Guidelines) are considered ready for kindergarten.

When Administered: May 2017. Date finalized: June 2017

Whether mandated by State: No, except for PEG subgrantees

Maine has run a pilot for two years using TSG and there are currently 10 prek and kindergarten classrooms using it across the state.

School readiness data is only reported to the state from TSG pilot sites and PEG subgrantees.

Maine DOE sponsors face-to-face annual training in TSG and webinars before checkpoint dates by contracting with TSG trainers.

Disaggregated gains:

**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.*

Maine has enhanced and expended the Maine's Early Learning and Development Standards (MELDS) by requiring their in all public preschool programs. All grant-funded teachers have received a 15 or 30 hour training in the new standards which was developed with PEG funds, depending on whether or not they had taken the training on the 2005 Early Learning Guidelines. MELDS training is available to all early care and education professionals across the state via on-line modules through Maine Roads to Quality, Maine's Early Childhood Professional Development Network

Since the beginning of the grant, all classrooms were required to meet Chapter 124: Public Preschool Program Standards which meet or exceed the ones required in the NIA. All were monitored through an on-site visit using a protocol which aligns to the standards. Beginning 7/1/17, all of Maine's public preschool classrooms must meet Chapter 124. All existing preschool classrooms will have a monitoring visit within the next two years to ensure compliance with the program standards.

Child Development Services (CDS), Maine's Part B & C implemented an approval process for all programs and providers accepting children with special needs. Understanding of Maine's ELDS are required by the staff of these programs.

There is currently a bill in the Maine Legislature that will increase the literacy requirements for teacher certification. In addition, a new certification has been proposed-Prek-3rd.

Chapter 124 requires all public preschool teachers and Education Technicians (classroom assistants) to join the professional registry at Maine Roads To Quality, Maine's Professional Development Network, funded through the quality set-aside the Child Care Development Block Grant (CCDBG). All teachers have completed the research-based Hanen Training, "Learning Language and Loving It" supported with grant funds. In spring 2017 one coach, coordinator or Head Start staff person from each subgrantee attended Teachstone's "Making the Most of Classroom Interactions" train-the-trainer sessions. As of spring 2018, all teachers in the grant funded classrooms must complete this training.

*"The professional development opportunities provided within the PreK Expansion Grant have supported high quality instruction in our classrooms. It has been a pleasure to witness the impact of the "Making The Most Of Classroom Interactions" training series. In addition to building knowledge around the CLASS tool, teachers are supporting one another in relating CLASS to their curriculum and routines. This will sustain quality into the future."*

Cristina Salois, Director, Southern Kennebec Child Development Corporation, Farmingdale, Maine (Head Start agency in partnership with RSU 12 and AOS 92.)

On August 8 & 9, teachers, assistants and administrators attended "Building Blocks Math" training with Dr. Doug

Clements. They began implementing the curriculum in fall 2017 and are required to attend monthly webinars with Dr. Clements for ongoing support. This training was open to all preschool teachers in the state, although there was a fee attached. Grant funds supported staff from subgrantee districts.

## 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's PEG subgrantees continue to meet all of the high-quality structural elements listed above.

**High Staff Qualifications:**

100% of Maine's PEG classrooms are staffed with a lead teachers with at least a bachelor's degree and Maine State 081 Early Childhood Teacher Certification, Birth-5 years. All assistant teachers hold a minimum of an Education Technician II authorization (60 credit hours).

**High Quality Professional Development:**

All PEG teachers and Ed Techs participated in a variety of professional development activities during this grant year. All were required to complete the training on Maine's Early Learning and Development Standards (MELDS), Hanen "Learning Language and Loving It", Teachstone's "Making the Most of Classroom Interactions" and attended the three day Summer Institute on implementing the "Building Blocks Math" curriculum. Each lead teacher receives at least one-hour of coaching per month and participates in their local district professional development requirements. The focus of coaching has been to support fidelity to the evidence-based curricula used in the subgrantee districts.

**Child:Staff Ratio:**

PEG classrooms maintain a child:staff ratio of 8:1

**Class Size:**

PEG classrooms have a maximum class size of 16, unless approved by Maine DOE and a third staff member is added.

**Full-day Program:**

All PEG classrooms run a minimum of 5 hours. Most operate the full school day of 6-6.5 hours (varies locally)

**Inclusion of Children with Disabilities:**

Every preschool program in Maine must partner with their local Child Development Services (CDS) site. In Maine, Part B, 619 child find, screening, evaluation, and IEP development and attached services are met through this model. All public preschool programs must ensure that children are screened using a research-based screening tool with 30 days. All PEG programs use the DIAL-IV.

**Developmentally Appropriate, Culturally & Linguistically Responsive Instruction:**

All PEG preschool programs use an evidenced-based curricula-OWL, High Scope, or Tools of the Mind. All of these curricula are aligned with Maine's Early Learning Standards and modifications are made to ensure that instruction is culturally and linguistically responsive. This is especially evident in districts with high ELs, teachers work with the district EL Specialist to adapt curriculum as needed.

**Individualized Accommodations & Supports:**

All PEG teachers work closely with the IEP team, EL Specialists and/or RTI plans to ensure children's individual needs are being met. Even when children may not qualify for services under IDEA, all Maine preschool programs are required to ensure that children have plans as mandated by Section 504 if needed. PEG teachers are supported to meet all children's needs-even if those needs do not fall under IDEA or Section 504.

**Program Evaluation & Continuous Improvement:**

Each preschool classroom has an annual CLASS & ELLCO observation conducted in the spring by the grant's external evaluators, Early Childhood Associates (ECA). First year classrooms have a fall CLASS & ELLCO as well. Coaches have all been trained in these assessments and are required to be reliable observers. These are used to guide continuous improvement. In addition, during the spring 2017, coaches completed a curriculum fidelity tool on each classroom. The Early Childhood Specialist visited every classroom between January and June 2017 to do an external fidelity check and met with both teachers and coaches in a debrief. All teachers use either Teaching Strategies GOLD or Child Observation Report (COR) for summative and formative assessment and adjust curriculum and instruction.

**Comprehensive Services:**

All but three subgrantees are in partnership with Head Start and provide comprehensive services through that model. The other subgrantees follow the requirements of the grant and either contract with a Family Service worker through Head Start or use their own staff to meet these requirements.

**Evidence-based Health & Safety Standards:**

All public preschool programs in Maine must meet state health and safety standards as required by Maine Statutes 124 & 125. In addition, all subgrantees in partnership with Head Start must meet Maine state child care licensing standards and federal Head Start standards for health and safety.

**Selection Criteria (D)(4) from NIA**

Describe the number and percent of Eligible Children served and the cost per slot.

The total number of eligible children served by the grant as of 12/1/17 is 464.

The total expenses for all subgrantees 2017 was \$4,822,184, which is the amount of grant funds in addition to local and state funds. This results in a per child cost of \$10,393.

### **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.

Through the Maine DOE, the grant's Project Director and Early Childhood Specialist have worked very closely with each subgrantee to ensure implementation of high-quality preschool programs. This has been done in the following ways: regular meetings with District Coordinators and coaches, visits to each district to monitor the programs fiscally as well as ensuring the SOW is implemented as indicated in district contracts, and all partner meetings as appropriate to ensure regular communication across the project. In September, superintendents, district coordinators and coaches, and Head Start partners attended a day-long presentation by Early Childhood Associates, the external evaluation team for the grant, to receive their 2016-17 outcome data (child, classroom, teacher and family) and how to use it for program improvement during the 2017-18 school year.

Maine ensures that each subgrantee minimizes local administrative costs by careful review of every invoice submitted and bookkeeping documenting all administrative costs.

The Early Childhood Specialist observed in every classroom during spring 2017 using a curriculum fidelity tool and then met with both the coach and the teacher to ensure a high level of coaching was occurring.

### **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).

Each subgrantee has formed at Birth through Third Grade Professional Learning Community (PLC) consisting of a classroom teacher, a building and central office administrator, a Head Start representative and a special educator from CDS. In March 2017, the PLCs spent a day-long planning session with Dr. David Jacobson, from EDC to set an alignment goal. Each PLC was to create a "product" that could be shared with others, as each community has varying needs and constraints. Products at this point focused on prek to kindergarten alignment and included districts examining and aligning assessments, curricula or family engagement strategies which were often very different between prek and kindergarten. Beginning in May 2018, Maine DOE will contract with Dr. Jacobson for the entire 2018-19 school year. Each district will expand their representation to include infant and toddler programs in their community as well as social services within CAP or other other agencies serving families to continue the alignment process both up and down developmentally. A Maine philanthropic entity has offered grant funding to communities that want to continue the alignment work after the PEG grant is completed.

## 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 3 Target* differs from the *Year 3 Actual*.

Maine DOE's PEG application detailed a four-year investment toward matching federal funds-\$18 million, a 126% match level.

Maine's Year 3 match is \$2,330,235. Match is calculated through both state level subsidy funds distributed to the subgrantees as well as local monies which are committed to the prek program in the districts. The state also uses state funding for Child Development Services, DOE infrastructure costs (state budget allocation), as well as salary in-kind from the Early Childhood Specialist.

Given Maine's new prek subsidy structure, as previously outlined, we are optimistic that we will meet this goal by the end of the grant period.

### **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.

### **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.

## 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, 2017 through December 31, 2017.

Maine's Year 3 actual direct costs totaled \$190,488, a difference of \$16,769 from a budget of \$207,256. This is due to actual salary costs and benefits.

2. Please describe any substantive changes that you anticipate to the State's Preschool Development Grant budget in the upcoming fiscal year (January 1, 2018 through December 31, 2018).

Because the Project Director resigned as of 1/18/18, there will be salary savings from her position. Maine DOE will use these funds to cover the Early Childhood Monitor's salary at 100% and use them to support the subcontracted grant accountant through a no-cost extension, if approved. The Early Childhood Monitor will become a state position as of 7/1/19, ensuring sustainability the state oversight of public prek programs.

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 DOE began significant sustainability planning during 2016-17 year. First, we continued to encourage the continuation of Head Start partnerships for both program and fiscal benefits. This blending of funding is critical to ensuring that high-quality preschool programs continue maximizing the use of federal, state and local dollars.

Different than the first two years of the grant, subgrantees were allocated a per child cost of \$4500. In many districts this was a significant change and forced the reality that local contribution would need to increase in order for these programs to be sustainable at the end of the grant. The cost will decrease again for the 2018 contract and districts are already planning those budgets. By decreasing the grant amount each year as well as encouraging partnerships with Head Start, communities are working toward sustainability.

The opportunity to expand has been supported by Maine DOE, as outlined earlier. The subsidy given to districts will be available up-front, beginning 7/1/18 and has already resulted in a request to expand 5-7 classrooms in subgrantee communities.

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, 2017 through December 31, 2017.

The discrepancies in subrecipients' approved budget and their total expenditures occur in their professional development resource line as these funds are allocated for a school year. Thus, funds allocated as of July 1, 2017 can be spent through June 30, 2018, as training and coaching are spread from August-June.

