

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



**APPLICATION FOR GRANTS  
UNDER THE**

**Preschool Development Grants - Expansion**

**CFDA # 84.419B**

**PR/Award # S419B150016**

**Grants.gov Tracking#: GRANT11760297**

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

Closing Date: Oct 15, 2014

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 10/14/2014	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
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**State Use Only:**

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

**8. APPLICANT INFORMATION:**

* a. Legal Name: Maine Department of Education	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 016000001	* c. Organizational DUNS: 8090455450000

**d. Address:**

* Street1: State House Station #23, 111 Sewall Street
Street2: _____
* City: Augusta
County/Parish: _____
* State: ME: Maine
Province: _____
* Country: USA: UNITED STATES
* Zip/Postal Code: 04333-0023

**e. Organizational Unit:**

Department Name: Maine Department of Education	Division Name: Leadership
--	---------------------------

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

Prefix: Mrs.	* First Name: Joanne
Middle Name: C.	
* Last Name: Holmes	
Suffix: _____	
Title: Federal State Legislative Liaison	

Organizational Affiliation: Maine Department of Education
---

* Telephone Number: 207-624-6669	Fax Number: 207-624-6700
----------------------------------	--------------------------

* Email: jac.holmes@maine.gov
-------------------------------

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

S4.419

CFDA Title:

Preschool Development Grants

**\* 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

\* Title:

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

**13. Competition Identification Number:**

S4 419B2015 1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

[Add Attachment](#)

**\* 15. Descriptive Title of Applicant's Project:**

ME Preschool Expansion

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

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

  **17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="3,497,319.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,497,319.00"/>

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

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

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

If "Yes", provide explanation and attach

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

 \*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

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

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Kaiser Department of Education"/> * Street 1: <input type="text" value="555 N 23"/> Street 2: <input type="text"/> * City: <input type="text" value="Augusta"/> State: <input type="text" value="West Virginia"/> Zip: <input type="text" value="04333-0023"/> Congressional District, if known: <input type="text"/>		
<b>6. * Federal Department/Agency:</b> <input type="text" value="US Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Elementary Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.409"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$. <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: <input type="text" value="Mr."/> * First Name: <input type="text" value="James"/> Middle Name: <input type="text" value="E."/> * Last Name: <input type="text" value="Rice"/> Suffix: <input type="text"/> * Street 1: <input type="text" value="State House Station #21"/> Street 2: <input type="text"/> * City: <input type="text" value="Augusta"/> State: <input type="text" value="ME: Maine"/> Zip: <input type="text" value="04333-0023"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: <input type="text"/> * First Name: <input type="text" value="Deanne"/> Middle Name: <input type="text" value="C."/> * Last Name: <input type="text" value="DeLima"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. <b>* Signature:</b> <input type="text" value="James E. Rice"/> <b>* Name:</b> Prefix: <input type="text"/> * First Name: <input type="text" value="James"/> Middle Name: <input type="text" value="E."/> * Last Name: <input type="text" value="Rice"/> Suffix: <input type="text"/> <b>Title:</b> <input type="text" value="Contractor"/> <b>Telephone No.:</b> <input type="text" value="202-554-6600"/> <b>Date:</b> <input type="text" value="07/15/2014"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S419B150016



## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

### Optional - You may attach 1 file to this page.

YE\_Preschool\_Expansion\_GEPA\_427.pdf

Delete Attachment

View Attachment

## **General Education Provisions Act (GEPA) Requirements – Section 427**

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

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

### For Grant Participants:

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

### For Grant Personnel:

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

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

#### \* APPLICANT'S ORGANIZATION

Maine Department of Education

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. \* First Name: James Middle Name: R.

\* Last Name: Rice Suffix:

\* Title: Commissioner of Education

\* SIGNATURE: Walter Beasley

\* DATE: 10/14/2014

## Abstract

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

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

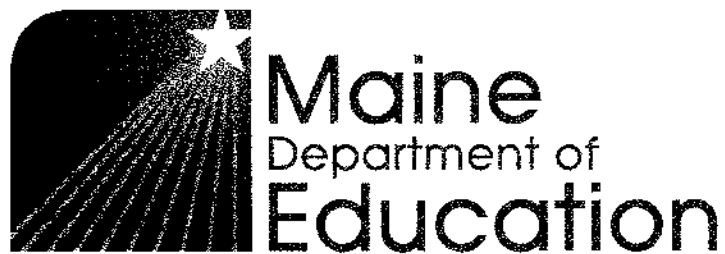
[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

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

\* Attachment:



## ME Preschool Expansion

Part 2: ED Abstract Form

*Abstract*

**ME Preschool Expansion**

**Applicant: Maine Department of Education**

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

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

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

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

*Goal 4: Maine's SLDS will improve linkages from birth-3<sup>rd</sup> grades.*

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

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

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

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

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

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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





## ME Preschool Expansion

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

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## Selection Criteria

### A. Executive Summary (10 points).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence for selection criterion (A):

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

**See Federal Table A in the application package**

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

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

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

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

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

**See Appendix 1**

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

**See Appendix 2-16**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**District-Based Components:**

**Density/Sparsity of Small Schools**

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

### **Grade Level Differences**

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

### **Declining Enrollment or Growth**

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

### **Capital Outlay and/or Debt Service**

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

### **Transportation**

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

### **Charter Schools**

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

### **Student-Based Components:**

#### **Special Education**

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

#### **Low Income / Compensatory Education / At-Risk**

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

#### **English Language Learner/Bilingual Education**

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



**Gifted and Talented Education**

The State subsidizes approved EPS gifted and talented costs.

**Career and Technical Education**

The State subsidizes approved EPS career and technical education costs.

**Preschool Education (Targeted Funds)**

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

**Illustration A Targeted Funds for Preschool Programs**

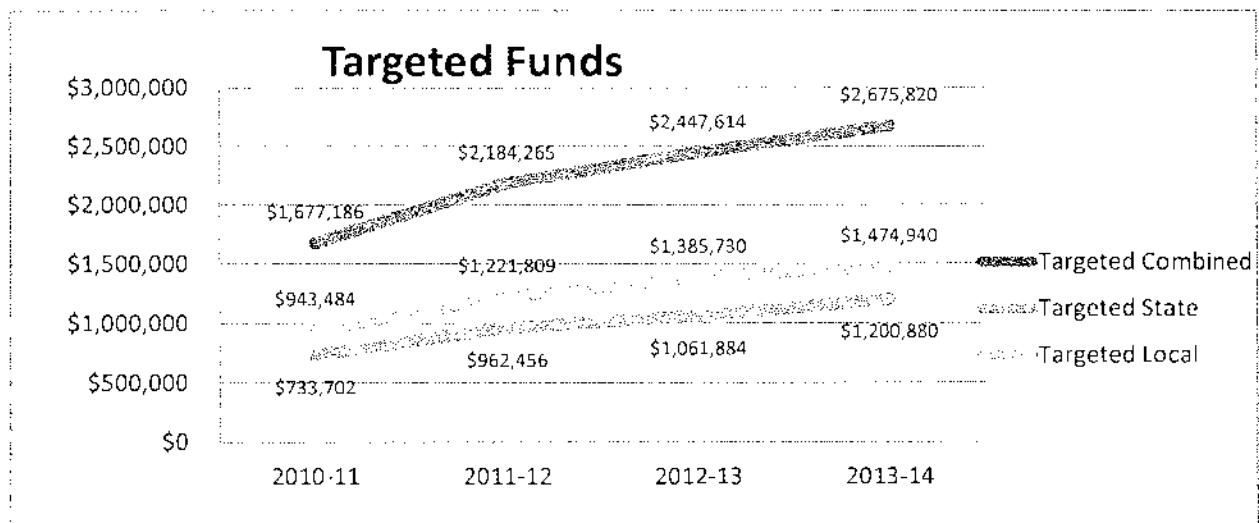
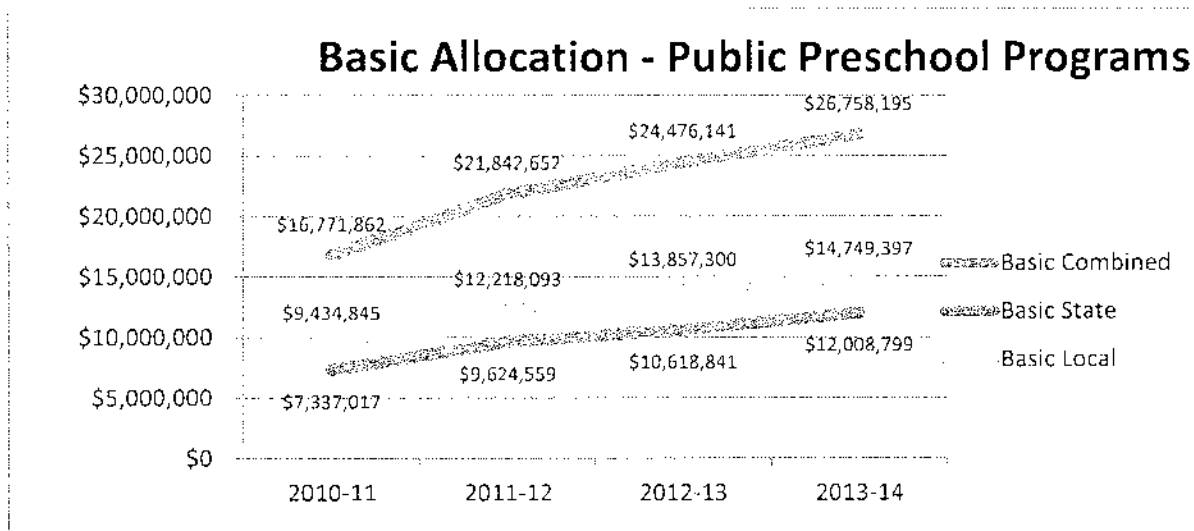


Illustration B reflects the combined district-based and student-based funds of the EPS funding formula that make up the Basic Allocation funds.

**Illustration B Basic Allocation Public Preschool Programs**



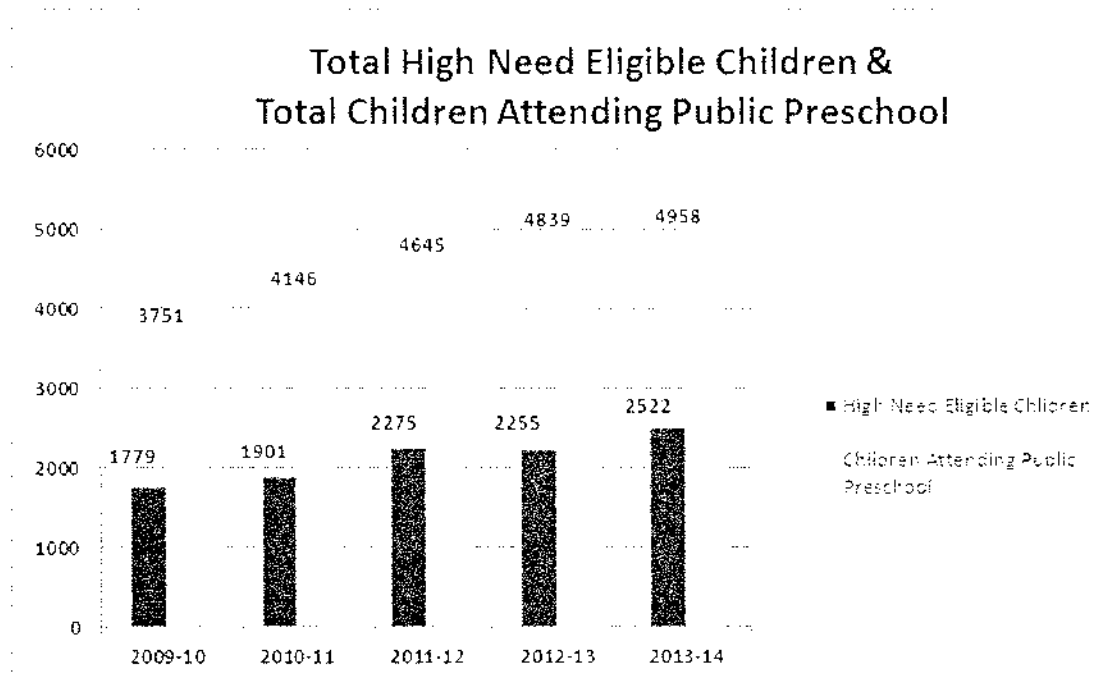
**Table B of the Federal Application** reports the combined Basic Allocation and Targeted funds that have supported public preschool programs in Maine through the EPS funding formula.

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

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

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

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



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

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

**Table 1. Legislation**

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

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

**Table 2: Policies**

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

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

to meet quarterly to provide oversight to the revision process, review feedback and practitioners and parents, and help guide the development of the final recommended revisions. Project staff will conduct regional focus groups to allow practitioners to examine recommended revisions and provide suggestions. The project plans to reach out to both practitioners who work at programs that are already participating in *Quality for ME* as well as those who are not enrolled, to better understand the benefits and challenges posed by the current *Quality for ME* system. This process will include building on recommendations from the 2011 *Quality for ME* Validation Study conducted by researchers at the University of Southern Maine and gathering best practice information from other states.

**Table 3: Practices**

**Practices**

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

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

