LD 135 - MaineCare Billling & Child Find (Part C)	Voc	r 1 / N	onth	o / Jon	uon.	ກາວວ	Door	mhoi	- 2022)	Voo	r 2 / N	/onth	o (lon	u.on/	2022	Dooor	mhor (2022/		Year 3	/ Ma	ntho	(lonu	aru 20	124 D	ooomb	oor 20	124)	V	oor 1	/ Mor	ntha /	(lonu	any 20	025 5	looon	abor '	2025	
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Fiscal Considerations	_	2 3	4	J		1	0 8	10	111	12	-		1 4			7 0	9	10	1111	_	1 2	3	4		1	U	3	10 1	1 12			3	4		/	0	9	10		12
MaineCare Billing Expansion (as reflected in LD 255 & LD 386)																																	1			П				
Support revision of section 106 to increase school-based MaineCare billing																																								
MEPRI review other states' billing structures	oxdot									_										_		_	_									_	\perp			$\perp \!\!\! \perp \!\!\! \perp \!\!\! \perp$	\sqcup			_
MaineCare Early Intervention Policies including billing for consultation services																																					Ш			
Determine cost of increased staff if Part C eligibility is exanded	Ш																					\perp	\perp									\perp	4							
Determine how SEED money is used for school-based services																				_			_									_	_							_
Fiscal analysis of expansion of Part C eligibility	Ш									4													4	\perp								\perp	4				\sqcup			_
OMS Rate Study																						_			_L				\perp		<u> </u>				\perp]		
Explore Early Intervention Private Insurance Statute Centralized Billing System (as reflected in 255 & 386)																							\exists									\exists	\equiv							\exists
Institute Child Find Plan and Renaming Campaign (contained in the consideration for the refinement of the regulations included in 255) Early Intervention Renaming (Develop RFP)																																								
Campaign to build awareness of new name (as LD 255 & LD 386)																				t			1									+				+				
Child Find plan																																								
Review Developmental Delay criteria for Part C																																								
Training & Professional Development																																								
Competencies, Training & Evidence-Based Practice Coaching (as reflected in LD 255)																																								
LD 255 - Timeline (Part C Transition)	Yea	ır 1 / M	onths	s (Jar	uary 2	2022-	-Dece	mber	· 2022	2)	Yea	r 2 / N	Month	s (Jan	nuary	2023-l	Decer	mber 2	2023)		Year 3	/ Mo	nths	(Janu	ary 20)24-D	ecemb	oer 20)24)	Ye	ear 4	/ Mor	nths ((Janu	ary 20	025-Г)ecen	nber :	2025	5)
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Considerations for Department of Education (Lead Agency)																																								
Maintain oversight of 16 required components of Part C																																								
Ensure compliance by monitoring/oversight of SIEU												_																												
Interagency agreements/coordinate resources across agencies																																								
Ensure the convening of the State interagency coordinating council (SICC)																																								
Submission of annual federal reports & applications																																								
System of personnel development																																								
Build public awareness of change in PT C name (create materials that reflect renaming)																																								
Revise State Regulations to include (but not limited to): - Definition of Developmental Delay - Child Find - Identification and evaluation - Provision of service - Personnel qualifications - Procedural safeguards																																								
Considerations for State IEU (SIEU)	\vdash																			+																				
Propose revisions to statutes	<u></u>																													<u> </u>						$oldsymbol{ol}}}}}}}}}}}}}}}}}}}$				

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	Office of Special Education Programs (OSEP - federal									ш																								'					
	Approval)																						\perp		\perp								\perp			'			
	Apply for Part C Extended Option																																			'			
	Formation of Board																																						
	Study other boards, including boards in other states Define and articulate roles and responsibilities of																																						
	Define and articulate roles and responsibilities of																																						
	members of the Board Appointment by Commissioner of																																			'			
	DOE																																			'			
	- Role of the Chair and term of service																																			'			
	- Responsibilities and authority for each member																																			'			
	- Length of term for each member (stagger terms)																																			'			
	- Bylaws	-		_	_	_	_												-				+								_		+			<u> </u>	<u> </u>		_
	Executive Director hired by Board																																			'			
Staffing C	onsiderations																																						
	Reconcile collective bargaining agreements to reflect																																						
	the transition																																						
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	State-Level Transition Leadership Planning	['			
	Determine which CDS staff will transition to Part C (to																																						
	maintain existing benefits/retirement)																																						
	Examine how to use 9 existing regional sites																																						
	CDS Part C evidence-based practices training																																						
Fiscal Cor	nsiderations																																						
	Central Billing System Implemention																																			'			
	Fiscal analysis of extended eligibility under Part C option											Ш																								'			
	Determine the cost of administering Part C as an SIEU																																						
	W : 0																																			'			
	MaineCare for Part C																				\vdash	_									_	_	\perp			<u> </u>			
	OMC Data Chiefe																																			'			
	OMS Rate Study					_																																	
Camanlata	Funding formula and mechanism for Part C				_	_																_									_	_				4			
Complete	Guidance & Training																																						
	Training and Professional Development																																						
	Training and Froicessional Development																																						_
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	LD 386 - Part B 619	V-		/ N.A	.41 /						000)	. v.	0 /	/ N.A 41	/ 1		0000	.		١٥٥٥)	V	. 0 / 1	41	(1		34 D.		000	24)	V	4 / 1		/ 1					0005	- \
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	tions for Department of Education & Office of Special																																						
Services																															_					4			
	Hybrid Model: Provision of services for 3-5 year olds by																																						
	SAUs			_	_	_							_									_	\vdash								+	_	+			4			
	Build public awareness of separation of PT C & PT B																																						
	(create materials that reflect renaming)																																			4			
	Revise State Regulations to include (but not limited to):																																			'			
	- Child Find																																			'			
	- Determine eligibility requirements																																			'			
	- Identification and evaluation																																			'			
	- Provision of service																																			'			
	- Personnel qualifications																																			'			
	- Procedural safeguards																																			'			
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	Revise State Statutes & propose to committee																																						
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Considera	tions for State-Level to SAU Oversight & Responsibilities																																						
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	Contract with an independent project manager to oversee the transition															
	Consideration for how the new and existing SAU-															
	managed programs will be included in the transition planning															
	Identify components of readiness assessment to determine an SAU's capacity to assume programming															
	Consideration for how Early Childhood Learning staff will continue to partner with 4 year old public preschool															
	programs															
	Create transition resources, including resource mapping and readiness assessments, for SAUs to access to prepare for the transition of 3 and 4 year old children to SAUs.															
	Considerations for the transition of the Administrative Office staff from CDS (includes planning through transition) - Existing HR, fiscal, clerical															
	Consideration of transition to SAU oversight (hybrid model)															
Staffing Co	nsiderations															
	Reconcile collective bargaining agreements to reflect the transition															
	Develop a job description and hire a Project Manager to serve in a limited-period position				Ш											
	Analyze which positions will need to remain in Part C															
	Determine compensation package for those existing Part C staff															
	Preparedness for 282s - Identify the needs of existing CDS staff to transition to earning their 282s - Develop tiers of credentially pathways for staff, based on the identified needs															
	Implementation of credenitaling pathways															
	Full credentially of existing individuals that want to transition to SAUs															
	Retirement system considerations - Create outline for what transitioning to MEPERS will look like for someone vested and someone who is not vested - Explain how someone can opt to stay in Part C															
Fiscal Cons	siderations															
	Central Billing System															
	MaineCare School-Based Services Section - Expanding															
	the school-based services that are reimburseable through MaineCare (Ch 106 update)															
	Conduct a rate study and establish a rate structure for special purpose private preschools															
	Rate Study by OMS															
	Consideration of funding sources for 619 Services															
	Consideration of the fiscal support in the funding formula for transitioning 282s to SAUs															
	Analysis of fiscal impact on private industry															
	Fiscal management of transferring responsibility/contracts for lease spaces for existing programs to SAUs															

Consideration of programm for and budgetary impact o	f high-need students													
Consideration of those dist	ricts with public preK and													
determining how this chang	e will affect their existing													
subsidy (impact & manage	ment)													
Guidance & Training Considerations														
Inclusion Guidance Docum	ent & training													
Training and Professional [Development													