

B-5 for ME: Quality, Accessibility and Affordability of Services for Maine's Children & Families
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Abstract

Vision: *All Maine's children and their families will receive the services they need through an efficient, data-driven, evidenced-based and non-duplicative system to ensure they are ready for kindergarten.*

The Maine Department of Education, in collaboration with the Maine Department of Health and Human Services, along with many partners both internal and external to state government have put forth an ambitious but realistic plan to begin to create an aligned, efficient, and high quality mixed delivery system for children ages birth to five and their families. The accessibility of quality early care and education will be determined through reviewing available needs assessments, developing an interagency data system and conducting a statewide Needs Assessment, including strategies to determine efficiencies and unduplicated counts. In addition, the needs and availability of the workforce to provide high quality early care and education services will be examined through the Maine Roads to Quality Registry and the Needs Assessment.

The Maine Department of Education and Department of Health and Human Services, along with partners, will review current strategic plans and the information gathered from the needs assessment, to inform the development of Maine's Strategic Plan. This plan will address gaps in the birth-five mixed delivery system through coordination and collaboration between state departments and partner programs.

Parents' knowledge of available early care and education resources will be increased through the enhanced Child Care Choices website, social media and synchronization with other early care and education programs. The evidence-based Parent Ambassador Program from Educare Central Maine in Waterville will be implemented in Head Start agencies in three areas of the state, including one area with a high population of refugee and immigrant families. Transition strategies for children and families from multiple early childhood programs into kindergarten, including those developed and piloted from thirteen Preschool Expansion Grant districts, will be shared among programs to increase knowledge.

Current evidence-based training for providers will be expanded to include availability of ACES, trauma-informed, resilience training, inclusion cohorts involving teams from public and private prek program, and mini-grants to support family and center-based child care programs to meet NAFCC or NAEYC accreditation standards.

The entire project will have both a process and outcome evaluation which will include a cost-analysis to ensure proposed goals are being met. Finally, a plan for long-term sustainability ensures that the work can continue once grant funding is no longer available.

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Activity One: Maine's Statewide B-5 Needs Assessment Plan

The first step toward the state's vision, *All Maine's children and their families will receive the services they need through an efficient, data-driven, evidenced-based and non-duplicative system to ensure they are ready for kindergarten*, will be the development of a statewide Needs Assessment to determine Maine's current state of early care and education quality and the availability and accessibility for Maine families as well as to identify possible overlap and efficiencies in funding. The following stakeholders will be convened to frame the Needs Assessment planning process:

- Parents of children birth to eight (to obtain current and past use of the B-5 system),
- Maine Children's Growth Council (State Advisory Council on Early Childhood Education and Care) members,
- Maine Departments of Health and Human Services, Education and Labor staff
- Early care and education professionals from all parts of the birth-to-five system – family, friend and neighbor care, child care centers, family child care homes, Head Start, and public prek classrooms,
- University faculty and other early care and education training professionals,
- Representatives of tribal organizations,
- Representatives from Maine's refugee/immigrant communities,
- Representatives of advocacy and philanthropic organizations

This group will identify other stakeholders who will be invited to participate in the *Needs Assessment* process to ensure all entities have been included.

RMC Research will contract with Maine Department of Education (DOE), to: (1) review available data, (2) review and align key terms and definitions currently used across programs, (3)

design a system for collecting the required data, and (4) communicate results of the Needs Assessment to all stakeholders.

Baseline data on the availability of quality early care and education programs in all areas of the state will be collected. Local program owners, directors, and principals will be surveyed to determine workforce shortages and staff training needs. A concerns survey of parents will be conducted to assess access to quality early care and education that meets their needs. The stakeholders' group will determine other data needs to advise the Needs Assessment process.

Existing Needs Assessments

The Needs Assessment will be informed by data currently being collected through needs assessments required by federally funded programs (1): *Maine Department of Health and Human Services*: Child Care and Development Block Grant, Maine Families Home Visiting, MaineCare (Medicaid) and CHIP, Food Programs (SNAP & CACFP), Women, Infant and Children (WIC), TANF/ASPIRE, Maine Roads to Quality (state Professional Development Network), Community Development Block Grant and Social Services Block Grant; *Maine Department of Education*: Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Improvement Act of 2004 Part B and Part C, Higher Ed Act, and Career and Technical Education; and *Head Start/CAP Agencies*; (2) Tribal organizations and; (3) state early childhood advocacy organizations-Maine SPARK, Council for a Strong America, Maine Children's Alliance.

As the Needs Assessment is being developed, data elements to determine the number and location of vulnerable children in Maine will be included. Child poverty varies widely across Maine's sixteen counties. Piscataquis County leads the state with the highest child poverty rate at

30.5 percent, while Cumberland County has the lowest child poverty rate at 12.2 percent. In total, over 43,000 Maine children live in poverty and more than 12,000 of these children are under the age of five. Data also shows persistent disparities in child poverty rates across race/ethnicity. Analysis of the American Community Survey's five-year estimates of child poverty reveals that more than half of Maine's Black/African American children and 51% of Native American children live in poverty. Although Maine has one of the highest percentages of white people in the United States, there are two cities, Portland and Lewiston, which are major refugee resettlement communities. The majority of the refugees are from the African countries-Somalia, Sudan and The Congo. In the Portland Public Schools 51 languages are spoken, many of which are African dialects. This is in stark contrast to the 17% of Maine's white children who live in poverty. ¹ In 2015, 12,196 children under age 5 or 19.5% of all children ages 0-4 lived in poverty. Poverty rates varied between Maine counties with the more densely populated counties, Cumberland and York, having poverty rates between 11.4% to 12.2 % and the more rural counties, Somerset, Piscataquis, and Washington, having poverty rates of 21.9% to 30.5%. 44.8% percent of Maine's school children were eligible for subsidized school meals in 2017-2018²

The definitions for children who are vulnerable in the Maine Child Care Development Fund State Plan FY 2019 -2021 will be used to define this population in the Needs Assessment:

- Very Low Income refers to when the Gross Income or Allowable Net Income, adjusted to family size, does not exceed one-hundred percent (100%) of the Federal Poverty Guidelines.

¹ Maine Kids Count, 2016-2017, <https://www.mekids.org/assets/files/databooks/2017/2017MEKidsCount.pdf>

² Maine Department of Education

- Child with Special Needs refers to a) a Child up to thirteen (13) years of age, for whom it has been determined and documented by a qualified professional, that the Child has a disability as defined in section 602 of the Individuals with Disabilities Education Act (20 U.S.C. 1401); is eligible for early intervention services under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.); is eligible for services under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794); meets the definition of disability under the Americans with Disabilities Act (ADA) (P.L. 110-325); is considered at-risk for health and/or developmental problems as a result of established biological Risk Factors, and/or as a result of identified environmental Risk Factors including, but not limited to, homelessness, abuse and/or neglect, lead poisoning, and prenatal drug or alcohol exposure;
- Children who are experiencing homelessness is defined by CCDF as a child who is homeless, as defined in Section 725 of Subtitle VII-B of the McKinney-Vento Act (42 U.S.C. 11434a) (98.2).

Children with special needs, who are homeless or who are from a family with very low income, must be given priority over all other children on the Child Care Subsidy Program waiting list.

Among these three priority groups, children are selected for services on a first-come, first-served basis by county based on the date of application.

These data will inform the development of a statewide *Needs Assessment* to determine current availability and quality of early care and education programs for children across the state and particularly in rural areas and for vulnerable children. It will also identify gaps in data related to quality and availability of programming that meets the needs of working families statewide as well as the workforce needs for these programs.

Addressing Unduplicated Counts

Maine does not currently have an integrated data system that would allow ready access to information maintained across agencies nor are unique identifiers assigned to children prior to enrollment in the K-12 system. Through the needs assessment and strategic planning process afforded by the PDG B-5, Maine proposes to build interest and support across agencies and providers for establishing and framing an integrated data system that would facilitate development of unduplicated counts. For example, goals of an integrated system would include the capacity to provide unduplicated counts of where children are being served during a year and the nature of those services, including counts of children receiving multiple services by type of service. During the initial Needs Assessment activities, examination of the documentation and procedures within existing data record systems to review current strategies for addressing duplication will be completed. Next, examination of the potential duplication across data sets by implementing a process to estimate unduplicated counts will occur. The process will explore the degree of duplication of children in services/children on waiting lists that occurs when aggregating information from existing data records (e.g., those available through Pre-K, Head Start, Part C, etc.) within several distinct geographic areas. The next step will be to map providers in a defined area and then engage the various providers in those in-depth sample areas to work together to understand the types of duplication and service gaps that may be occurring. Recognizing the potential privacy issues involved, the exercise would be conducted within data-sharing confidentiality agreements. Conceptually, identifying each child served in a primary setting, documenting additional services received by the child during a given year; and finally comparing those totals with the number of children by age group in a geographic location (as estimated through Census records, school census estimates) should yield estimated corrections

that can be applied to data from current records. This process will more accurately gauge duplication that occurs when aggregating the current non-aligned record-keeping approaches and, at the same time, build interest and create demand for investment in an integrated data system. Collecting unduplicated numbers of children being served in the current programs and those awaiting services will be used to support the development of programs that meet the needs of Maine children and families.

Concurrently with the planning of the Needs Assessment, the Maine Children's Growth Council will review its membership to determine if additional members are needed to ensure the Council is representative of the entire Birth-to-5 system. If additional members are needed, a list of potential appointees will be submitted to the Governor for appointment. The Council will review the completed needs assessment and use the data collected to inform policy development.

Activity Two: Developing Statewide Birth to 5 Strategic Plan

Maine is a very rural state into which all the other New England states can fit geographically, yet it is comparatively small in population with 1.34 million people. The advantage to this reality is that state and local entities must work together. Maine has a long history of productive collaboration and developing the B-5 for ME Strategic Plan will build on that strength. Upon release of the PDG B-5 FOA, the Maine Department of Education (MDOE) sent a questionnaire to thirty-eight stakeholders in the state via Survey Monkey to determine if their groups had needs assessments or strategic plans they would share as well as their interest in involvement in the PDG B-5 initiative. Within two days, the Maine DOE received eighteen responses indicating a willingness to share assessments and plans, if they had them, and noting an excitement and willingness to not only collaborate with Maine DOE but to dedicate in-kind contributions.

The B-5 for ME Strategic Plan will outline the steps and activities needed to create a coordinated and collaborative birth to five mixed delivery early education system that will focus on the needs of children and families throughout the state. The goal of the plan is to increase the number of Maine's children in high quality early care and education programs, recruiting and supporting the early childhood workforce, increasing efficiencies in services, and addressing the issue of duplicated counts. RMC Research will lead the strategic planning development.

RMC Research will work with the grant manager to coordinate the development of the Strategic Plan and to organize a state level summit to launch the strategic planning process. The summit will bring together a wide stakeholder group (see page 1) involved with early care and education in Maine.

The Strategic Plan will be informed by data gathered through the Needs Assessment conducted during this grant and from needs assessments of federal programs (see page 2).

The stakeholders will review the provisions of the Child Care and Development Block Grant (CCDBG) Act of 2014 related to building the supply of high quality care as they develop recommendations for increasing the number of Maine's children in high quality early care and education programs. They will also consider the CCDBG collaboration requirements for coordination with the state's McKinney-Vento State Coordinator at the Department of Education and homeless coalitions throughout the state to identify and refer families to the child care subsidy program.

The plan will build on the strong partnerships between the Maine Department of Health and Human Services, the Maine Department of Education, Maine Head Start, and child care. Some examples of the results of current partnerships are:

- Maine's Early Learning and Development Standards (MELDS) have been embedded in Maine law governing public Prek, Quality for ME-QRIS (Maine's Quality Rating and Improvement System), and early childhood teacher preparation programs in higher education. The standards are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, the *Maine Infant and Toddler Guidelines for Learning and Development* and *Maine's K-12 Learning Results* through the end of kindergarten.
- Maine Roads to Quality (MRTQ) is a system of high quality professional development programs that range across a continuum that includes: on-demand access to information and resources, entry-level training, intensive on-site consultation, and high-level training for all early care and education settings. Maine Roads to Quality is a well-established and respected entity across the state and has been in existence since 1999. Maine was a national leader in the development of articulation agreements and the creation of a Core Knowledge program (180 hours of training) that could be presented as a portfolio to Maine's community colleges for up to 9 credits. MRTQ maintains a professional registry which has 11,108 current members.
- Early Childhood Higher Education Committee is facilitated by MRTQ and meets quarterly with directors and faculty from community colleges and 4-year degree programs. The University of Maine campuses with teacher education have 2+2 articulation agreements with all of Maine's 2-year community colleges. These agreements provide a seamless process for students who want to obtain a bachelors' degree in early childhood education as well as teacher certification.
- Maine DOE and MRTQ partnered in the 2014 Prek Expansion Grant (PEG) to create, pilot and launch a 30-hour training on the revised MELDS, and conduct train-the-trainer

sessions to build capacity in each PEG district as well as all Head Start agencies. They also partnered to develop the Inclusion Training/Technical Assistance pilots currently being delivered. In addition, Maine's Public Preschool Program Standards: Chapter 124 require that all public prek teachers and assistants join the MRTQ Registry. A separate track was developed for ease of approval, as pre-k teachers and assistants have already received certification from the Maine DOE.

- Public Prek, Head Start and Child Care 75% of Maine school districts offer at least one public prek classroom for children who are age 4 by October 15. Approximately 35% of Maine's public preks are in partnership with a Head Start agency, local child care or private prek programs. Local school districts apply to the Maine DOE to start or expand a public prek program. These programs receive a monitoring visit every three years and complete an annual report.
- Maine DOE and Head Start. The Early Childhood Specialist at the Maine DOE, the CCDF Administrator, and the State Part B 619 Technical Advisor meet at least quarterly with the Maine Head Start Directors' Association (MHSDA) to share strategies, troubleshoot problem areas and to maintain a strong working relationship. In February 2018, Maine DOE hired a Head Start Collaboration Director who works closely with the entities above. Currently, Maine DOE, Maine HSDA, and Part B, 619 are working on a state Memorandum of Understanding template for use in public prek and Head Start partnerships.
- Maine DOE/DHHS Interdepartmental Early Learning and Development Team serves as a collaborative team. The purpose of this team is to ensure interagency coordination, streamline decision-making, allocate resources effectively, incorporate findings from

current data and various demonstration projects statewide, and create long term sustainability for early care and education programs statewide. This team has a Memorandum of Understanding with the Maine Children's Growth Council (State Advisory Council on Early Childhood Education and Care), which outlines shared assumptions such as addressing the universal population of young children and their families while maintaining a focus on those who are vulnerable due to risks and identified needs; building on existing partnerships and being guided by current data, research and local priorities.

The Interdepartmental Early Learning Team developed a list of data elements necessary to define key terms such as quality early care and education, the characteristics of children entering kindergarten, and the characteristics of the state's Birth-to-5 workforce. An analysis of the data elements being collected by the state Department of Health and Human Services and Department of Education for federal and state reports has been completed by researchers at the University of Maine Orono. (See pp. 12 & 13).

Using PDG funds, a data specialist will be hired to lead the development of a data system based on the work done by the Interdepartmental Early Learning and Development Team. The data specialist will also work with the University of Maine data technicians to develop a data structure using the identified data elements that inform B-5 program policy decisions and facilitate Trusted Broker Agreements for sharing data between departments.

To expand the capacity of Maine's early childhood governance structure a proposal will be submitted to the Maine Legislature to reestablish the Maine State Children's Cabinet whose members were the relevant state agency Commissioners-e.g. DOE, DHHS, DOL- and other high level staff. The cabinet was created by legislation in 1999 and disbanded eight years later. The

1999 legislation read “The Children's Cabinet, referred to in this chapter as the ‘cabinet,’ is established to promote interdepartmental collaboration on children's policy development and program implementation and to support the provision of services for Maine families and children that are planned, managed and delivered in a holistic and integrated manner to improve their self-sufficiency, safety, economic stability, health and quality of life.”³ The Children’s Cabinet, if enacted with similar legislation, will be asked to support the continued development of a mixed delivery system.

As the Strategic Plan is developed, recommendations for collaboration, coordination and quality improvement among early childhood education programs, professional development systems, federally funded programs and tribal governments to meet the needs of all Maine children and families will be addressed. Current barriers to collaboration will be identified and recommended policy changes needed to improve coordination, program quality, and delivery of services will be outlined.

The following pages show examples of the *Data Linkage Map* created by University of Maine Orono. Although they do not in color in this document, one can see the work that has been completed: inventory of data sources, age of children in the system, year of first electronic data collection, percentage appearing in the state system; and, on the second map, actual data collected in each system.

³ Maine Revised Statutes, 1999, Title 5, Part 22, Chapter 439, §19124.

SAIEL Data Linkage Map

Source	Data System	Age of Children in Data System																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
MaineCare	MaineCare																					
MDOE	Infinite Campus																					
Home Visiting	Home Visiting																					
SAMHS	SAMHS																					
CDS	Case-E/CINC																					
Children's Beh Health	Enterprise Info System																					
OCFS-Child Welfare	MACWIS (Child Welfare)																					
OCFS-Childcare	MACWIS (Childcare)																					
KVCAP Head Start	COPA/Child Plus/Promise																					
Maine CDC	ChildLINK																					

Source	Data System	Year of First Electronic Data																
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
MaineCare	MaineCare																	
MDOE	Infinite Campus																	
Home Visiting	Home Visiting																	
SAMHS	SAMHS																	
CDS	Case-E/CINC																	
Children's Beh Health	Enterprise Info System																	
OCFS-Child Welfare	MACWIS (Child Welfare)																	
OCFS-Childcare	MACWIS (Childcare)																	
KVCAP Head Start	COPA/Child Plus/Promise																	
Maine CDC	ChildLINK																	

Source	Data System	Approximate Percentage of Children in the State Appearing in System																			
		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
MaineCare	MaineCare																				
MDOE	Infinite Campus																				
Home Visiting	Home Visiting																				
SAMHS	SAMHS																				
CDS	Case-E/CINC																				
Children's Beh Health	Enterprise Info System																				
OCFS-Child Welfare	MACWIS (Child Welfare)																				
OCFS-Childcare	MACWIS (Childcare)																				
KVCAP Head Start	COPA/Child Plus/Promise																				
Maine CDC	ChildLINK																				

Note: ChildLINK data shown for illustration purposes and would require approval from Maine CDC

SAIEL Data Linkage Map

General Domain	Variables	MaineCare	Infinite Campus	Home Visiting	SAMHS	Case-E/CINC	Enterprise Info System	MACWIS (Child Welfare)	MACWIS (Childcare)	COPA/Child Plus/Promise	ChildLINK
IDs	SSN										
	MaineCare ID/A-Number										
	MEDMS/DOE ID										
Demographics	Child Name										
	Child DOB										
	Child State of Birth										
	Child Born in Maine										
	Mother Name										
	Mother Maiden Name										
	Mother DOB										
	Father Name										
Service Data	Father DOB										
	Academic										
	Health										
	Social/Emo Development										
	Behavioral										
	Type/Name of Service										
	Start/End Dates										
	Dosage										
Screening/Testing Data	Cost										
	Academic										
	Health										
	Social/Emo Development										
	Behavioral										
Other Demographics	Other Data										
	Sex										
	Race										
	Ethnicity										
	Marital Status										
	Employment Status										
	Parent Education										
	Income										
Low Income Flag											

KEY:

Note: ChildLINK data shown for illustration purposes and would require approval from Maine CDC

Activity Three: Maximizing Parent Knowledge and Choice

Maine DHHS has developed a new online data base, Child Care Choices, to assist parents in their search for child care. Parents can find programs in a specified city, town, or zip code, within a selected distance, at a level on the Maine Quality Rating and Improvement System and by ages of children served. The results will be shown on a map with location of programs and licensing details are also available. The data base contains links to a description of each type of care available, center-based and family child care, nursery schools and legal, unlicensed care. Parents can also find information on selecting child care and what to look for if their child has special needs. Information on the online data base can easily be translated to over 100 different languages by clicking on the flag of the country. Child Care Choices is designed to be used on mobile devices or computers.

Proposed activities to increase family knowledge of quality and available child care and to ensure families have timely, accurate information on resources and programs available to support healthy child development include:

- Expand Educare Central Maine's Parent Ambassador Program (PAP) to three regions of the state, ensuring one in Portland or Lewiston where there is a high concentration of refugee/immigrant populations. PAP is year-long leadership and advocacy program to develop parent leaders who advocate for their children and themselves. It increases capacity for early education advocacy and many other topics that involve the family well-being. The program works to build parents' confidence and let them know how to be involved in their children's education as well influence other families by sharing their story.
- Add locations of public prek programs to Child Care Choices search.

- Create descriptive data base links to information on federal programs that support the healthy development of children such as WIC, MaineCare (Medicaid), Child Development Services (Part C and Part B), Supplemental Nutrition Assistance Program and Home Visiting.
- Distribute informational brochures on the Child Care Choices search program to the Maine Department of Labor regional offices and the Maine Department of Health and Human Services regional offices where parents apply for federal programs including TANF and ASPIRE vouchers and MaineCare (Medicaid).
- Distribute informational brochures on Child Care Choices to physicians' offices and public schools.
- Create a social media messaging campaign and public service announcements for radio and television to inform parents about the Child Care Choices web site.

Transitions between early care and education programs to kindergarten can be confusing for parents and children. To provide parents with ideas on how to ease this transition for their children, a web page for parents that focuses on the transitions between early care and education programs to kindergarten including tips for how to prepare their child for kindergarten will be created on the Maine DOE website and linked to Child Care Choices. Thirteen Preschool Expansion Grant (PEG) school districts have been working on transition plans for children into public Prek and kindergarten as part of their grant requirements. These plans will be available on the DOE and DHHS websites for anyone to use. In addition, a focus group of parents who are experiencing or have experienced early learning transitions will guide the development of the information on the website. Head Start and child care staff with expertise on working with public schools and assisting parents with transitions to school, including those for whom English

is not the first language, will provide input on the development of the website as will educators in Maine parent education programs.

Maine's Quality Rating System, Quality for ME, includes standards at each level focusing on connecting with parents. These include sharing a parent handbook on policies and program philosophy, offering parent conferences, doing parent surveys and providing parents information on their child's development. Programs are also required to make families aware of local and state resources available to them. Early care and education staff will receive information to share with parents on the new website and on additional online sites on transition such as the Office of Head Start's Early Childhood Learning and Knowledge Center (ECLKC).

Activity Four: Sharing Best Practices

Coordination of early childhood professional development systems within Maine is a function of the Professional Development Alignment Team, (PDAT) formed in 2013, a sub-committee of the Maine Children's Growth Council. Members of the team include representatives of the Head Start Directors Association, Maine Center for Disease Control and Prevention, Maine Roads to Quality Professional Development Network, Early Childhood Higher Education, Head Start Collaboration Office, Maine After School Network, Maine Families Home Visiting, Center for Community Inclusion and Disabilities Study, Child Development Services (IDEA Part C and B), Maine Association for the Education of Young Children, Office of Child and Family Services, Regional Head Start Training and Technical Assistance, and the Maine Department of Education. PDAT's overarching goal is to integrate Maine's early childhood professional development systems birth through age 8, focusing on professional development, defined as education, training and technical assistance, and to strengthen practitioner knowledge and skills for improved child outcomes. It also works to

integrate training and share best practices across the state. Some of its past accomplishments include:

- Adopted a shared definition of Professional Development as defined by *Early Childhood Professional Development: Training and Technical Assistance Glossary*, National Association for the Education of Young Children & National Association of Child Care Resource and Referral Agencies, 2011.
- Completed an inventory of current training and technical assistance initiatives offered by PDAT members.
- Assisted in the development of *Technical Assistance Competencies for Maine's Early Childhood Workforce*.
- Developed a PDAT Cross System Plan for Technical Assistance Logic Model
- Developed a PDAT Resource Bank with current professional development information and resources.
- Developed link to a statewide online Professional Development Calendar, building on the current MRTQ PDN Training Calendar

The PDAT has also engaged early childhood professional development stakeholders from across Maine in a series of activities, communications and events.

The Maine Early Care and Education Professional Development system is Maine Roads to Quality Professional Development Network (MRTQ PDN), a University of Maine System partnership between MRTQ at the University of Southern Maine and the University of Maine Center for Community Inclusion and Disability Studies (CCIDS), the University of Maine Orono's Informatics office which houses the data of the Quality rating system in Maine and the Maine After School Network (MASN). The vision of MRTQ PDN is to support the

development, implementation, and evaluation of a child care system that promotes quality and increases the affordability and availability of child care services throughout Maine. MRTQ PDN has staff in all regions of Maine with six offices spread across the state. The work of MRTQ PDN is tied to the Quality for ME system, which is Maine's quality rating and improvement system. MRTQ supports family child care providers and center-based program in achieving national accreditation through NAFCC and NAEYC respectively. They provide technical assistance and financial support for accreditation fees. Funds from the PDG will support mini-grants. In 2017, the Maine Children's Growth Council and the Maine Children's Alliance completed a report commissioned by the Maine Legislature's Joint Standing Committee on Education and Cultural Affairs because of concerns that a high number of very young children across Maine were being suspended or expelled from early care and education settings, including prek's, child care centers, family child care homes, and Head Starts. The resulting report, *The Maine Social and Emotional Learning and Development Project*, reviewed the resources available for parents and teachers and recommended the following program: The Maine Resilience Building Network training for early childhood teachers on Adverse Childhood Experiences, trauma-informed practice, and building resilience in children.

To increase access to these trainings, PDG B-5 funds will be used to contract with the Maine Resilience Building Network (MBRN) to offer evidence-based ACES and trauma-informed training in additional areas of the state. Local early care and education teachers and public pre-K teachers will receive ACES training for teachers together. As a result of this professional development, these teachers will begin to share an understanding about child and family challenges, the impact of Adverse Childhood Experiences and strategies around trauma-informed practices which are critical to working with children in child care, Head Start and

public prek settings. To scale up and replicate Maine Resilience Building Network's ACES training statewide, the program will also be added to the Maine Roads to Quality Professional Development Network training schedule.

Activity Five: Improving Overall Quality of Programming for Children Birth-Age 5

In the last four months of PDG B-5 (September-December 2019) if approved by US DHHS, funds will support an activity between the Maine DOE and MRTQ to improve the training and experiences of child care staff, prek teachers, special education staff and, administrators to include all children in their programs and support them to identify and apply strategies for addressing development and learning.

There is large variability in the training, education, and expertise of the early childhood workforce, particularly in special education. Staff may lack basic knowledge and competencies in child development, early childhood pedagogy, individualizing instruction, managing challenging behavior, promoting social-emotional development, and scaffolding learning across activities and between peers. This affects all children, including those with disabilities, and may present a challenge to providing high-quality inclusive early learning experiences. This activity will increase access to training that is geared to the needs of public prek and child care personnel and supports the necessity for improved training in high quality classrooms and inclusive practices.

Building off the success of a current pilot program (inclusion cohorts) aimed at increasing the competency of Maine's early care and education settings to serve children with disabilities or suspected delays, Maine DOE & MRTQ will fund an additional three cohorts of public prek teachers, local child care staff and administrators to receive a continuum of

professional development supports in inclusive practices. The professional development includes activities that support awareness building, increased knowledge and skills, as well as, opportunities for reflective practice and practice application within the districts home schools:

The specific activities are as follows:

- Day-long foundational training in environments in prek/child care programs, including an on-site visit to a high-quality prek classroom at Educare Central Maine. A video of the day will be created for future sustainability.
- Delivery of the 30-hour online Creating Inclusive Early Childhood Settings training to both teachers and administrators.
- Follow-up technical assistance support to the Inclusion Cohort and individual district teams to support them to 1) gain a deeper understanding of the content covered during the training; 2) apply or use the knowledge and skills learned and 3) provide a vehicle for developing a peer-to-peer exchange of ideas and resources. The technical assistance strategies will include: Three facilitated Communities of Practice for the participants.
- On-site consultation to the district teams/prek and child care classrooms. The approach will focus on training and technical assistance (consultation, and peer-to-peer network support through online communities of practice and site visits/consultation).

Organizational Capacity and Management

The Maine DOE has been designated as the lead agency for the PDG grant. Currently, Maine DHHS and Maine DOE staff work closely to ensure cross-agency collaboration through the Interdepartmental Early Learning Team. In 2017, Maine DOE created a departmental Early Learning Team which resides in Standards and Instructional Supports, part of the larger Office of

Learning Systems. The key positions involved in this work are: Sue Reed, M.S., Early Childhood Specialist, who oversees the current PEG grant and has experience with large federal grants—two Early Reading First grants and four Early Learning Opportunity Grants (while working at the University of Southern Maine). Dr. Nena Cunningham, Maine Head Start Collaboration Director, brings extensive experience as an infant-toddler master teacher, coach, and supervisor at Kennebec Valley CAP Head Start, Educare Central Maine, as well as adjunct faculty experience at University of Maine Farmington. Lee Anne Larsen, M.S., C.A.S., Early Learning Team Leader, oversaw the state’s Reading First grant and Literacy for ME initiative (Maine’s comprehensive state literacy plan) and currently administers a \$5 million MoMentum literacy pilot which is training early elementary teachers to improve early literacy instruction by using high-impact instructional strategies and iPad technology integration in high need schools. Nicole Madore, Early Childhood Monitor, who oversees approval of both public preK and special purpose preK programs throughout the state will support the work. Additionally, Crystal Arbour, State Child Care Administrator oversees the CCDBG grant along with her colleagues at Maine DHHS who lead ASPIRE, TANF, and MaineCare (Medicaid) have committed to working toward the PDG grant goals.

Maine has several other Federal, State, local, and community-level early childhood care and education initiatives that align with the proposed PDG grant activities and that will impact the implementation of a B-5 mixed delivery system. Maine DOE is in its fourth year of administering the preK Expansion Grant (PEG). Thirteen school districts currently are working at the local level on a Birth-Third Alignment plan, with a focus on ensuring successful preK to kindergarten transitions for children and their families. After a day-long kickoff meeting in September, and ongoing technical assistance from Dr. David Jacobson from the Educational

Development Center, the B-3 Teams from each district will deliver an alignment plan that meets the needs of its community. The goal of these plans is to provide the state with a variety of models to both guide state policy and serve as templates for other districts. Many public school administrators and teachers are starting with a community services inventory, so they are well-versed in what is available to families of young children. So often social services and public schools operate in silos as needs go unmet and funds unspent. This is especially prevalent in rural communities where services may be miles away. Nine out of the thirteen PEG districts are in partnership with their local Head Start agencies and, over the past three and a half years, school systems not only understand and appreciate the value of comprehensive services to low-income children and their families; but, in some cases, have found funding to continue those services in kindergarten and beyond.

The Maine DOE is also working on three activities of a Supplemental PEG grant which began in January 2018. These activities include the adaptation of Boston Public Schools' prek, evidence-based curriculum for 3-5 year old's that will be online and open-source; the implementation of an Inclusion Pilot with public prek teachers and assistants, principals and special education directors; and a Teaching Strategies GOLD (TSG) assessment pilot aimed at continuity of research-based, whole child, authentic assessment from birth (or whatever age a child enters the system) through kindergarten. Some districts have adopted TSG through second grade and many schools have worked with their local Head Start agencies to transfer child portfolios to kindergarten teachers. Once the pilot phase is complete (June 2019), the *Prek for ME* Curriculum will be revised and Maine DOE will work to partner with MRTQ to provide training and technical assistance to any child care provider who would like to access the curriculum. A goal is to pursue foundation funds to support the purchase of equipment and

materials needed to implement with fidelity. These federal initiatives have involved partnerships with Maine Roads to Quality, Maine's Professional Development Network, to bring public preschool teachers into the early childhood system.

In September 2019, the Maine DOE entered into a two-year contract with WIDA Early Learning to provide unlimited, free, online modules to any teacher/provider/administrator in the state with evidence-based training in culturally appropriate and multilingual practices for both children and their families. In addition, the contract included the purchase of 55 self-assessment kits which are available to public schools, child care and Head Start programs who enroll a large number of English Learners

At the state level, Maine enacted Chapter 124: Basic Approval Standards Public Prek Programs, 20-A MRSA §4271(4), which not only encourage public/private partnerships, but actively promote them by allowing blending of funding-state and local public preschool funding, child care vouchers, Head Start, and private pay. When public schools are planning to open or expand their preschool programs, they must involve local child care programs to determine the needs of their community. Family child care and center-based programs that have achieved a Level IV on Maine's QRIS and employ an early childhood certified teacher may contract with their local public schools for preschool slots. In many cases, low-income children have attended these centers since they were infants and toddlers and have access to public preschool without transitioning from their current program. In addition, public preschool funding reduces the burden on parents who are paying for or have vouchers for child care. This is a model that needs to continue to grow, especially in more rural regions. Maine Roads to Quality has received private foundation funding to support NAEYC and NAFCC accreditation cohorts. At the state level the formation of the cross-agency Birth-Third Team has also begun work with Dr. Jacobson. The members of

this team are from both DHHS and DOE and include: Deputy Director Office of Learning Systems, Early Learning Team Leader, USDA/CACFP Program Director, Early Childhood Monitor, CCDBG director, Part C & B staff, EC specialist, Student Support Specialist-including nursing, anti-bullying), McKinney-Vento Liaison, Title III coordinator, elementary literacy and math specialists, CACFP director, licensing and subsidy representative, and ESEA Federal Programs and Title I Director. The goal of this team is to learn first about how each position interacts with young children and their families and begin to look at connections and possible overlaps. This group may incorporate the Interdepartmental Early Learning Team as it begins to work on similar issues. Currently, there is 100% overlap between the two entities as the Birth-Third Team has just begun its work.

Maine DOE will have the organizational capacity administer the funding and manage the development and sustainability of the required grant activities. Upon notification of funding, the Department will advertise for a PDG Grant Administrator and an Early Childhood Data Specialist. A half-time administrative position will also be sought or contracted. Members of the Early Learning team as well as representatives from DHHS, will share the responsibilities of reviewing, interviewing and hiring the Grant Administrator and will work the state's data team to hire the Data Specialist. The Interdepartmental Early Learning Team will meet immediately with Dr. Chris Dwyer and her team at RMC Research to begin the plan for the Needs Assessment. Dr. Linda Warren, President of Early Childhood Associates will lead the evaluation. The Maine DOE will establish a standing weekly meeting for coordination of project components, etc.

Maine's Mixed-Delivery System and Vision Statement

The Maine Early Childhood Education System is made up of many distinct parts with different funding sources, requirements and application procedures. Program managers in the Maine Department of Education and the Maine Department of Health and Human Services and local program directors have worked together to coordinate program requirements and training in several ways.

Maine's Early Learning and Development Standards (MELDS) are an important example of collaboration across departments and programs. The standards have been embedded in Maine law governing public prek, Quality for ME-QRIS (Maine's Quality Rating and Improvement System), and early childhood teacher preparation programs in higher education. The standards are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, the *Maine Infant and Toddler Guidelines for Learning and Development* and *Maine's K-12 Learning Results* - through the end of kindergarten.

Quality for ME, the Maine Quality Rating and Improvement System, a four-step program, was designed to recognize early care and education programs (family child care programs, center-based child care programs, Head Start programs and school age care child care programs) that provide quality care, to encourage providers to increase their level of quality and to provide parents with information on a program's level of quality. Revision of the Quality for ME, Quality Rating System is being studied with the goal of expanding enrollment and including public school pre-K programs. Parents can search for child care programs and learn their QRIS level through the online data base, Child Care Choices. Parents in Maine qualify for a double child care tax credit when they enroll their child in a QRIS Level Four program.

Maine Roads to Quality Professional Development Network (MRTQ PDN) is a University of Maine System partnership between MRTQ at the University of Southern Maine and the University of Maine Center for Community Inclusion and Disability Studies (CCIDS), the University of Maine at Orono's Informatics office which houses the data of the Quality rating system in Maine and the Maine After-School Network (MASN). The vision of MRTQ PDN is: *To support the development, implementation, and evaluation of a child care system that promotes quality and increases the affordability and availability of child care services throughout Maine.* MRTQ PDN does this through a system of high quality delivery services that range across a continuum—from on-demand access to information and resources, to entry-level training, to intensive on-site consultation to high-level training ---with the goal of increasing provider knowledge, skills, and abilities in providing high-quality, accessible affordable care to Maine children and families. To that end, MRTQ PDN supports all ECE settings: Family Child Care, Legal Unlicensed (or Family Friend and Neighbor FFN), Center based programs, Public Prek programs, and School age child care programs.

MRTQ PDN has staff in all regions of Maine with six offices spread around the state. The training, technical assistance, and the MRTQ registry support all ECE practitioners in Maine. The work of MRTQ PDN is tied to the Quality for ME system, Maine's quality rating and improvement system.

Public Prek Programs have grown in the past 10 years from 19% of four-year-olds enrolled in 2008 to 38.8% in 2017. Almost 75% of Maine school districts offer at least one public Prek classroom. Public prek programs are approved and monitored by Maine Department of Education and funded through its Essential Programs and Services (EPS) formula, and/or through local school budgets. In 2014, the Maine Legislature passed a law to encourage public

Prek programs at all Maine school districts by the 2018-2019 school year with voluntary participation. Approximately 35% of Maine's public preks are in partnership with a Head Start agency, local child care or private prek programs. In 2006, Maine's Interagency Funding Collaboration Task Force developed guidance for integrated funding for comprehensive, quality early care and education programs and services. The Statement of Commitment to Partnership for Early Care and Education was signed by the Commissioners of the Maine Department of Health and Human Services and the Maine Department of Education and paved the way to expanded collaborations to better serve Maine's young children. ⁴

Maine children are eligible for public prek if they turn four by October 15. The enrollment process is locally controlled. Some districts use a lottery, some target around income level and a few take all children. The Department of Education uses program monitoring reports to design training and technical assistance for prek programs. Child Care and Head Start programs which are prek partners are required to maintain a Step 4 rating on Quality for ME the Maine Quality Rating and Improvement System.

The current Department of Education Public Preschool Standards, Chapter 124, require a school district to meet with local child care providers and Head Start when planning a pre-k program. There is also a requirement to connect to community entities and services including Child Development Services (Part B and Part C) as available in a local area.

Early Head Start and Head Start services are provided through eleven grantees plus three tribal grantee communities. Each program covers a specific region within the state and partners with multiple entities to assure low-income children and their families have access to high quality

⁴ Maine's Interagency Funding Collaboration Taskforce, (2006), Funding Collaboration Guide for Early Care and Education Partnerships in Maine.

programming. The Maine Head Start Directors Association meet regularly to streamline services and collaborate with external stakeholders. In 2017, 3,201 children were enrolled in programs throughout the state.

Early Head Start (EHS) programs provide family-centered services for low-income families with infants and toddlers. These programs are designed to promote the development of the children, and to enable their parents to fulfill their roles as parents and to move toward self-sufficiency. Currently, Maine has 842 EHS funded slots within five delivery options; EHS Center Based care, EHS Home Based services, EHS Child Care partnership programs, EHS combination options, and EHS for Pregnant Women.

Head Start (HS) programs provide family-centered services for low-income children ages 3-5 and their families. In Maine, 2,308 children are enrolled in one of the delivery options; HS Center Based Full Day/Full Year, HS Center Based Part Day/Part Year (5 days per week with double sessions), HS Center Based Part Day/Part Year (4 days per week with double sessions), HS Home Based option, and HS Combination option and 856 are co-enrolled in public prek partnership classrooms.

Licensed Child Care Maine has 1,823 licensed child care programs with 1043 or 57.1% of these providers licensed as family child care providers and 783 or 42.9% child care centers.⁵ This indicates a slight increase in the number of licensed providers since 2016 when Maine had 1,785 licensed child care providers with 58.5% of these family child care providers and 41.5% child

⁵ ICF (2018) 2018 Maine Market Rate Survey, Office of Child and Family Services, Maine Department of Health and Welfare. Web: <https://www.maine.gov/dhhs/ocfs/ec/occhs/childcare/ME%20MRS%202018%20Report.pdf>

care centers.⁶ Of these providers, 487 centers, 439 licensed FCC, and 4 nursery schools are enrolled in the Quality for ME, Quality Rating and Improvement System (QRIS). Licensing of child care programs is done by 17 licensing staff in the Department of Health and Human Services, Center for Disease Control, Child Care Licensing Unit for a ratio of 100 to 130 programs per licensing staff.

Family, Friend, and Neighbor Care Maine is a large state with many small towns without a licensed child care program. Consequently, many Maine families depend on family, friend and neighbor care. Last year 245 legal, unlicensed programs received Child Care Development Fund Block Grant vouchers through the Office of Child and Family Services. The Office for Family Independence provided funding for care in 95 legal, unlicensed programs last year through TANF and TANF Transitional funding.

A strategic plan for supporting family friend and neighbor (FFN) care was developed in 2009. While dated, the plan includes some timely data elements that still bear consideration. Some of recommendations include: (1) Develop opportunities for regular communication with FFN caregivers and families who use FFN care, (2) Include FFN care in Maine's planning, research, and evaluation effort, and (3) Develop or adapt materials to provide information to families and FFN caregivers on supporting children's development and school readiness.⁷

Child Care Subsidy The Office of Family Independence (OFI), an office within the Maine Department of Health and Human Services, determines a family's financial eligibility for a wide range of public assistance programs including TANF, MaineCare (Medicaid), Child Health

⁶ Maine Children's Alliance (2017) 2017 Maine Kids Count. Web: <https://www.mekids.org/assets/files/databooks/2017/2017MEKidsCount.pdf>

⁷ Early Childhood Division, Office of Child and Family Services, Maine Department of Health and Human Services (2009) Supporting Family, Friend and Neighbor, Child Care. A Strategic Plan for Maine. Web: <https://www.maine.gov/dhhs/ocfs/ec/occhs/ffn-report.pdf>

Insurance Program (CHIP) Food Supplement (SNAP), and Emergency Assistance as well as the Child Care and Development Fund Block Grant (CCDBG) child care vouchers. Parents receive information on other available programs when their eligibility for CCDBG vouchers is determined.

After parents are determined income eligible for CCDBG vouchers they submit work schedule and provider information to the Office of Child and Family Services to complete their voucher application. In September 2018 4,849 children were served through CCDBG child care subsidies.⁸

Maternal and Infant Care Home Visiting The Maine Families Home Visiting program is grounded in prevention and is designed to promote child development, positive parenting, enhanced parent-child relationships, and child health and to prevent child abuse and neglect. The program is offered to pregnant women and their partners or parent(s) whose baby is up to 3 months of age. Enrollment occurs on the first home visit. Family visits are available at a frequency that is based on family need. The program is available in all Maine counties and tribal sites. Funds include federal MIECV, TANF, and MOE funding from the State General Funds.

Part C and Part B, Section 619 of IDEA In the State of Maine, Early Intervention, Part C, birth through two years and Early Childhood Special Education, Section 619, ages three to school age five is administered through an Intermediate Educational Unit known as Child Development Services (CDS). CDS provides both Early Intervention (birth through two years) and Free Appropriate Public Education (for ages three through five years) and resides in the Maine Department of Education. The CDS system ensures the provision of special education rules, federal and state regulations statewide, through a network of regional sites.

⁸ Maine Department of Health and Human Services, (September 2018) Child Care Subsidy Report

CDS consists of nine regional sites and a state office. The state CDS office maintains a central data management system, system-wide policies and procedures, and provides centralized fiscal services for regional CDS sites.

Regional CDS sites provide case management and direct instruction for families with children from birth through school age five. Each site conducts Child Find, which is the process of identifying children with disabilities. Screenings and evaluations are provided in order to identify children who are eligible for services. Regional CDS sites arrange for local services that include early intervention and special education and related services for eligible child from birth to school age five and their families either through an Individualized Family Service Plan or an Individualized Education Program. As of 10/16/18, CDS is serving 1,287 children birth through age two and 3,673 children ages three through school age five.

The state's vision: *All Maine's children and their families will receive the services they need through an efficient, data-driven, evidenced-based and non-duplicative system to ensure they are ready for kindergarten* will be advanced by the activities in this proposal and continuing to work across programs and departments.

Collaboration with members of the Maine Children's Growth Council and program managers in the Department of Education and the Department of Health and Human Services, and the Department of Labor will increase coordination of services. Proposing legislation to resurrect the Maine State Children's Cabinet which was created through legislation in 1999, "The Children's Cabinet, referred to in this chapter as the "cabinet," is established to promote interdepartmental collaboration on children's policy development and program implementation and to support the provision of services for Maine families and children that are planned, managed and delivered in a holistic and integrated manner to improve their self-sufficiency,

safety, economic stability, health and quality of life.”⁹ will, if enacted, support the continued development of a mixed delivery system.

⁹ Maine Revised Statutes, 1999, Title 5, Part 22, Chapter 439, §19124.

TIMELINE B-5 for ME: January 1-December 31, 2019 (#) denotes Goal														
Activity	Tasks	Lead (Partners)	J	F	M	A	M	J	J	A	S	O	N	D
<i>Hire PDG Grant Director, EC Data Specialist and Admin. Ass't. (1)</i>	Advertisements placed, interviews held, positions offered	DOE	x											
<i>Contract with RMC Research for Needs Assessment & Strategic Plan (1)</i>	State contracting process completed	DOE	x											
<i>Confirm scope of needs assessment in conjunction with MCGC and stakeholders (1)</i>	Refine research questions & finalize needs assessment work plan	RMC (DOE, DHHS, MCGC)	x											
<i>Inventory data sources & organize existing data (1)</i>	Compile/reconcile definition & polices of various programs/agencies	RMC (DOE, DHHS)	x	x										
	Compile data about available services & quality/children served	RMC (DOE, DHHS)		x	x									
	Organize information in format for interpretation (e.g. comparisons)	RMC			x	x								
<i>Gather information from stakeholders re: barriers, gaps, opportunities (1)</i>	Identify stakeholders/opportunities for convening	RMC (DOE, DHHS)		x										
	Conduct interviews & focus groups	RMC (DOE, DHHS, MCGC)			x	x								
	Summarize themes	RMC				x								
<i>Collection of targeted data to address priority information gaps (1)</i>	Determine priorities	RMC (DOE, DHHS, MCGC)		x	x									

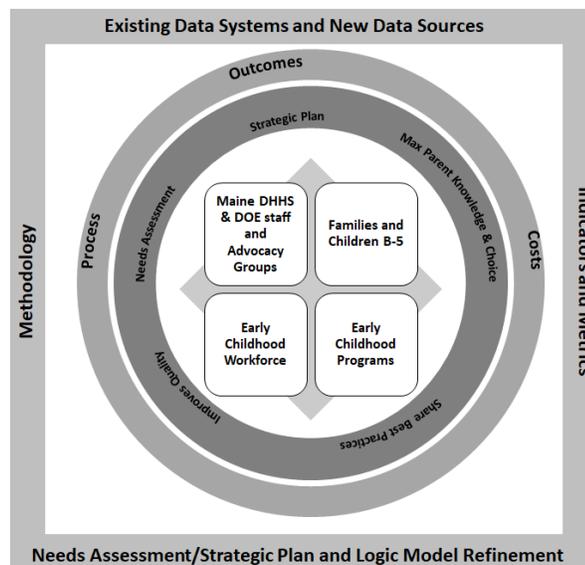
	Develop approach/instruments/sample	RMC				x												
	Conduct data collection, including protocol for unduplicated counts	RMC				x	x	x										
<i>Prepare synthesis needs assessment report (1)</i>	Summarize data	RMC					x	x	x									
<i>Examine how needs assessment built on existing data and engaged stakeholders (1)</i>	Document reviews; map role and engagement of stakeholders and assess stakeholder satisfaction with the process	ECA						x	x									
	Prepare infographics	RMC							x									
<i>Support design of strategic planning process (2)</i>	Prepare plan of convening stakeholders & providing consultations	RMC (DHHS, DOE, MCGC)							x									
	Facilitate planning sessions/document session results	RMC (DHHS, DOE, MCGC)							x	x	x							
<i>Examine ways plan intentionally increases access and quality (3)</i>	Create linkage maps to show relationship between plan and increased access and quality	ECA								x								
	Prepare recommendations/options	RMC							x	x	x							
	Test viability of recommendations with stakeholders	RMC (DHHS, DOE, MCGC)								x	x							
<i>Map stakeholder involvement and perceptions of process (2)</i>	Gather demographic data on stakeholders; administer collaboration survey and conduct interviews	ECA									x	x						
	Prepare and deliver final strategic plan	RMC									x	x						

<i>MCGC Membership reviewed (2)</i>	Governor appoints new members as appropriate	MCGC (DHHS, DOE)			x													
<i>Analysis of membership and governance structure</i>	Analyze for potential for new partnerships and governance features to support PDG goals	ECA			x	x												
<i>Create an interagency data system (2)</i>	Review Maine Data Linkage Map & determine essential B-5 data sources & linkages	DHHS, DOE & DOL Data System reps.		x														
	Execute Trusted Broker Agreement with UMaine	DHHS, DOE, DOL, UMS			x	x												
	Create data system & pilot	DOE, DHHS				x	x	x										
<i>Examine features of data system including elements and use for continuous improvement (2)</i>	Interviews with developers and potential users of the system	ECA						x	x									
<i>Recreate Children's Cabinet (2)</i>	Review governance structure, add members	DOE, DHHS, DOL				x	x											
<i>Add to & promote Child Care Choices Website (3)</i>	Add Head Start & Public Prek locations/information to website	DHHS (DOE)		x														
	Develop & implement ad campaign & PSA	DHHS (DOE)				x	x	x	x	x								
	Kindergarten transition information on Child Care Choices website	DOE			x													
<i>Expand Parent Ambassador Program (PAP) (3)</i>	Identify 3 regions for expansion and deliver training. One region is high refugee settlement area	Educare-KVCAP (DOE)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<i>Examine information accuracy, quality and accessibility and usage</i>	Product reviews, web analytics; family and agency surveys and family/provider focus groups	ECA				x	x	x	x	x	x							
<i>Provide more access to ACES & Trauma Training (4)</i>	Contract with MRBN & offer training throughout the state	MRBN (DOE, MRTQ)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	X

<i>Determine whether Training addresses issues faced by vulnerable families and children (4)</i>	Family and provider surveys on relevance, usability and impact & interviews	ECA															
<i>Kindergarten Transition Plans created & available (3, 4)</i>	Add transition plans from 13 PEG districts to multiple websites	DOE (DHHS)					X	X	X	X	X						
<i>Determine effectiveness of process on engaging schools, providers, families and children's experiences (4)</i>	Document reviews; Transition surveys; web usage and family interviews	ECA										X	X	X	X		
<i>Contract with MRTQ for Accreditation mini-grants (4)</i>	Distribute mini-grants through application and review process	MRTQ		X	X	X	X	X	X	X							
<i>Deliver Inclusion Training/Conduct COPs (5)</i>	Contract with MRTQ	DOE										X					
	Advertise & recruit 3 regional cohorts	DOE (MRTQ)									X						
	Participants complete training & technical assistance via COPs	MRTQ										X	X	X	X		
<i>Determine usefulness and impact of training on programs and children (5)</i>	Inclusive Profile Survey; focus groups	ECA															X

Program Performance Evaluation Plan

Maine DOE will contract with Early Childhood Associates (ECA) to conduct the evaluation. ECA has developed a logic model which outlines the path toward the proposed five of B-5 for ME and links with specific activities aimed at meeting targeted short and long-term outcomes. It also presents the evaluation questions and methodology that frame the evaluation. As the figure below shows, the evaluation will include three components: 1) Process evaluation, 2) Outcome evaluation and 3) Cost analysis.



The figure above shows the four elements of the evaluation design that frame the process, outcomes, and costs evaluation components: (1) Needs Assessment/Strategic Plan and Logic Model Refinement; (2) Existing Data Systems and New Data Sources; (3) Indicators and Metrics; and (4) Methodology. The goal of this approach is to understand the broader management structure and partnerships in the state.

The ***Process Evaluation*** will capture how resources and partnerships are leveraged and how well project activities are implemented and will be refined through a process of continuous

improvement as performance measurement data is collected to assess adherence to timelines and outcome data.

Existing Data Systems and New Data Sources: Maine DOE possesses a data management system, which will be updated and refined throughout the PDG funding period. ECA will examine the extent to which the data management system has integrated elements relevant to the PDG project, expanded across different sectors, established a governance process and data protocols for monitoring and sharing confidential information. The evaluation team will work with the DOE to identify new data sources to complement program and service data collection and reporting, and to revise the data elements as needed. The goal is to create a continuous learning environment where data is consistently used to guide programmatic and fiscal decision-making by collecting and analyzing data linked to the key PDG activities as close as possible to real time. ECA proposes holding monthly meetings to share progress on key PDG indicators and to discuss ways to re-allocate resources, adjust activities as needed, and address gaps in data.

Indicators and metrics: The evaluation will look at descriptions of the assessment process (Goal 1); the degree to which the strategic plan engages partners and aligns with needs assessment findings (Goal 2); website usage/ease of use (Goal 3); responsiveness of new transition plans to district needs, ACES curriculum, and other training materials (Goal 4); and ways the inclusion pilots promote high quality practices (Goal 5).

Data collection methodology: The primary performance/process data collection activities include ongoing project document review, key interviews, observations of the five key project activities, focus groups with families, and analysis of administrative and program level data.

The ***Outcome Evaluation*** is to estimate the short-term effects on children and families associated with the project activities; the changes in program practices and provider knowledge and skills; and the impact on the state in creating a strong infrastructure and partnerships to reach their overall vision.

Indicators and metrics: The outcome evaluation will track outcomes relevant to the respective target population of the PDG activities, such as increase in partnerships, families linked to high quality programs and supports, parent involvement in children's transitions, changes in children's learning linked to ACES training, and provider competency in using evidence based high quality practices.

Data collection methodology: The outcome evaluation data analysis will use descriptive statistics and correlational techniques supplemented with targeted interview data, information from the state data base, and other sources. At the state and community levels, ECA will collect data on collaboration at multiple points to determine which types of collaboration relate to access and quality of early care and education programs. ECA will analyze collaboration survey results using basic descriptive statistics to determine frequencies, means and standard deviations as well as inferential statistics to test the relationship among variables. ECA will assess the extent to which transitions align with evidence-based practices, collect pre-and post-assessment data on inclusion practices, and data on website usage. ECA proposes to survey parents three times to capture changes in experiences, level of family engagement, child behavior, and reflections on children's school readiness. Parents will be paid \$30 for completing the surveys.

Cost Analysis will be the third evaluation component of the PDG components and a preliminary estimate of the cost effectiveness of the PDG programming derived by combining the cost data with estimates of outcomes.

Indicators and metrics. The cost study will draw upon a review of financial records, interviews with project staff, and a review of costs models. Interviews will probe for information on measures such as the costs of quality improvement activities, how actual expenditures differed from budgets, and how other resources were used (in dollars or in hours of labor).

Data collection methodology: ECA first will examine budgets prepared by Maine DOE including MOUs negotiated with partners and subcontractors, and financial expenditure data. ECA will work closely with the DOE fiscal contact to track start up and ongoing costs throughout the grant period. Second, we propose including cost related questions in the interview guides used for the process and implementation study. ECA will conduct onsite interviews with key personnel or remotely with the fiscal contact at Maine DOE and financial staff in school districts and service agencies and will prepare estimates of annual costs by project activity and target populations as well as cost effectiveness by comparing costs with data on outcomes.

Vision: All Maine’s children and their families will receive the services they need through an efficient, data-driven, evidenced-based and non-duplicative system to ensure they are ready for kindergarten.

LOGIC MODEL

Goal 1: Determine the current state of early care and education quality and access for Maine families.		
Target Population: Maine DHHS & DOE staff, families with children birth-5, early childhood workforce, advocacy groups		
Objective(s)	Inputs/ Resources	Activities/Outputs
Conduct Statewide B-5 Needs Assessment	<p>PDG funding for contractor, RMC Research, to develop needs assessment and analyze</p> <p>Existing needs assessment data from early care and education stakeholder groups</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Convene stakeholders representing B-5 systems including families to frame the needs assessment process • Review existing needs assessment data to inform the needs assessment questions • Develop data collection strategies, gather, and analyze data and complete needs assessment. • Maine’s Children’s Growth Council (MCGC) reviews Statewide Needs Assessment findings <p>Output:</p> <ul style="list-style-type: none"> • Statewide Needs Assessment Report
Ensure that MCGC is representative of entire B-5 system	Current MCGC membership	<p>Activities:</p> <ul style="list-style-type: none"> • Review Needs Assessment data to determine if additional MCGC stakeholders are needed/prepare list of potential appointees • Governor appoints additional MCGC members • Use needs assessment data to inform policies. <p>Outputs:</p> <ul style="list-style-type: none"> • Updated MCGC membership • Communication strategy to share needs assessment findings

Short Term Outcomes 1/1-12/31/19	Long Term Outcomes 1/1/20-12/31/22
<ul style="list-style-type: none"> ▪ Structures and processes are in place to assess needs related to access to high quality early care and education for Maine families. ▪ Shared understanding among multiple stakeholders (including parents) of the current landscape of Maine’s ECE mixed service delivery system, including counts of children served and on waitlists, unduplicated count of children who need ECE, program quality, coordination, availability and delivery of early education and family services ▪ Statewide needs assessment data that informs system wide strategic planning, inclusive of all target populations 	<ul style="list-style-type: none"> ▪ Broader coalition of stakeholders to drive and support the B-5 system. ▪ Ongoing process for assessing early education and care quality and access for families at multiple points ▪ Revisit needs assessment in 2021
Evaluation Questions	Evaluation Methodology
<ul style="list-style-type: none"> ▪ How did the needs assessment (NA) process build on existing data and stakeholder input? ▪ Was the process inclusive of a representative group of stakeholders? ▪ How were families, programs, and providers involved in the process? ▪ How has the MCGC membership expanded? Is it representative of the target population and geographic regions? ▪ What were stakeholder perceptions of the process? ▪ Did NA process result in a report of sufficient scope and detail to lay the foundation for strategic planning? 	<ul style="list-style-type: none"> ▪ Document review including needs assessment questions; data gathering strategies, Meeting agendas; #, role and level of engagement of stakeholders; communication plans and distribution channels ▪ MCGC membership mapping ▪ Stakeholder interviews

Goal 2: Develop a strategic plan to address gaps in Birth-5 mixed delivery system		
Target Population: Maine DHHS & DOE staff, families with children birth-5, early childhood workforce, advocacy groups		
Objective(s)	Inputs/ Resources	Activities/Outputs
Create a document that guides the work of PDG based on needs assessment and outlines activities, timelines, staff, and rationale	<p>PDG funding to contract with RMC Research to lead strategic plan development</p> <p>Strategic plans from other Maine agencies serving children and families</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Coordinate with Maine Children’s Growth Council to develop and complete Strategic Plan and to ensure participation of all stakeholders, including strong parent representation • Develop a set of agreed upon child, family, program quality and workforce indicators to track progress over time. <p>Outputs:</p> <ul style="list-style-type: none"> • Strategic Plan with clear steps for both short- and long-term implementation including collaboration, coordination, and quality improvement activities among ECE programs in Maine
Create an interagency data system Build platform at DOE to incorporate Birth-5 data	<p>Maine Data Linkage Map</p> <p>PDG funding for Data Specialist at DOE to lead development of data system</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Review and update Data Linkage Map • Convene representatives from Maine Data Systems as outlined in Data Linkage Map (pp. 12 & 13) to determine essential Birth-5 data sources and data linkages (e.g. child, family and workforce data) for pilot system • Pilot data uploaded to DOE and/or shared through Trusted Broker agreement with University of Maine • Collaborate with DOE data technicians to prepare for data entry • Continue to build and refine SLDS at DOE and link to DHHS/DOL <p>Output:</p> <ul style="list-style-type: none"> • Initial data to inform Strategic Plan
Expand capacity of Maine’s early childhood governance structure by resurrecting Maine State Children’s Cabinet (DHHS & DOE Commissioners and staff)	Membership & by-laws of Children’s Cabinet	<p>Activities:</p> <ul style="list-style-type: none"> • Examine existing governance structure to assess representativeness; role; governing processes and overall performance • Add members as needed • Adjust and refine management, internal processes and front line practices as needed <p>Output:</p> <ul style="list-style-type: none"> • Recommended membership and by-law revisions

Short Term Outcomes 1/1-12/31/19	Long Term Outcomes 1/1/20-12/31/22
<ul style="list-style-type: none"> ▪ Clearly articulated approach and action plans that specify strategies and steps for expanding partnerships, access, parent choice, evidence-based practices, quality, shared measurement, and governance. ▪ State agency staff and stakeholders implement tasks outlined in plan. ▪ Increased partnership opportunities ▪ Trusted Broker agreement signed & DHHS/DOE/DOL data linkage piloted ▪ Updated membership and bylaws of Children’s Cabinet 	<ul style="list-style-type: none"> ▪ Aligned policies and practices across partner agencies and organizations to implement a Birth -5 plan. ▪ Increased participation of children and families in Birth-5 services. ▪ Well-designed data infrastructure for storing and reporting data ▪ Increased data availability and use including increased collection of and access to data relevant to Maine’s PDG goals and activities ▪ New policies and practices that support collaboration ▪ Increased partnerships to support access and quality
Evaluation Questions	Evaluation Methodology
<ul style="list-style-type: none"> ▪ Does the strategic plan provide opportunities to increase access and improve quality across Birth-5 system? ▪ Does the strategic plan include data elements and indicators for assessing progress and inform needed revisions to the plan over time? ▪ How did the strategic planning process engage stakeholders? ▪ How are partners throughout the EEC system leveraging resources to enhance coordination, reduce duplication? ▪ Is there a data collection and reporting system in place to promote continuous improvement? ▪ To what extent does the strategic plan identify priorities and activities that link to goals of specific target populations? ▪ Did it refine the governance structure to better support B-5 goals? In what ways? 	<ul style="list-style-type: none"> ▪ Document reviews to determine strategic plan alignment with needs assessment and stakeholder priorities and links to target populations; data elements ▪ Focus groups and targeted interview with stakeholders on perceptions of the process ▪ Interviews with stakeholders on ways to prepare and share data for continuous improvement ▪ Stakeholder and collaboration surveys ▪ Analysis of the refined governance structure to assess potential for new partnerships and features that support the B-5 goals and activities.

Goal 3: Maximize parental knowledge and choice		
Target Population: Families and guardians of children birth-age five		
Objective(s)	Inputs/ Resources	Activities/Outputs
<p>Increase family knowledge of quality and available child care</p> <p>Provide families with resources on transition to kindergarten</p>	<p>Needs Assessment Results</p> <p>PDG funding for website</p> <p>Current P-3 transition development in 13 PEG districts</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Make recommendations for family outreach based on needs assessment findings • Add list of Head Start and public Prek programs to Child Care Choices Website • Develop and implement ad/communications campaign/PSA created for Child Care Choices website • Kindergarten transition information available on Child Care Choices website • Create descriptive data base links to information on federal programs that support the healthy development of children <p>Output:</p> <ul style="list-style-type: none"> • Multiple (e.g. High- and low-tech) access points for families to choose ECE settings that work for them
Short Term Outcomes 1/1-12/31/19		Long Term Outcomes 1/1/20-12/31/22
<ul style="list-style-type: none"> ▪ Enhanced Child Care Choices website ▪ Increased parent awareness and access to child care choices, with more parents accessing child care choices website 		<ul style="list-style-type: none"> ▪ Robust, effective consumer information system to support parents in child care choice decisions and access to available services to meet their needs ▪ Families are linked to services they need and access services when they need them ▪ Explore concept of mobile app for parents to apply for services
Evaluation Questions		Evaluation Methodology
<ul style="list-style-type: none"> ▪ Are parents provided with timely, accurate information about the variety, quality, access and affordability of early education and care and other resources? 		<ul style="list-style-type: none"> ▪ Product reviews, web analytics for continuous reporting; family survey; family and provider focus groups.

Goal 4: Share practices that are evidence-based		
Target Population: Early childhood practitioners of children birth-age five		
Objective(s)	Inputs/ Resources	Activities/Outputs
Increase access to ACES & Trauma Informed Training	<p>PDG funding to contract with Maine Resilience Building Network</p> <p>Maine Roads to Quality (MRQ) Professional Development Network and Regional staff</p> <p>Existing resources on Early Childhood Workforce and best PD practices</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Contract with Maine Resilience Building Network to offer evidence-based ACES & Trauma Informed training • Target, promote, and implement ACES & Trauma Informed training • Scale up and replicate ACES & Trauma Informed training. <p>Output:</p> <ul style="list-style-type: none"> • Local child care providers receive ACES & Trauma Informed training with public school personnel.
Improve transitions from early childhood programs to kindergarten	<p>Transition plans developed by 13 PEG districts</p> <p>Head Start Transition Plan resources</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Finalize Transition Plans • Modify website design for Inclusion of Plan on Maine DOE & DHHS website <p>Output:</p> <ul style="list-style-type: none"> • Posted Transition Plans
Short Term Outcomes 1/1-12/31/19		Long Term Outcomes 1/1/20-12/31/22
<ul style="list-style-type: none"> ▪ Public school and local staff are more familiar with ACES and share a common knowledge and terminology about child and family challenges. ▪ Increased trainer availability and capacity to work with more providers and educators within Birth- five system ▪ Enhanced ACES-related practices and programs to meet specific population needs in Maine ▪ Communication Plan for accessing Transition documents; increased use of plans for agencies, public schools and families. 		<ul style="list-style-type: none"> ▪ Increased access to evidence based services across the birth-5 system ▪ Improved transitions from programs to elementary schools
Evaluation Questions		Evaluation Methodology

<ul style="list-style-type: none"> ▪ In what ways does ACES & Trauma Informed training increase program and provider capacity to address the issues vulnerable children and families face? ▪ Are children and families more engaged and successfully participating in learning? ▪ How has the project increased partnerships around sharing best practices? ▪ How do the activities promote/increase parent involvement in children's learning and smooth transitions for children? 	<ul style="list-style-type: none"> ▪ ACES & Trauma Informed training provider surveys on relevance, usability and impact of the training. ▪ Child records to examine developmental milestones, attendance and special need requirements. ▪ Family, agency and public school surveys on effectiveness and efficiency of transition practices and perceptions of the process.
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Goal 5: <i>Improve overall quality of programming for children birth-age five (October-December 2019)</i>		
Target Population: Early childhood practitioners who work with children birth-age five		
Objective(s)	Inputs/ Resources	Activities/Outputs
Sustain and build MDOE and Maine Roads to Quality partnership	PDG funding to add cohorts for evidence-based inclusion training and communities of practice 2018 Maine Pre-K Inclusion Pilots and Initiatives	Activities: <ul style="list-style-type: none"> • Offer three more cohorts for evidence-based inclusion training and communities of practice • Private providers and public schools participate in joint training. Output: <ul style="list-style-type: none"> • 45 staff trained in evidence-based inclusion practices
Short Term Outcomes 1/1-12/31/19		Long Term Outcomes 1/1/20-12/31/22
<ul style="list-style-type: none"> ▪ Increased knowledge, beliefs and confidence in building an inclusive model of services for young children with disabilities. 		<ul style="list-style-type: none"> ▪ Improved quality programs and practices aligned across different partner organizations/agencies ▪ Increased programs participating in QRIS/higher quality ratings; Improved developmental outcomes at K entry
Evaluation Questions		Evaluation Methodology
<ul style="list-style-type: none"> ▪ How were PDG funds applied to support these cohorts? ▪ Characteristics of new training and COP cohorts? Perceived usefulness and impact of training and COPs? ▪ Has the cohort work impacted children's outcomes? 		<ul style="list-style-type: none"> ▪ Focus groups, site visits, Inclusive profile survey ▪ Review child enrollment data, attendance records, developmental assessments and inclusion practices ▪ Review of QRIS data

Sustainability

During the first six months of the *B-5 for ME* implementation, Maine will conduct a comprehensive needs assessment and engage in strategic planning. As described in the proposal, the intent is to bring together a broad coalition of stakeholders representing all aspects of B-5 services and inclusive of the target populations essential to do the work including state systems, local communities, advocacy groups, and families of young children. The results of the needs assessment and input from stakeholders are key to developing a road map for strategic planning including identifying goals and steps necessary to realize Maine's vision. A well-developed strategic plan lays the foundation for sustainability planning. To ensure that sustainability planning is at the forefront of the work Maine proposes targeting sustainability goals (both long and short term) and action steps as a key component of Maine's strategic plan and address it in an ongoing manner. The plan will use indicators and performance measures to track progress and document costs and fiscal needs.

Effective use of data supports robust sustainability planning and implementation. The evaluation plan describes the ways Maine will use 1) performance data through monthly data meetings; targeted briefs and technology to stakeholders, and 2) outcome data to look at the extent to which the implementation of various activities produces the anticipated changes in the target populations. Sharing and using data allows a more objective focus on what to continue, modify, or eliminate. Data showing progress towards the desired results and goals are useful to make the case for sustainability.

The proposal has several features that will assist in creating a sound sustainability plan including stakeholder engagement and using and sharing data at multiple points for continuously improving the project activities. Ongoing engagement of stakeholders and others who have an

interest or could potentially invest in the project facilitates sustainability planning and sustainability implementation. The proposal builds intentional communication and inclusion of stakeholders into every phase of the work. The evaluation plan routinely gathers information from stakeholders through interviewing and collaboration surveys about their involvement, satisfaction with project planning/implementation and how stakeholder engagement can be improved. Maine's continuous improvement reporting process provides project management and other relevant stakeholders with monthly report cards, dashboards (including financial dashboards on how money is spent) and venues for examining how to use performance data to enhance collaboration and project activities. Throughout it will ensure that the right people are at the table at various phases of sustainability implementation including business and industry representatives, professional organizations, foundations, local government, and higher education.

Setting a clear vision and goals, gathering and using data to understand progress in achieving goals, assuring active steps for continuous quality improvement, engaging with relevant stakeholders to develop a shared understanding and commitment to the work, and a commitment to ongoing communication and information-sharing are hallmarks of good sustainability planning and implementation.

As Maine learns about the success of the work based on performance metrics and results, the grant team will collaboratively identify the current practices and activities to sustain (and any activities and practices to discontinue-with a clear explanation or rationale for the changes).

During project implementation, Maine will make the best use of existing resources (fiscal and in kind); maximize available revenue sources; generate new resources by engaging public- and private-sector partners, and explore new federal, State and local revenue sources.

Maine proposes to create two ambitious but achievable sustainability plans.

Plan 1. The first scenario will address how to sustain the practices and collaboration efforts if no additional resources are available. In this scenario, a plan will be created for leveraging current resources to support targeted activities and practices and identify the policy changes or other adjustment necessary to make the plan possible. In addition, Maine will create a plan for generating new resources by engaging public- and private-sector partners and exploring new federal, State and local revenue sources.

Plan 2. The second scenario will address how to sustain the practices and collaboration efforts if additional resources were available. Maine will define the additional resources that are needed to maintain and improve the plan including steps to obtain funds specifying any local or state funds that could be used as a match as well as identify how additional resources would improve the plan; and create a work plan for obtaining these resources.

**Budget Narrative
B-5 for ME:**

Personnel

A 1 FTE Project Director will be hired with federal funds at the Educational Specialist III job category to oversee the grant activities for 12 months at a base rate of \$62,609.

A 1 FTE Data Specialist will be hired with federal funds at the Educational Specialist III job category to oversee the enhancement of the data system to allow cross-walking of the Early childhood special education data system within the Office of Special Services in the Maine Department of Education to the Pre-K-12 system in the Maine Department of Education. The Data Specialist will develop the linkage mechanisms for the interfacing with the child care, family child care, and Head Start data systems housed within the Department of health and Human Services. There is an existing Trusted Broker Agreement between the two Departments which sets up the legal foundation of the data exchanges to ensure confidentiality and privacy. The base rate for the 12-month position will be \$62,609.

A .5 FTE Secretary Specialist will be hired with federal funds for to provide administrative support to the Project Director at a base rate of \$21,372.00

Total personnel costs for the first year will be \$146,590

Fringe Benefits

The fringe benefits for the Project Director and the Data Specialist, which includes retirement, FICA, health, dental, worker's comp, and life insurance, will be \$44,417 each.

The fringe benefits for the Secretary Specialist, which includes retirement, FICA, health, dental, worker's comp, and life insurance, will be \$28,886.

Total fringe costs for the first year will be \$117,720.

Travel

Costs for out of state travel for the Project Director, the Data Specialist, Early Childhood Consultant and Head Start Collaboration Director will be \$5,000 each for the first year to attend grant meeting for 2-3 days in DC. The travel costs include hotel, per diem, mileage reimbursement at \$.44 per mile.

Total travel costs will be \$20,000.

Equipment

Equipment for 3 staff include the items below	Object Group	FY19 Cost	Quantity	FY19
End User Services:				
Subscription Services - Laptop	53	425	1	425
Desktop/Laptop Support	53	601	1	601
Microsoft Office 365	53	452	1	452
Network Access	53	644	1	644
User Share Storage - Tier 1	53	13	1	13
Secure ID-5 year	53	57	1	57
Communication Services:				
Telephone - Landline	53	360	1	360
New Installs (one-time charge)-\$150	53			0
Cell Phone	53	600	1	600
Cell Phone Minutes (cost per min.)	53	30	1	30
TOTAL				\$3,182

The total cost for the first year is \$3182 times three staff = \$9,546. The equipment will be intended for use in subsequent grant years and as ongoing employees.

Supplies

Office and other consumable supplies for the first year are estimated at \$500.00 per person. *Total cost for the three staff will be \$1500.*

Contractual

The Maine Department of Education has discussed with our Chief of Staff the need to develop two sole source contracts in order to meet the necessary timelines for development and implementation of the comprehensive needs assessment, the Strategic Plan, and the project evaluation by late Spring of 2019 in order for the state to be in a position to apply for years 2-4 funding. The Department requested four estimated bids for the work for Comprehensive Needs Assessment and the Strategic Plan, as a means of determining the most competitive bid. The Program evaluator has been the contractor for evaluation of the Prek Expansion Grant for the past three years after the original contractor failed to meet the contract deliverables.

There will be four contractual agreements undertaken in the first year: 1) Needs Assessment implementation and analysis, followed by facilitation of the development of a strategic plan; 2) project evaluation; 3) Professional Development to implement evidence based practices leading to improved learning opportunities for all children; and 4) ACES training.

Contract 1 RMC Research:

Needs Assessment (Goal 1 of Logic Model) The multi-delivery early care and education system is very complex and therefore the scope of a needs assessment could be very extensive. To be practical, the needs assessment will need to be bounded in several ways:

- by schedule (the findings of the needs assessment should ideally be available by **mid-year** to allow adequate time for strategic planning and other activities);
- by focus (beyond the required information as specified in the FOA, **the particular areas** for in-depth data collection, e.g. workforce professional development needs, barriers related to newcomer populations, etc.);
- the **initial inventory** of existing information will help to determine additional data collection needs.

Several implications for budget:

1. A schedule of approximately 5-6 months to complete the needs assessment phase.
2. The needs for new data collection during year one (in contrast to working with existing information sources and databases) would be determined no later than the end of the second month and, for the most part, would take the form of interviews, focus group discussions, and online surveys.
3. Work with DOE staff about the possibilities for new data collection and then prioritize scope and methods within the number of days estimated (at this point, approx. 30) or, if resources permit, augment the estimated number of days.
4. DOE would work closely with contractor to facilitate access to existing data sources, including facilitating connections to other agencies, LEAs, providers, and relevant statewide organizations as well as stakeholders. For example, this might include working closely with a state agency's data manager to understand and access records related to enrollments or facilitating presentations at key meetings to gather feedback/collect information.
5. DOE would assist contractor with logistics, e.g., providing email addresses for online surveys; assisting with introductions to stakeholders; providing/assisting in locating space for meetings. To the extent possible, we would take advantage of existing convenings/conferences/advisory meetings to gather input.
6. Gather information on a statewide basis, including hosting discussions with stakeholders/providing opportunities for focus groups in different sites throughout the state. Therefore, estimated travel costs (mileage/lodging/per diem) during the needs assessment phase of \$5000 which assumes some "circuit" trips.

Strategic Planning. (*Goal 2 of Logic Model*) To be accomplished within a two-three month period. 25 Days

Staffing. To accomplish the work within a tight timeframe, MDOE anticipates a contractor have a team of staff:

- Staff #1- project director/primary contact with DOE, data inventory, instrument design, lead interviews/discussions, report preparation, strategic planning (approx. 51 days)
- Staff #2-data review, lead interviews/discussions/report preparation, strategic planning (approx. 30 days)
- Staff #3- advisor to team for data collection related to Head Start and child care systems, quality reviews (approx. 11 days)
- Staff #4-data analyst (approx. 30 days)
- Staff #5-data visualization/graphic design to facilitate public communication of needs assessment information (approx. 13 days)
- Staff #6-technology support (approx. 9 days)

Total Cost: \$195,000 (Estimated cost for the number of days plus travel and office expenses to operate the contract, including all applicable employee benefits and indirect costs)

Contract 2 Early Childhood Associates:

Project evaluation (Goals 1-5)

The logic model also presents the evaluation questions and methodology that frame the evaluation. As the figure below shows, the evaluation will include three components:

- A process evaluation will capture how needs are identified; the extent to which the needs are addressed in the strategic plan; how resources and partners are leveraged; the degree of fidelity and efficiency with which project activities are planned and implemented to maximize parental knowledge and choice; how evidence-based practices are shared, how program quality improves, and cross sector collaboration is fostered.
- An outcome evaluation will measure the extent to which the project activities – through an efficient, non-duplicative data driven system – maximize parent knowledge and address the needs of Maine’s children and families to ensure children are ready for kindergarten.
- A cost analysis will track how PDG funds are used for program activities and return on investment.

Total Cost: \$146,000.

Contract 3:

Maine Roads to Quality (MRTQ) (Goal 4&5 of the Logic Model)

Professional Development to implement evidence based practices leading to improved learning opportunities for all children in all types of classrooms.

Partner with Maine Roads to Quality to offer a continuum of professional development supports in inclusive practices to a multi-district cohort. The district teams will consist of 5 members including leadership staff and classroom educators. Three districts will be selected to participate.

The professional development will include activities that support awareness building, increased knowledge and skills, as well as, opportunities for reflective practice and practice application within the districts home schools: The specific activities are as follows:

- Teaching a daylong foundational training in *Environments in Public Schools* and facilitating an on-site visit to a high-quality Prek classroom at Educare Central Maine. Create a video of the day for future sustainability.
- Teaching the 30-hour online *Creating Inclusive Early Childhood Settings* training.
- Providing follow-up technical assistance support to the Inclusion Cohort and individual district teams to support them to 1) gain a deeper understanding of the content covered during the training; 2) apply or use the knowledge and skills learned and 3) provide a vehicle for developing a peer-to-peer exchange of ideas and resources. The technical assistance strategies will include:
-Facilitated Communities of Practice for the participants (3 sessions Fall 2019)

-On-site consultation to the district teams/ pre-k classrooms.

Our approach will focus on training and technical assistance (Consultation, and Peer-to-Peer Network Support through Community of Practices and Site visits/consultation). The approach builds capacity for sustained implementation.

Maine Roads to Quality support NAFCC and NAEYC Accreditation. Funding will support mini-grants to family child care and center-based providers who are working on accreditation and need equipment and/materials to meet standards. This will be done through an application process.

Total Cost: \$70,000

Contract 4:

Maine Resilience Network. Target, promote and implement ACES training statewide (**Goal 4 of Logic Model**).

Total Cost: \$20,000.

Contract 5:

Expand Educare Central Maine's Parent Ambassador Program (PAP) to three regions in the state. PAP is year-long leadership and advocacy program to develop parent leaders who advocate for their children and themselves. It increases capacity for early education advocacy and many other topics that involve the family well-being. The program works to build parents' confidence and knowledge about how to be involved in their children's education as well as how they can influence other families by sharing their story. (**Goal 3 of Logic Model**)

Total Cost: \$10,000

Anticipated costs of the five contracts: \$441,000

Other

The costs of local travel (11,000 miles @ .44=\$4840 x Director and Data Specialist is a **total of \$9680**), printing and publications (**\$5000**), and web site editor fees charged by InfoME @ \$ 25.00 per person times 12 months= \$300 (Both the Project director and the Data Specialist will need to have the fee paid **for a total of \$600**. Adobe License for Creative Cloud web graphics (\$80 a month for 12 mo-**\$960**) **Both InfoME and Adobe License for Creative Cloud will be related to Goal 3 of Logic Model for Child Care Choices website.**

In addition, the Maine Department estimates a cost of **\$175,000** to enhance the early childhood data elements beyond the existing K-12 system, and to address the necessary data linkages between the Department of Education and the Department of Health and Human Services (**Related to Goal 2 of Logic Model for data infrastructure and interagency data exchange**)

Total Other Costs: \$191,240

Indirect Charges The Maine Department of Education has an indirect cost calculation of 9% set by the US Department of Education. This Indirect Cost Rate Agreement is from 7/01/2018 to 6/30/2019.

Total Indirect Costs: \$83,484

Total Federal Budget: \$1,011,080

Match: \$315,616 (31%)

Commitment of Non-Federal Resources

Cost Category	Cost Type In-Kind	Unit Cost	Total Cost	Non-Federal Share	Budget Justification
Personnel and Fringe	MDOE Federal Liaison	\$142,723	20% \$28,545	\$28,545	Based on current salary and benefits
Personnel and Fringe	MDOE EL Team Leader	\$113,690	2 days a month \$10,496	\$10,496	Based on current salary and benefits
Personnel and Fringe	MDOE Early Childhood Specialist	\$107,026	20% \$21,405	\$21,405	Based on current salary and benefits
Personnel and Fringe	MDOE Early Childhood Spec.	\$93,019	20% \$18,604	\$18,604	Based on current salary and benefits
Personnel and Fringe	MAEYC Dir.	\$107,026	25% \$26,756	\$26,756	Based on current salary and benefits
MCGC Chair	In kind	\$45 per hour		\$7020	3 hours per week X \$45 X 52 weeks = \$7020
Early Childhood Higher Education Committee	Meets quarterly			\$9790.50	32 people get the emails/minutes/request for agenda items 3 X per year: 1 1/2 hours X 32 people X \$30.00 per hour = \$4320.00 3 meetings per year two are 2.5 hours and one is 5 hours (10 hours). In kind space from University = \$300.00 Typical attendance is 15 members per meeting. 15 x 3 mtgs x 3.33 hours x \$30.00 per hour = \$4495.5 Travel time for members: 15 members x 3 mtgs x 1.5 hour x \$25.00 = \$675

Deans' Higher Education Committee	Meets quarterly			\$152,000	Dean salary is \$95,000 X 10% a year X 16 deans = \$152,000
Sue Mackey-Andrews-ACES Training	In-kind	\$150 per hour		\$39,000	5 hrs per week X 52 weeks X \$150 per hr = \$39,000
Maine Council for A Strong America	In-kind			\$2,000	2 hours per month Estimated costs for supporting statewide needs assessment, production of a few media pieces to inform stakeholders about the importance of the systems work \$2000
Total In-Kind Budget =				\$315,616 (31% match)	

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Maine Department of Education
23 State House Station
Augusta, ME 04333-0023

Date: June 29, 2018**Agreement No:** 2018-083

Filing Reference: Replaces previous
Agreement No. 2017-084
Dated: 3/30/2017

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2018	06/30/2019	9.0%	MTDC	APwR

Distribution Base:

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

Applicable To:

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

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

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

Section II - Particulars

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

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

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

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

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

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

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

Section III - Special Remarks

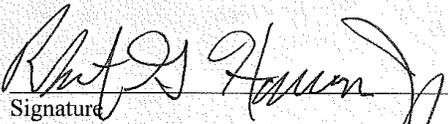
Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

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

Section IV - Approvals

For the State Education Agency:

Maine Department of Education
23 State House Station
Augusta, ME 04333-0023



Signature

Robert G. Hasson, Jr.

Name

Commissioner

Title

June 29, 2018

Date

For the Federal Government:

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

Frances Digitally signed by
Frances Outland
Outland Date: 2018.06.29
12:53:23 -04'00'

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

June 29, 2018

Date

Negotiator: Christian Muniz
Telephone Number: (202) 245-7624

ORGANIZATION: Maine Department of Education

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