

Chapter 124 Conceptual Conversation

Zoom Meeting Chat Box 7/14/2020 1pm-2pm

Prompt #1: What aspects of Ch. 124 promote high-quality public preschool?

Nicole Chaplin : Staff qualifications specific to ECE

Cristina Salois : The requirement for an evidence based curriculum

Erika Neal : Ratio 1:8

Kate Rice : teacher:student ratio

Megan London : ratio

Heather Manchester : Small class sizes and staffing configurations.

Nicole Chaplin : Whole family approaches and components

Cristina Salois : Coordination with Community Partners

Roy Fowler : class size, screenings

Nicole Chaplin : screenings....ongoing assessments....

Jennifer Maeverde : References to specific steps for including children with disabilities and coordination with early intervention services

Megan London : curriculum aligned with ELDS; DAP daily schedule

Nicole Chaplin : Trauma informed approaches/SE curriculum

Roy Fowler : family and community engagement

Leanne Waldie : the requirement for varied rich activities throughout the day

Jane Loxterkamp : appropriate outdoor play space

Stacie Archibald : time for play-based, child directed learning, age appropriate playground equipment

Tara Williams : both space and time for outdoor play and learning, learning through play and exploration...agree with Sue

Nicole Chaplin : I would agree with Roy

Brenda Catheron : I agree with Roy

Prompt #2: What aspects of Ch. 124 present challenges for implementing and/or achieving high-quality public preschool programming?

Monica Redlevske : a minimum of 10 hours a week is not enough duration for children

Kyle Price : To add to Mr. Fowler's examples of inequities - transportation or not for 4YO programs.

Tara Williams : This definition means that programs can't count the full time at school as instructional. A key aspect of high quality ECE is that learning occurs all day, social skills outside, attachment and emotional regulation while going down to rest/nap, learning concepts through rhymes and songs during transitions.... 2.11 Instructional time: "Instructional time" means that portion of a school day devoted to the teaching-learning process, but not including extra-curricular activities, or recess. Time spent on organized field trips related to school studies may be considered instructional time, but the instructional time counted for extended field trips shall not exceed a normal school day for each day of the field trip.

Sue Chevalier : LOVE that program development and services to any and all English language learners are overseen by ESL endorsed teacher, but the 660 endorsement is a K-12 endorsement. Finding ECE/081 endorsed teachers with 660 endorsement is challenging.

Heather Manchester : I echo what Kate is saying about CDS.

Sue Gallant : I agree with Roy about the need to enhance language around inclusion and provision of services for CDS clients. The districts need to be prepared to support all students and not just view services for Pre-K children as a CDS responsibility.

Rita Furlow : Agree about the lack of equity with part-time programs. Also agree that 10 hours a week is inadequate.

Kendra Vyr : Agreed! Very hard to get appropriate service for early intervention. Everyone is working hard, but a more fluid system or more hands on deck might help!

Monica Redlevske : not all public school special education departments are well versed in Part B or CDS services

Nicole Chaplin : Also agree 10hrs not adequate

Sue Chevalier : Playground requirements are very challenging to meet in public schools

Nicole Chaplin : Lack of services for 3year olds in communities

Tara Williams : This goes along with previous comments, but just want to emphasize the length of day and year requirements are not in align with developing high quality programming that can meet the needs of families, Instructional time for public preschool program shall be “a minimum of 10 hours per week for 35 weeks and shall not include rest time. “

Nicole Madore : roy.fowler@maine.gov

Brenda Catheron : I think Sally has a great point, school districts should pick up these services

Sue Chevalier : Often challenging to meet contractual obligations for giving teachers lunch and planning time and ed techs lunch breaks away from students while maintaining ratios/appropriately credentialed staff.

Rita Furlow : We need a standardized screening tool across the state.

Megan London : Agree that 10 hours is not adequate...it is also hard on parents in terms of scheduling...some parents really want to engage their children in Pre-K programming but they are not able to do so because of the transportation challenges and other conflicts in relation to pick-up/drop-off times and work schedules, childcare...

Sue Chevalier : Difficulty is navigating both DHHS CC licensing and MDOE Chpt 124 when trying to implement before and after school within the public school setting

Kate Rice : Agree with Sue about contractual obligations for lunch/planning time for teachers and lunch for Ed Techs

Tara Williams : Expanding this section, “A. Demonstrated coordination with other early childhood programs in the community to maximize resources” with more details for school districts could help with creating meaningful alignment, connections, and partnerships

Kyle Price : What would be the recommended tool?

Sue Chevalier : Cost for providing bus aides in order to be able to provide transportation can be a barrier.

Stacie Archibald : Agreeing with Tara Williams concerning length of day and school year.

Nicole Chaplin : Transportation is definitely a large barrier for many families

Stacie Archibald : also Sue Chevalier with concerns about wrap around care and adding concerns about many transitions throughout the day.

Rita Furlow : Yes -we need that data. A consistent tool would also help show success of public preschool to lawmakers to expand funding

Leanne Waldie : Agree with Nicole that transportation is a huge barrier for families

Monica Redlevske : I am not sure that it is screening data that will show the impact of PreK- ongoing assessment information/child outcomes would be a better measure....

Tara Williams : If we don't have it yet, a crosswalk between Chapter 124, Child Care Licensing, and Head Start Standards would be very helpful for school districts and thinking about duplication and streamlining state policies

Rita Furlow : We urge the Department to increase the minimum number of instructional hours from 10 hours per week to 20 hours per week. In a recent study published in the Journal of the American Medical Association, a full-day preschool program was associated with increased school readiness skills, attendance, and reduced chronic absences compared with a part-time program.

Nicole Chaplin : I agree with Monica it is ongoing assessment data that is needed

Brenda Catheron : Planning time is hard for full day/full time program programs, especially if their administration doesn't feel the students "need" special classes like PE, art, and music if the curriculum provides those "opportunities".

Megan London : I second Rita's motion!

Brenda Catheron : Agree with Rita, minimum of 20 hrs per week.

Katie Soucy : Tara William's suggestion for a crosswalk between the three standards would be helpful.

Prompt #3: As the Maine DOE continues to support the expansion of public Pre-K opportunities to reach universal capacity, including partnerships with Head Start and private child care/preschool programs, does Ch. 124 adequately support achievement of this goal?

Leanne Waldie : I agree more guidance re coordination might be useful.

Emmie Tracy : I also agree... it's not clear

Tara Williams : One in particular would be a framework for how to partner with family child care

Cristina Salois : Might we consider a specific reference to meeting children's social/emotional/mental health needs? So critically important as children participate in their first public school experience.

Rita Furlow : We recommend that the language clarify that school administrative units are allowed to subcontract with Head Start and licensed child care centers to deliver a public preschool program.

Megan London : Yes, great idea, Tara!

Kendra Vyr : Same! Working for Headstart then in a public pre-k, I have concerns of equitable compensation for highly qualified teachers.

Stacie Archibald : Thank you for bringing up this point Tara, Family Childcare is a great option.

Rita Furlow : Agree with Cristina that there should be more emphasis on social emotional development

Megan London : Agree with Cristina and Rita re: S/E development

Susan Lyons : Yes, we don't seem to have a good screening tool for social emotional development.

Nicole Chaplin : EDECA is a good one

Erika Neal : Agree with Nicole that DECA is great

Rita Furlow : Would also recommend language about use of mental health consultation program as part of social emotional development

Megan London : Agree with Rita re: MH consult

Nicole Chaplin : Totally Agree!!!!

Final thoughts & Next Steps

Tara Williams : Part of partnering with high quality licensed child care programs could be some broadening of the curriculum definition, there are some curriculum approaches that may not have a researched evidenced-based model, but that is also very effective such as nature-based learning, it would be great for the Dept to look at that section and see if any flexibility can go in there

Megan London : Agree with Tara re: curriculum definition

Kate Rice : I agree with Tara as well

Rita Furlow : Include guidelines relating to suspension/expulsion - data collection. Also consider how we can think about race issues during review of Chapter 124.

Erika Neal : Agree with Tara and there is plenty of evidence for emergent curriculum tied to learning standards

Monica Redlevske : I think evidence based or research based curriculum is very important and should not be removed.

SALLY ROBINSON : Great Point Heather, I agree with you. Very worth mentioning

Nicole Chaplin : Agree with Rita on language needed for expulsion/suspension

Tara Williams : Not recommending a removal

Jane Loxterkamp : Providing a coach to support partners who do not meet the exact qualifications may open it to more family childcare providers.

Sue Chevalier : Include language around actively teaching SES and anti-racist content

Stacie Archibald : agreeing with Sue on SES and anti-racist content

Chrissie Davis : Agree with Jane - similar to the Elevate Maine model

Nicole Chaplin : Yes coaching supports would make huge impact

Megan London : I don't think it should be removed...(evidence or research based curriculum)...I just think that there are a lot of good supplemental programs/curriculum models out there and it is important to be able to consider those as additional resources for high-quality delivery

Megan London : Agree with Jane et. al re: coaching!!

Kendra Vyr : Agree with SE screening, and a way to incorporate more early interventions, specifically with students on the Autism Spectrum through CDS.

Sue Gallant : I agree that coaching is a critical piece and that it could also be an opportunity to increase collaboration in district First 10 initiatives.

Cristina Salois : Is there capacity in the Department to support 'quality assurance' in terms of compliance? I am thinking about the approval/enforcement sections.

Rita Furlow : Review considering whether language is up to date in terms of latest brain research. Inclusion of trauma informed practices and ACES

Nicole Chaplin : I was also thinking about "quality assurance"..

Rita Furlow : Would be helpful to bring back facilitators who could work with members of the community when an application is being considered to help encourage collaboration with Head Start and private child care.

Rita Furlow : Could the Department provide financial incentives to expand those models?

Robin Holman : I wonder about the possibility of including Kindergarten in Chapter 124? How do we start the conversation that includes K in Chapter 124? This may bridge the big picture of early childhood birth to age 8-?

Kate Rice : I like that idea, Robin.

SALLY ROBINSON : Great idea and thought Robin

Nicole Chaplin : Great idea Robin!!

Megan London : Great idea, Robin!

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SALLY ROBINSON : Great Thank you. Many times ideas and thoughts come later

Cristina Salois : Thank you.

Megan London : Thank you!

Kate Rice : Thank you!

SALLY ROBINSON : Thank You very much for this time and chance for input

Rita Furlow : Nice process - thanks.

Sue Chevalier : Thanks!

Kendra Vyr : Thank You!!

Brenda Catheron : Thank you :)