

The background of the slide features dark silhouettes of several individuals, likely students, sitting and reading books. The silhouettes are rendered in a dark blue-grey color against a slightly lighter background of the same hue. The overall mood is quiet and studious.

MAINE DEPARTMENT  
OF EDUCATION

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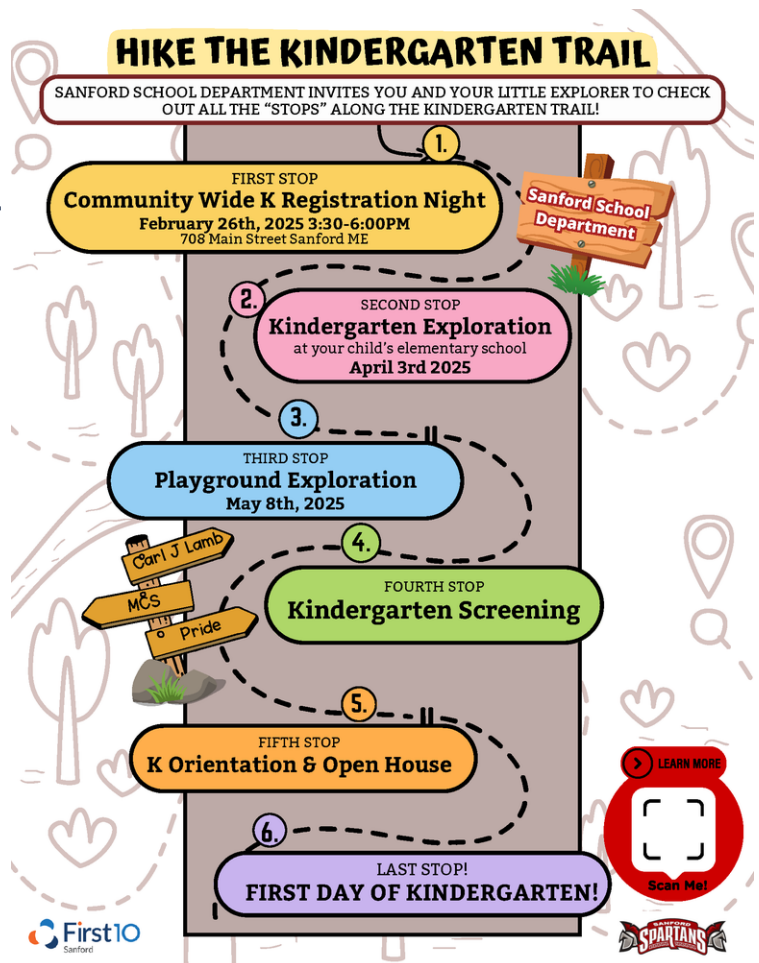
# Cohort Meeting March 25, 2026

**Presented by:** Office of Special Services & Inclusive Education



# Registering Students & Engaging Families

- How to engage families during this transition
  - Host a Preschool informational night
    - In person or virtual
    - Learn about the benefits of Preschool
    - Learn about program options
    - Registration Process
    - Contact information
    - Q & A



# Registering Students-Tips and Tools

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- Distribute Flyers- Multilingual
- Social Media
- Local Media
- During IEP meetings
- Welcome letter to families
- Partner with local Pediatrician or Clinic
- Partner with community organizations
- Participate in local events
- Incentives:
  - Books
  - Backpacks
  - Swag

# Registering Students-School Processes

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- Look at your registration process:
  - Create easy-to-understand registration guides using visuals, step-by-step instructions, and plain language.
  - Translate materials into the most spoken languages in the community.
  - Include a short accessible video tutorial on how to register and what documents are needed
  - Assistance for multilingual families



# Preparing for Three-Year olds

## Embed within Public Pre-K (4-year-old programs)

- Leverage existing classrooms to ensure inclusive peer access
- Structure to meet minimum hours (6 hrs/week) and IEP implementation

## Partner with Community Programs

- Utilize child care, Head Start, and private preschool settings
- Ensure partners are prepared to support IEPs in inclusive environments and meet QRIS expectations

## Next Steps

- Map community capacity and identify gaps
- Build itinerant and integrated service delivery models
- Prioritize inclusion as the baseline over self-contained settings





## Child Find & Part C → B Transition Meetings

- Establish a clear Child Find process (ages 3–5) with ongoing, community-based outreach
- Build strong connections with key referral sources (pediatricians, Part C, child care, families)
- Develop a solid understanding of Part C to Part B timelines and requirements
- Identify your partner CDS site and key coordination contacts
- Ensure systems are in place for timely transition, eligibility determination, and IEP development by age 3



# Child Find

[Early Childhood Special Education webpage](#)

# Mixed Delivery System

## Support

### Supporting SAUs Through Collaboration

### Mixed Delivery System (MDS)

Services delivered across schools, child care, Head Start, and community programs—supporting choice, access, and shared responsibility

### Support for SAUs

- Foster a shared understanding across a unified early childhood community
- Connect with community providers to expand inclusive opportunities
- Build capacity to support ECSE students across settings
- Engage in targeted planning and coordinated implementation

### Get Connected

[ECSE.Team@Maine.gov](mailto:ECSE.Team@Maine.gov) to schedule a collaboration session





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Stay Connected!

# Find Us Online!

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