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## **1. Glossary**

## Maine RTT-ELC Glossary

CC+ME	Child Care Plus ME. A cooperative agreement between the University of Maine's Center for Community Inclusion and Disabilities Studies (CCIDS) and the Maine Department of Health and Human Services that focuses on work to ensure that all children have access to quality, inclusive community care and education, and that parents can work.
CDA	Child Development Associate (CDA) Credential. An early care and education credential administered by the Council for Professional Recognition.
CDS	Child Development Services system. These include regional sites, or their successor sites, and the state intermediate educational unit under State statute established to ensure the provision of child-find activities, early intervention services and free, appropriate public education services under the federal Individuals with Disabilities Education Act to eligible children birth to 5.
CHN	Children with high needs.
CLASS	Classroom Assessment and Scoring System. An observational tool for classroom interactions.
ELD	Early Learning and Development
ERS	Environmental Rating Scales. Scales designed to assess process quality in an early childhood or school-age care group.
Family Child Care	Family child care programs and/or providers as defined in State of Maine licensing rules.
Maine Child Care Research Partnership (MCCRP)	An inclusive joint statewide coalition between the Early Childhood Division, Maine Department of Health and Human Services and the University of Maine, Muskie School of Public Service for defining the child care research agenda for Maine and for conducting prioritized research projects.
MCGC	Maine Children's Growth Council. The State Early Childhood Advisory Council (as outlined in the Head Start Reauthorization Act).
MDHHS	Maine Department of Health and Human Services. Participating state agency in RTT-ELC grant.
MDOE	Maine Department of Education. Lead applicant for RTT-ELC grant.
MIECHV	Maternal Infant and Early Childhood Home Visiting Program. A federal project authorized by the Affordable Care Act that targets at-risk families.
MRTQ	Maine Roads to Quality. Maine's workforce development initiative that supports our TQRIS (Quality for ME).
MRTQ Career Lattice	The Career Lattice awards levels of achievements to Early Care and Education (ECE) providers based on training and employment history or earned ECE credentials.
MRTQ Registry	The Registry (with the Career Lattice) is our state's child care and early education professional recognition system. As a Registry member, practitioners receive recognition for their experience working with children and families, ongoing training and educational attainments in early childhood education or related fields.

NAEYC	National Association for the Education of Young Children. The accreditation standards used by NAEYC measure the quality of center-based programs. The NAEYC accreditation system is recognized by MDHHS.
Quality for ME	Maine's Tiered Quality Rating Information System (TQRIS)
Quality Initiatives	A collaboration between multiple partners that provides an organized and seamless support network for licensed child care providers. Partners include the Early Childhood Division, MDHHS, Resource Development Centers (RDC), Maine Roads to Quality (MRTQ), CC+ME Project, Infant Toddler Initiative, After School Network, Head Start technical assistance system and the University of Maine and Muskie School for Public Service.
RDC/CCRR	Resource Development Centers. A network of eight Child Care Resource and Referral centers located throughout the state that serve as vital links connecting parents, providers, businesses, and child advocates. They provide parents with early care and education information and referrals, and provide technical assistance, training, and resources to providers.
SAU	School Administrative Units. Maine's Local Education Agencies (LEAs).
SLDS	Maine's State Longitudinal Data System.
ZBB	Zero Based Budgeting. An approach that requires the budget request be re-evaluated thoroughly, starting from the zero-base.

## **2. Summary of Maine's Recommendations for Core Indicators of School Readiness 2004**

# Maine's Recommendations for Core Indicators of School Readiness 2004

*Condensed Report*

Too many children enter kindergarten with physical, social, emotional and cognitive limitations that could have been minimized or eliminated through early attention to child and family needs. Ongoing research confirms that children's readiness for school is multi-faceted, encompassing the whole range of physical, social, emotional, and cognitive skills that children need to thrive.

Experience in states and communities across the nation has proven that indicators of child well-being can be an important tool for bringing government and community leaders together to make strategic investments in children and families. Without a doubt, top-notch school readiness indicator systems at the state and local level are necessary to sustain current investments in the most effective programs for children and to celebrate improvements and identify additional improvements needed.

Through its work with 16 other states, Maine has developed a formula for school readiness: Ready Family + Ready Communities + Ready Early Care and Education + Ready Schools = Ready Child. Our vision for Maine is one in which all children live, grow, and learn in a safe, nurturing, and healthy environment, in which all families assume responsibility to nurture their children, all communities assume responsibility to nurture and strengthen families, and the state as a whole assumes responsibility to assure that systems for early childhood share common quality standards and respect the diversity and uniqueness of families.



## GOAL I: FAMILIES READY FOR CHILDREN

### How prepared are families for the increased responsibilities demanded by parenting roles?

A ready family is one that has economic resources sufficient to meet the basic needs of children (a safe living environment, adequate nutrition and clothing, and necessary medical care); sufficient cognitive, emotional, and spiritual resources to place the needs of the child(ren) above others; and the knowledge and ability to obtain additional knowledge and support when necessary.

Maine agrees that its families and communities thrive when all children enjoy optimal health; feel physically and emotionally safe; are treated with dignity and respect; enter adulthood equipped with intense curiosity about the world, a deep desire to learn, a resilient spirit, and a healthy balance of cognitive and emotional skills; and have a sense of purpose, hope, and power about their lives.

### Indicator: Percent of mothers who receive prenatal care in the first trimester

Early and ongoing adequate prenatal care is essential to a healthy pregnancy and baby.

### Indicator: Percent of families who read to their children at least once a day

Reading to children is fundamental to literacy development, language acquisition, problem solving, numeracy, and overall life success.

### Number of families receiving greater than one home visit in the first year of life

By providing early parental support and education, and linking families to appropriate resources, we can work toward eliminating many health disparities and challenges faced by our maternal and child population.

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## GOAL II: READY COMMUNITIES

**How prepared are communities to nurture and support families raising young children?**

A ready community is one that identifies families and children as its number one resource; identifies the importance of nurturing families and children; and chooses to utilize its human and economic resources to nurture and support families and children living within their geographic area.

### **Indicator: Percent of Young Children Age Two Appropriately Immunized**

Vaccination is particularly important before children enter preschool to prevent the spread of diseases and so children can be present and ready to learn in school. Maine's childhood vaccination rates increased dramatically in the past decade. Studies have shown that over \$13 is saved for every dollar invested in measles/mumps/rubella vaccination

### **Indicator: Percent of Insured Children**

Health care coverage (insurance), especially for preventive health services, creates an optimal environment for improved health outcomes. Insurance coverage of well child care in Maine has improved our rates of immunization and early detection of physiological health problems and developmental delays. This translates to children with more robust health upon school entry and fewer school days lost to illness.

### **Subindicator: Childhood Lead Poisoning**

Childhood lead poisoning continues to be a major, preventable environmental health problem for Maine children. Approximately 500 children are identified each year in Maine with elevated blood lead levels and approximately 10% of these children have lead levels high enough to require immediate medical and environmental intervention.

### **Subindicator: Oral Health**

- One third of Maine Kindergarten children (31.4%) and almost half of our third graders (44.7%) have had dental decay.
- Nearly one in five of these children are untreated.

### **Subindicator: Childhood Weight Status**

In Maine, 15% of kindergartners and 13% of middle and high school students are overweight.

### **Subindicator: Asthma**

Asthma rates in Maine and New England are on the rise. In Maine, there are estimated 28,100 (9.3%) children ages 0-18 years who currently live with asthma.

### **Indicator: Education level of the mother**

The trend in the past decade is that fewer Maine women are having children during their teenage years and are more likely to complete their high school education.

### **Indicator: Percentage of Children under Age 18 Living in Female-headed Households below the Poverty Level**

This is a developmental indicator. Being raised in economically deprived circumstances can have far-reaching negative consequences for children.

## GOAL III: READY EARLY CARE AND EDUCATION

**How prepared is the early care and education system for the increased responsibility of school readiness?**

The selected indicators measure the availability of early care and education; the availability of subsidies to support the cost of early care and education; and finally, proxies related to the quality of care.

### **Indicator: Percent of eligible children enrolled in Head Start**

Maine serves only 35% to 40% of the estimated 11,537 children eligible for Head Start (2000 Census Data) due to limited federal and state funding.

### **Indicator: Percent of eligible children receiving child care subsidies (vouchers and slots)**

The total number of children receiving childcare subsidies is 13,045 or 27% of these eligible for subsidies. To offset the cost of childcare, Maine provides a state refundable child care tax credit allowable for child and dependent care expenses.

### **Indicator: Availability of early childhood education programs**

Working parents need access to quality, affordable early care and education programs in Maine. The 2000 Census reports that 67% of Maine children live in a household in which all adults are working.

**Subindicator: Number of available licensed child care slots**

There are approximately 150,000 children in Maine with both or an only parent working. Combining the capacity of licensed child care centers and certificated family child care, Maine has licensed slots for only 41,906 children in full-time child care in 2002 (27.9 % of required need) and 44,690 children in full-time care in 2004 (29.8% of required need). There is a need for a greater supply of child care slots as indicated by waiting lists, in particular for infant care. Over half of centers report having waiting lists in 2002 and 2004.

**Subindicator: Number of Schools with Public 4-year-old Programs and students served**

Within the last four years the State has experienced a steady growth in the number of public schools opting to develop programs for four-year-old children, from 46 schools in 1999-00 to 91 during the 2003-04 school year. During this same period, the number of children served in those programs has increased by approximately 48%.

**Subindicator: Percent of child care centers and family child care homes with Quality Certificates**

Several outcome studies have found that quality early care enhances a child's educational level, level of socialization, and long-term earnings. The number of Maine child care centers in 2004 is 696 of which 107 (15.4%) have quality certificates. The number of child care homes in 2004 is 1,854, of which 150 (8.1%) have quality certificates.

**Subindicator: Compensation and turnover**

Consistency of care for young children promotes healthy social and emotional growth. Children who receive care from a small number of consistent providers can be better adjusted in the first grade and over the long term. Wages are the primary, although not the only determinant of staff turnover; when wages are increased, turnover declines. The federal poverty rate for a family of four was \$18,100/yr in 2002 and \$18,400/yr in 2003. Average wages for child care providers and caregivers in Maine do not provide livable wages for most center staff.

**GOAL IV: READY SCHOOLS**

How prepared are the educational systems to support appropriate cognitive growth for children in their communities?

A ready school is one that meets families and children where they are; creates an environment that is safe and conducive to learn; monitors pupils for delays in development and readily utilizes resources to support the child(ren) in overcoming delay for return to appropriate growth and development; and plans for transitions at key points such as early care to early education, early education to kindergarten, and kindergarten into grade school.

Indicator: Young Children in Part C (0-2 year olds) and Section 619 (3-5 year olds)

The number of children both 0-2 and 3-5 who are served by the Child Development Services (CDS) system has been steadily increasing. Early identification of delays allows earlier intervention and reduces the number of students needing special education as their school years progress.

Indicator: Children Entering Kindergarten

Exiting Special Education to Regular Education  
Early diagnosis of developmental delays and early intervention results in greater numbers of children ready to learn on school entry and lessened special education costs. As the State's Child Count of eligible children birth through five has increased over the last five years, there was a concurrent increase in the number of children served by the CDS system who exited to regular education upon school entry.

Indicator (Developmental): Percent of schools that have formal working transition plans between early childhood and kindergarten programs

There are a number of districts that have established informal, localized mechanisms to enhance transition from family and community-based early childhood experiences to public school kindergarten programs.

Indicator: Opportunities for Expanded Day Kindergarten

The percentage of Maine's kindergartners who attend schools offering all-day kindergarten programs mushroomed to nearly 52% for the 2002-2003 school year. Increasing the length of time kindergartners are in school can increase their opportunities to participate in activities designed to strengthen language develop-



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ment communication and relationships with peers. Full-and expanded-day kindergarteners also have greater access to other school services. Such as the school lunch program, guidance hours, special education services, and Title I services.

## **GOAL V: READY CHILDREN**

**How prepared are children to learn and to contribute to their communities?**

A ready child is one who enters his school years equipped with intense curiosity, a deep desire to learn, a passion for reading, a resilient spirit, and a healthy balance of cognitive and emotional skills. A ready child is one who has a sense of dignity, hope, and power about her life, so she can become a compassionate and productive citizen of our state and nation, and is well poised to enlighten and inspire the world.

**Indicator (Developmental): Percent of Kindergartners Who Demonstrate Developmentally Appropriate Skills and Behaviors**

**Subindicator (Developmental): Percent of kindergarten students who can establish and maintain positive relationships with peers and adults.**

Social skills include the ability to interact appropriately with others in the school setting, to maintain positive peer relationships, to join into others' play, and to make choices and problem solve.

**Subindicator (Developmental): Percent of kindergarten students who can function appropriately in group learning activities, participating actively, talking, taking turns, following directions and working cooperatively**  
High quality programs provide opportunities that support each child's developmental state and need to engage in awareness and exploration activities. Communication skills, particularly spoken language, are key to the development of literacy skills.

**Indicator: Percent with reading proficiency in fourth grade**

Over the past five years the percentage of students meeting the MEA performance standard in reading has grown.

**Subindicator: Visual ability important to classroom activities-percent of children entering kindergarten with untreated vision problems**

In 2003-2004, nearly 87% of students (12,286) enrolled in kindergarten or Grades 1, 3, 5, 7, and 9, were screened for visual ability. At that time, 476 (3.9%) were referred to their health care provider as having failed the screening. Of those referred, 203 (43%) were found to have a vision problem by their provider, while a nearly equal amount had no problem identified.

**Subindicator: Auditory Ability--Percent of children entering Kindergarten with untreated hearing problems**

In 2003-2004, 85% of students (12,077) enrolled in kindergarten or Grades 1, 3, 5, 7, and 9, were screened for hearing ability. At that time, 239 (2%) were referred to their health care provider as having failed the screening. Of those referred, 154 (64%) were found to have a hearing problem by their provider, while only a third had no problem identified.

## **SUMMARY**

School readiness is not the responsibility of a developing and growing child. In fact, consensus on the characteristics of the school-ready child suggest that supports are most critical—and often show the most benefit—when families, early care and education efforts, and community and state systems are prepared to anticipate and collectively meet the needs of all children. Maine parents, communities, and policymakers are poised to effect real change for our young children.

This School Readiness Indicators Report will help realize the vision of integrated state agency and family collaborations. Connections are being established as this document goes to print that highlight the linkages of school readiness to the programs offered by Maine's Maternal and Child Health agency, the Infant/Toddler initiative and the State Early Childhood Comprehensive Systems project.

This work is based on the premise that both this report and its message of the value of investing in young children will transcend administrations. By revising this work to guide our state leaders, the Maine School Readiness Indicators will be a living document for generations of Maine families. "As Maine goes, so goes the nation."

# Supporting Maine's Infants & Toddlers:

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## Guidelines for Learning & Development

# Supporting Maine's Infants & Toddlers: Guidelines for Learning & Development

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# Introduction

This document offers parents of infants and toddlers, early childhood professionals, and policy-makers a set of guidelines about development and early learning. One of our goals is to help individuals understand what to look for as a baby grows and develops. Another goal is to aid in understanding that infants' and toddlers' natural learning patterns and abilities can be nurtured in everyday activities occurring in a home or childcare setting. Young children's learning comes from discoveries they make on their own under the guidance of caring adults rather than from structured lessons. Suggestions are provided for caregivers, which includes parents and early childhood professionals, for interacting with infants and toddlers, organizing the environment so it supports their learning, and responding to their individual differences.

The guidelines are divided into three age ranges:

- younger infants (birth to 8 months)
- older infants (8 to 18 months)
- toddlers (18 to 36 months)

Within each age range, four distinct areas of development are covered:

- development into social beings
- development of strong and healthy bodies
- development of effective and creative communication
- development of curious minds

Domains are broken down into elements which are aspects of that area of development. Beside each element are indicators or examples of child behavior.

For each element there is a section marked "Caregivers support by:". These sections offer ideas for what caregivers can do to encourage development.

Ideas for organizing the environment and meeting the principles of Universal Design for Learning are found at the end of each age range in a section called Applications.

Within each age range, we present development sequentially because it best fits our guiding principle (see below) that development is a holistic process.

We cannot stress enough that these are guidelines. No single child will follow the exact pattern of development laid out here. The guidelines are meant to give an idea of the skills infants and toddlers are working on at a given stage so that caregivers feel empowered to support children as they grow and to seek intervention when needed.

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# Guiding Principles

The following principles guided the process of developing these guidelines:

**Scientific research provides the basis for the guidelines.** The guidelines were drawn from a vast and complex body of knowledge about infant and toddler development. This body of knowledge contains solid information based on both classic and recent research studies. The guidelines capture the mix of old and new information, but must be understood as flexible works-in-progress that will change as our scientific understandings change.

**Infant and toddler development is a holistic process.** Although researchers and practitioners often think about the infant's physical, social, emotional, and cognitive development as separate processes, growth and development in each of these areas depends on growth and development in all of the other areas. The game of peek-a-boo is a good example. Newborns are not mature enough to enjoy this game, but older infants are because they have matured biologically, have developed a trusting relationship with others, and have learned to enjoy the emotional state of suspense. Even though the guidelines separate developmental areas, parents, early childhood professionals, and policymakers should understand that development is not piecemeal, but rather holistic.

**Social relationships form the foundation for early learning.** Babies come into the world ready to make emotional and social connections with their parents and other caregivers; from the first day of life they learn from the emotional and social exchanges they have with others. These connections are key for learning about others and learning from others. Indeed, parents and early childhood professionals use close relationships to challenge infants and toddlers to take that extra step and reach to the limits of their abilities. Parents and early childhood professionals also support early learning by providing good nutrition and protection from viruses, accidents, environmental hazards, controlled substances, and chronic and severe stress. The guidelines recognize parents and early childhood professionals as essential educators of infants and toddlers.

**Play is the most meaningful context for early learning.** Learning is best when it occurs in a meaningful context. For infants and toddlers, play is the most meaningful context for learning. In play, children make discoveries about their world. For example, they discover counting principles by lining up cars and toy people in one-to-one correspondence. The guidelines reflect this emphasis on everyday play as the best context for learning.

**Infants and toddlers differ in their patterns of development.** There are individual differences between infants and toddlers. Some may have developmental delays or disabilities. There are also differences based on social groupings, such as gender, social class, and culture. Sensitive parenting, for example, may be defined differently in different cultural groups. In addition, children show important differences in temperament. All of these differences underline the importance of seeing the guidelines as flexible, not as strict timelines for development.

## What are Universally Designed Settings?

*Meeting the needs of young children with differing abilities is not new to early care settings. The Division for Early Childhood (DEC) position statement on inclusion states: "Inclusion as a value, supports the right of all children, regardless of abilities to participate actively in natural settings within their communities. Natural settings are those in which the child would spend time had he or she not had a disability."*

*Universal design is the philosophy of designing and creating products and environments to be accessible, to the greatest extent possible, to the people who use them. The concept of Universal Design in early care settings has broadened beyond the creation of physical space and materials to include curriculum and teaching strategies for all infants and toddlers. When we plan for the diverse needs of infants and toddlers from the start, early care and education providers spend less time modifying or adapting the environment later. Using a Universal Design approach encourages creativity, flexibility and resourcefulness to meet the individual needs of all children.*

# Process

Jack Shonkoff (2000) argued that if we are seriously interested in enhancing the well-being of children and families in this country, science, policy, and practice must be merged. Writers of this document attempted such a blending, combining insights from childcare practitioners, academic psychologists, and policymakers.

The process began in 2004, when the Maine team of the National Infant & Toddler Child Care Initiative formed a subcommittee to begin the Infant and Toddler Learning Guidelines. Other stakeholders joined the workgroup to draft and edit these guidelines. Membership of the workgroup changed and paused to study work done in other states. In particular, they reviewed the early guidelines of Arkansas, California, Connecticut, Kentucky, and Maryland. Finally, in late 2004 and early 2005, a core group began drafting Maine's version of the guidelines. By spring 2005, Maine's team of the National Infant & Toddler Child Care Initiative and many other stakeholders provided formal written and informal verbal feedback on an initial draft of the guidelines which was reformatted and presented at a Forum where over 100 early care professionals provided input that was used to complete this document. This information was assessed and used in the next draft of the guidelines.

In addition to the guidelines or drafts of guidelines from other states, the workgroup consulted the following resources in preparing this document:

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# Young Infants: Birth to 8 months

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# Introduction to the stage

Early infancy is a time of tremendous change in a child's physical abilities, thoughts, social interactions and ability to communicate. Even though there is much development over this period, infants are born prepared to learn and equipped with remarkable abilities. During early infancy, the most important people in children's lives are their parents and caregivers.

Until about 30 years ago, it was a common misconception, even among scientists, that newborns are incapable beings who do little more than sleep, cry and digest food. We now know that newborns are competent and have some amazing abilities. For example, newborns feel pain, think, dream, differentiate tastes and track a slowly moving object with their eyes. Perhaps the most striking example of infants' complex abilities is shown by two-hour-old infants' preference for hearing something their mothers read aloud repeatedly before they were born. Clearly, many abilities are already finely tuned to allow them to demonstrate this preference.

Despite their abilities, of course newborns do sleep a large portion of the day. Every single thing around them, from the milk in their stomach, to the breeze on their face, to the light overhead, is new to them, and sleeping helps with consolidation of all of this new information. As infants progress beyond the newborn period, they begin to establish a routine and spend increasing amounts of time awake. The best time for them to learn about the environment is when they are quietly awake; this is the ideal time to interact with them. Infants of any age love to look at faces, particularly those of their primary caregiver(s). It is also a great time to start having reciprocal exchanges, just like adults have conversations. Infant-focused conversations can be held using gestures, words, sounds or expressions, or a combination of all four.

Young infants quickly show signs of their temperament, which is an early foundation of personality. For example, some infants are particularly active or social or fussy. It's important to respect these temperamental differences in the way a caregiver responds to an infant's particular way of relating to the world. The goal is to develop a fit between the

caregiver's personality and the burgeoning personality of the infant. As in any relationship, compromises need to be made as the infant and caregiver learn how best to relate to one another.

One of the most important understandings children gain from the early infancy period is a sense of trust. When children's needs are responded to promptly and consistently, they come to understand the world as a place that will support them and meet their needs. Young infants, in particular, need one primary caregiver who will provide that sense of trust. Although this attachment relationship is key, infants can develop attachments with other consistent caregivers. To maximize the infant's development, it is important for all caregivers involved to support the primary relationship.

The early infancy period is also a time of rapid physical growth and development. The rate of height and weight gain is remarkable during this period; in the first few months, infants gain about an inch in length per month and an ounce of weight per day. Infants also learn control of their body during this time, moving from reflexive actions to more voluntary control. Development proceeds from head to toe and from the midline of the body outward, infants gain control of their heads and torso before their arms and legs. It is important to help young infants develop physically by changing their position frequently.

Young infants make meaning of the world mainly through their senses. They especially rely on their mouths to experience and understand the environment. It is important to provide them with safe, washable items to mouth. Talking, singing, and holding the infant are also beneficial for sensory development.

Providing an enriched environment means stimulating infants by doing things with them, explaining what you are doing, step by step while feeding and changing diapers. Lately, the media has had much to say about early enrichment for children. While a young infant's interactions with the world contribute to early brain development, an enriched environment doesn't mean playing classical music daily, using early learner videos, or exposing the infant to the alphabet. In fact, there is no evidence that those extra activities make a difference in brain development. If overdone, such activities could create anxiety in the infant. It is more productive to give them the opportunity to feel different textures, hear language, reach out and grab objects, see faces, and look at pictures that have contrasting colors. Using



daily routines and activities as opportunities to experience the world may be all that is needed for the brain to develop to its maximum potential. The guidelines below are not intended to try to produce “super-babies”; the goal instead is to support healthy, well-adjusted development. In short, appreciating young infants as human beings and interacting with them, as with any human, is what they need to develop to their potential.

### *A little about... brain development*

*As recently as twenty years ago we thought that genes alone determined an infant's brain structure. We now understand that children come into this world with certain genetic endowments, a predisposition for learning, and a temperament through which sensory information is filtered (National Research Council, 2000). In fact fully 2/3 of a child's brain continues to develop after birth (most significantly from birth to age three) and the brain continues to develop according to the environmental stimulation it receives. One of the most crucial facts emerging from the research is the importance of the parent/caregiver in providing loving, supportive, interactive relationships and environments that are developmentally appropriate. Children, who are provided responsive and stimulating care, are far more likely to experience successful outcomes than those who are not (Eliot, 1999)*

#### **A Note of Caution:**

*Caregivers should be aware that some marketing strategies may use the brain research to promote commercial products. Providing too much environmental stimulation (toys, books, music etc.) in an effort to create a “smarter” child may indeed result in excessive stress causing hormones to be produced that can actually impede healthy brain development.*

Children develop at different rates and in different ways. Though much can be learned from studying the “norm,” the best indicator of healthy develop-

ment is the caregiver's own instincts. Caregivers know better than any chart whether the infant they are with day in and day out is developing properly. The guidelines offer some ideas about the amazing abilities young infants are born with and continue to develop, and also provide some ideas about what can be done to support and enjoy those developing capabilities. Experienced caregivers trust their instincts as they use the guidelines to support the developing infant.

Anyone who has cared for a young infant can relate to feeling frustrated and overwhelmed, particularly during the first few months of an infant's life. Caregivers may think the best thing to do is to keep giving of themselves, but it's actually best for both themselves and the child if they draw on the support provided by people in their environment, childcare community and/or family. It is vital to keep up with their own self-care. Caregivers who are well-cared-for and well-rested have the potential for higher quality interactions with infants than do exhausted, on-edge, or depressed caregivers.

### *A little about... maternal depression*

*Being a new mother can be taxing. About 60% of new mothers experience the “baby blues,” feelings of mild irritability, anxiety, moodiness, and depression that pass within days. However, there is a more serious condition, postnatal depression, which affects about 1 in 10 new mothers and requires treatment. This depression, which often, but not always, occurs in mothers who have a history of depression, is profound and lasts for months. Postnatal depression not only has consequences for the mother, but also for her infant and possibly affects children later in life. Infants of depressed mothers have been found to show more negative emotions, to have less secure attachments, and to be withdrawn and non-responsive when interacting with strangers. Work closely with new mothers and offer support and resources when necessary.*

# Young Infants Birth to 8 months

## DOMAIN: Development into social beings

Element:	Indicators
<p>Self Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others</p>	<p>Explores what own body can do by:</p> <ul style="list-style-type: none"> <li>• Looking</li> <li>• Chewing</li> <li>• Reaching</li> <li>• Grabbing</li> </ul> <p>Has a limited understanding that he or she is responsible for some of the fascinating events in the environment:</p> <ul style="list-style-type: none"> <li>• Kicks to move a mobile</li> <li>• Imitates an adult's simple facial expressions</li> </ul>
<p>Coregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Noting accomplishments, no matter how small.</b></li> <li>• <b>Labeling their own feelings and the feelings they see the infant expressing.</b></li> <li>• <b>Offering activities for infant to use more than one sense at a time.</b></li> </ul>	
<p>Self-Regulation: Development of the ability to regulate emotions and mood.</p>	<p>Comforts self by:</p> <ul style="list-style-type: none"> <li>• Clutching toy</li> <li>• Sucking thumb</li> <li>• Stroking blanket</li> </ul> <p>Starts, maintains, or stops social contact through:</p> <ul style="list-style-type: none"> <li>• Looks</li> <li>• Gestures</li> </ul> <ul style="list-style-type: none"> <li>• Sounds</li> <li>• Smiles</li> </ul> <p>Anticipates being lifted or fed:</p> <ul style="list-style-type: none"> <li>• Molds body</li> <li>• Opens mouth</li> </ul> <p>Signals when full:</p> <ul style="list-style-type: none"> <li>• Pushes bottle away</li> <li>• Stops nursing</li> </ul>
<p>Coregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Giving infants a chance to self-soothe as they get older by allowing them to suck on their hands or to find something in the environment that interests them.</b></li> <li>• <b>Helping infants create own patterns of self-regulation (Eating, sleeping, and wakeful play on fairly regular schedule).</b></li> <li>• <b>Establishing and attempting to maintain an individualized daily schedule.</b></li> </ul>	
<p>Self Concept: Development in knowing and valuing self; growing ability to make independent decisions and choices.</p>	<p>Smiles at self in mirror Recognizes holding/touching/own hands and feet</p>
<p>Coregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Encouraging hand and feet play.</b></li> <li>• <b>Providing mirror play.</b></li> </ul>	

# Young Infants Birth to 8 months

## DOMAIN: Development into social beings

### Element:

Adult Interaction:  
Noticing, relating with and becoming attached to people older than themselves

### Indicators

- Signals adult for attention or help:
  - Crying, gesturing, or moving
- Establishes, maintains and discontinues eye contact with person looking at him or her
- Takes turn acting and reacting to adults:
  - Pausing sucking when mother stops rocking
  - Widening eyes every time a caregiver shakes a toy
  - Cooing each time a caregiver stops talking
- Is more easily soothed by sound of primary caregivers' voices than others' voices
- Imitations of simple facial expressions:
  - Puckering the lips
  - Sticking out tongue
- Responds to being held:
  - Calming down
  - Molding body to fit the holder's body
  - Growing quiet and still and studying the adult's face
- When being talked to, attends to the speaker
- Stays awake longer if adult interacts with him or her:
  - If caregiver shows facial expressions, infant attends longer
- Shows preference for familiar adults:
  - Reaching out for primary caregiver; cooing more readily and broadly, smiling more often, and more easily soothed around a familiar adult
  - Squealing and kicking when familiar adult appears
- Smiles socially:
  - Smiling in response to social contact or to begin social contact
- Shows expressions of surprise, sadness, disgust, anger and fear

### Coregivers support by:

- **Responding promptly and consistently to infant's needs.**
- **Understanding and responding to different types of cries for hunger, boredom, frustration, tiredness, pain/hot/cold, over stimulation, or wet diaper.**
- **Modeling appropriate behaviors in the manner of talking when interacting with others, and in the manner of reacting emotionally to situations.**
- **Appreciating and supporting infants' need for attachment to primary caregivers, yet fostering relationships between them and other adults, as well. For example, avoid rushing to comfort infants the moment they react negatively to a new person.**
- **Labeling their own feelings and the feelings they see the infant expressing.**
- **Allowing infants to socially disengage if they look away and not forcing social contact or reciprocal sound making.**

## Young Infants Birth to 8 months

### DOMAIN: Development into social beings

Element:	Indicators
<p>Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age</p>	<p>Cries if another infant cries</p> <p>Looks intently at another infant:</p> <ul style="list-style-type: none"> <li>• Mutual gaze</li> </ul> <p>Looking at others is often paired with excitement:</p> <ul style="list-style-type: none"> <li>• Arm and leg flailing</li> </ul> <p>Reaches out to touch peer's face, hair, or other body part</p> <p>Grabs for an object a peer is holding:</p> <ul style="list-style-type: none"> <li>• Reaches for a doll or stuffed animal another infant is holding</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Providing infants with opportunities to be around and observe other children, particularly those slightly older than themselves. We all learn by watching others.</b></li> <li>• <b>Naming and labeling appropriate touch.</b></li> <li>• <b>Supervising peer interaction.</b></li> </ul>	
<p>Social Intelligence: Awareness of diversity and difference</p>	<p>Responds positively to primary caregivers:</p> <ul style="list-style-type: none"> <li>• Eyes brighten, cuddles</li> </ul> <p>Responds to familiar/unfamiliar environment:</p> <ul style="list-style-type: none"> <li>• Smiles, reaches out, frowns, or stares</li> </ul>

## Young Infants Birth to 8 months

### DOMAIN: Development of strong and healthy bodies

Element:	Indicators
<p>Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.</p>	<p>Display reflexes:</p> <ul style="list-style-type: none"> <li>• Reflexes at birth: stepping, palmar grasp, Babinski (extension of toe when foot stroked), Moro (startle) reflex, rooting and sucking, hand-to-mouth, righting head up, eyes open when held upright, tonic neck (head to side, arm extended), swimming (moves arms in swimming motion)</li> <li>• Reflexes that develop after birth: reciprocal kicking (bicycling), neck righting (body follows turn of head), parachute (catching self from falling), Landau (arm and leg extension while on stomach)</li> <li>• As new reflexes appear some of original are integrated</li> </ul> <p>Newborns bring information in through senses:</p> <ul style="list-style-type: none"> <li>• Visual system immature (attentive to black and white and objects of contrasting colors). Nearsighted.</li> <li>• Infant may become fixated visually.</li> <li>• Preference for slower, high pitched sounds</li> <li>• Can distinguish mother's or father's voice from that of a stranger</li> <li>• Sensitivity to touch highly variable</li> <li>• Shows enjoyment of motion such as rocking, jiggling, bouncing, or being carried around</li> <li>• Can distinguish smell of mother from others</li> </ul>

# Young Infants Birth to 8 months

## DOMAIN: Development of strong and healthy bodies

### Element:

### Indicators

#### Perceptual Development continued:

Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). The central nervous system processes information through the senses. Sensory, motor and cognitive skills are interconnected and influence each other.

Infants show increased visual ability and perception:

- Increased ability to detect detail
- Ability to coordinate visual information from each eye

Infants show increased integration of sensory stimulation:

- Respond to what they see, for instance an infant might move toward desired person or object
- Look for source of noise, such as dropped toy
- Shows taste preference
- Display tactile needs and response (ie. infant wants to bite something for teething and puts fingers in mouth)

#### Caregivers support by:

- **Exposing infants to a variety of sensory experiences inside and outside.**
- **Helping infants experience mobility through carrying, positioning, holding to enhance sensory opportunities.**
- **Recognizing that infants need calm and stimulating experiences.**

#### Gross motor skills (large muscle):

Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.

Exhibits beginning stages of large muscle control:

- Head control
- Lifts chin
- Lifts head
- Lifts both head and shoulders
- Supports self on flexed elbows
- Supports head in upright position

Coordination of muscle control:

- Turns from back to stomach and stomach to back
- May move from place to place by rolling
- Inches forward or backward on stomach or back
- Sits unsupported
- Begins bouncing when held

May almost sit while rolling over

Begins to use arms and legs purposefully:

- Claps hands
- Pounds on things with hands
- Kicks at objects

Holds arms out for jacket or lifts arms so T-shirt can be taken off

#### Caregivers support by:

- **Limiting periods of time in assistive devices like walkers, exersaucers, car seats, and swings.**
- **Giving infants frequent “tummy time” while closely supervising.**
- **Creating floor environments that encourage movement.**
- **Facilitating a variety of gross motor opportunities by positioning themselves at the infant’s level.**

# Young Infants Birth to 24 Months

## DOMAIN: Development of Learning and Healthy Habits

### Element

### Indicators

Fine Motor Skills  
(Small Muscles)  
Eye-hand or skilled sensory coordination

Stares at objects, especially faces; begins to coordinate eyes  
Grasp reflex diminishing  
Reaches for object with both arms but with hands fisted:

- Swipes and misses desired objects
- Reaches with one arm and grasps at will
- Grasps, releases, "re-grasps", and releases object again
- Can grasp thumb and forefinger but not well yet

Brings objects to mouth  
Beginning eye hand coordination:

- Manipulates object in hand, transfers object from one hand to another

Follows a slowly moving object with eyes

- **Playing active games such as pat-a-cake and fingerplays.**
- **Placing objects within and just beyond arm's reach.**
- **Offering a variety of objects and textures.**

Self-help Adaptation and development

Using motor skills to show adaptation and self regulation strategies.

Displays signs of self comforting:

- Sucks thumb to pacify self

Shows signs of self feeding:

- Begins to hold own bottle/cup
- Begins to feed self infant foods

- **Recognizing when infant is distressed and responding appropriately.**
- **Keeping their own and infant's hands clean.**
- **Providing early self feeding opportunities with a variety of textured foods.**

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# Young Infants Birth to 8 months

## DOMAIN: Development of the ability to communicate

Element:	Indicators
<p>Language Comprehension (receptive language)</p> <p>Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship.</p> <p><i>NOTE: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication device.</i></p>	<p>Maintains eye contact with person looking at him or her:</p> <ul style="list-style-type: none"><li>• Mutually gazes with primary caregivers</li><li>• Shows preference for voice of primary caregivers</li></ul> <p>Reacts to human voice:</p> <ul style="list-style-type: none"><li>• Turns toward conversation</li><li>• Quiets self</li><li>• Appears to watch or listen</li></ul> <p>Reacts to new voices or sounds by becoming more quiet or active:</p> <ul style="list-style-type: none"><li>• Awakens at loud sounds</li><li>• Startles or cries from loud sounds</li><li>• Shows different responses to tone of voice</li><li>• Looks around for source of sounds</li></ul>
<p>Coregivers support by:</p> <ul style="list-style-type: none"><li>• <b>Responding to infants' gestures, sounds or facial expressions, and attempting to interpret aloud, what the infant is saying.</b></li><li>• <b>Engaging in reciprocal interactions with infants, such as taking turns at making sounds or smiling.</b></li><li>• <b>Putting words to caregiving actions; explaining what caregiver is doing and why.</b></li><li>• <b>Talking to them right from birth. Infants especially respond when high-pitched, intonation-varying speech and a lot of facial expressions are used.</b></li><li>• <b>Using given names when speaking to them.</b></li></ul>	

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## Young Infants Birth to 8 months

### DOMAIN: Development of the ability to communicate

Element:	Indicators
<p>Language Comprehension (receptive language) continued:</p> <p>Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship.</p> <p><i>NOTE: Refers to mode of communication in which the child is most fluent including the child's primary language, sign language or assistive communication device.</i></p>	<p>Enjoys inflection and modulation of voices, especially that of the primary caregiver:</p> <ul style="list-style-type: none"> <li>• Initially more responsive to motherese</li> <li>• Enjoys sound of singing</li> <li>• Enjoys sound of words from books being read</li> </ul> <p>Distinguishes familiar voices from other sounds:</p> <ul style="list-style-type: none"> <li>• Turns toward familiar sounds</li> <li>• Reaches for caregivers face or voice</li> </ul> <p>Exhibits participation when books are read:</p> <ul style="list-style-type: none"> <li>• Fingers or looks at books when read</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Singing and reading to infants.</b></li> <li>• <b>Pointing out and explaining pictures.</b></li> <li>• <b>Allowing infants to mouth books, it's their way of learning.</b></li> </ul>	
<p>Language Expression (expressive/productive language):</p> <p>The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurring within the context of relationship.</p> <p><i>NOTE: Refers to mode of communication in which the child is most fluent including, the child's primary language, sign language or assistive communication devices.</i></p>	<p>Initiates communication with caregiver:</p> <ul style="list-style-type: none"> <li>• Maintains eye contact with mutual gazing</li> <li>• Looks intently at caregiver</li> <li>• Cries, grunts or makes loud sounds to seek caregiver assistance</li> <li>• Smiles or gestures to initiate social contact</li> <li>• Moves body in anticipation of being lifted or picked up</li> </ul> <p>Makes a variety of repetitive sounds or gestures:</p> <ul style="list-style-type: none"> <li>• Babbles and coos to self as well as to others</li> <li>• Pairs consonants and vowels such as "ma" or "da" with repetition</li> <li>• Uses hands to express self</li> </ul> <p>Imitates tones or inflections and actions made by caregiver:</p> <ul style="list-style-type: none"> <li>• Smiles in response to caregiver smile</li> <li>• Responds "ba" to caregiver saying "ba"</li> </ul> <p>Uses a variety of means to express feelings or needs:</p> <ul style="list-style-type: none"> <li>• Differentiated cries to signal hunger or anger</li> <li>• Kicks feet/waves arms</li> <li>• Smiles/laughs to express pleasure</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Being aware of and responding to a child's body language.</b></li> <li>• <b>Describing infant communication to others, i.e. "You are smiling at your friend, Betsy!"</b></li> <li>• <b>Imitating sounds and gestures made by infant.</b></li> <li>• <b>Responding to infants' sounds using turn taking.</b></li> </ul>	



## Young Infants Birth to 8 months

### DOMAIN: Development of the ability to communicate

Element:	Indicators
<p>Emotional Understanding: Understanding of the emotional expressions of self and others.</p>	<p>Can distinguish facial expressions such as:</p> <ul style="list-style-type: none"> <li>• Happiness</li> <li>• Anger</li> <li>• Sadness</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Recognizing and supporting infants' anxiety about unfamiliar adults/situations.</b></li> <li>• <b>Mirroring infants' expression and labeling associated feelings.</b></li> <li>• <b>Exploring books with emotional themes and pictures.</b></li> </ul>	
<p>Emotional Expression: Ability to communicate feelings.</p>	<p>Displays a wide range of emotions, both positive and negative, as well as interest and curiosity:</p> <ul style="list-style-type: none"> <li>• Social smile occurs</li> <li>• Laughter is apparent</li> <li>• Shows surprise, sadness, disgust, anger and fear</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Playing hiding/memory games such as peek-a-boo.</b></li> <li>• <b>Recognizing and labeling infant's emotions.</b></li> <li>• <b>Smiling and laughing with infants.</b></li> </ul>	

## Young Infants Birth to 8 months

### DOMAIN: Development of curious minds

Element:	Indicators
<p>Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world.</p>	<p>Displays reflexes that set the stage for sensory exploration toward intellectual development:</p> <ul style="list-style-type: none"> <li>• Turns head toward nipple</li> <li>• Grasps finger of caregiver when placed in palm</li> </ul> <p>Directs attention toward caregiver's face or voice:</p> <ul style="list-style-type: none"> <li>• Gazes at caregiver's face during feeding</li> </ul> <p>Directs attention toward objects:</p> <ul style="list-style-type: none"> <li>• Reaches and grasps for objects or stares at them</li> <li>• Reacts to new objects, voices, sounds and touch by becoming more active or quiet</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Offering new and familiar objects to explore.</b></li> <li>• <b>Allowing infants to explore their toys; accepting that they understand the world primarily through their mouth.</b></li> </ul>	

# Young Infants Birth to 8 months

## DOMAIN: Development of curious minds

Element:	Indicators
<p>Concept Development and Memory</p> <p>Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought</p>	<p>Engages in immediate and deferred imitation of facial expressions:</p> <ul style="list-style-type: none"><li>• Smiles back at caregiver</li><li>• Smiles when familiar adult re-enters room</li><li>• Responds by patting mirror when sees own image reflected</li></ul> <p>Uses more than one sense at a time:</p> <ul style="list-style-type: none"><li>• Uses sight, hearing and touch to examine and shake a toy to elicit a sound</li><li>• Mouthing and banging a toy</li></ul> <p>Looks for or orients toward dropped object:</p> <ul style="list-style-type: none"><li>• Looks down when drops a toy from table</li></ul> <p>Repeats making a pleasing sight, sound, or motion to continue:</p> <ul style="list-style-type: none"><li>• Kicks or swats mobile, and repeats over days and weeks</li><li>• Continues to bang an object to repeat a sound</li></ul>
<p>Coregivers support by:</p> <ul style="list-style-type: none"><li>• <b>Allowing infants to explore their toys with their mouths, knowing this is how they learn.</b></li><li>• <b>Providing objects for the infant to create and repeat sounds.</b></li><li>• <b>Offering both familiar and unfamiliar objects.</b></li></ul>	
<p>Problem Solving, Symbolic Thought and Creative Expression</p> <p>Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression</p>	<p>Imitates sounds and gestures</p> <p>Observes and feels the rhythm of simple daily routines:</p> <ul style="list-style-type: none"><li>• Rocking to sleep</li><li>• Riding in a stroller</li><li>• Listening to an adult voice reading or singing</li></ul> <p>Uses sensorimotor exploration to experience various textures, patterns, sounds, and smells:</p> <ul style="list-style-type: none"><li>• Shakes rattle</li><li>• Mouths a toy</li><li>• Runs hand over face of caregiver</li></ul> <p>Begins to repeat chance sensorimotor activities to elicit a reaction:</p> <ul style="list-style-type: none"><li>• Bang hands on table</li><li>• Drop a toy</li></ul> <p>Anticipates being lifted and moves body accordingly:</p> <ul style="list-style-type: none"><li>• Stiffens body in preparation for being lifted</li><li>• Stretches arms up toward caregiver</li><li>• Tries to lift head toward caregiver</li></ul> <p>Experiments with self soothing activities</p> <p>Finds hidden objects</p>
<p>Coregivers support by:</p> <ul style="list-style-type: none"><li>• <b>Describing how the child is figuring something out.</b></li><li>• <b>Providing opportunities for problem-solving, such as find the toy under the blanket.</b></li></ul>	

### Touch and Massage

*Wanting to be touched is a natural human desire. Being touched and massaged regularly is particularly important for infants. Touch is one of the first senses to develop in utero and newborns can feel the difference between hot and cold, comfort and pain. Although all infants benefit from touch, the most striking effects show up in studies of preterm infants. When preterm infants received 15-minute sessions of having their limbs flexed and their bodies massaged three times a day, they gained between 31% and 47% more weight than infants who did not receive the touch stimulation, even when they took in the same amount of formula as the non-touched infants. In addition, the infants who received touch left the hospital 5 days earlier. It seems that touch aids in absorption of nutrition, has cognitive benefits, and helps the caregiver-infant attachment bond, at the very least.*

*Bottom Line: A little massage can go a long way!*

- Provide small mirrors so children can see themselves.
- Provide soft, washable books that infants can explore visually and through touch.

### Responding to individual difference

Jot down observations, with dates noted, if you see infants:

- Being socially unresponsive. Examples of this include, holding body stiffly when held, not engaging in reciprocal sound-making, avoiding eye contact, or showing limited emotional expression.
- Showing perceptual difficulties including, not watching an object pass slowly in front of their face, not orienting toward sounds, not engaging in reciprocal sound-making, and/or never imitating facial expressions.

*Talk with the family and encourage them to seek professional help if you find the child showing any of these signs consistently. Share your notes with the family.*

Infants vary greatly in their temperament, so the individual child is always the best indicator of how a caregiver should proceed. For example, some infants...

### Organizing the environment

#### Parents and Early Childhood Professionals can...

- Provide toys that:
  - Are brightly colored, attractive and eye-catching.
  - Are of varying textures.
  - Produce an immediate outcome by making a sound or moving.
  - Are washable.
  - Are easily graspable, but large enough so that infants could not choke on them.
- Provide rings and other items for chewing, teething, exploring.
- Hang large, simple pictures on the wall that are made up of contrasting colors.
- Play music softly and purposefully rather than as a constant background.
- Provide the child with the opportunity to view faces both real and pictured.

...will need and want more alone time. Allow them this. Encourage them to have social interactions with peers and adults, but also respect their need to take time away from others.

...will bore of "conversations," books or objects quickly. Encourage the completion of the task at hand, finishing the page you're reading for example, while respecting the need to move on.

...will not enjoy being held as much as other infants do. As long as a child is not being stiff and unresponsive when held, respect the infant's desire to have space.

...are easier to get onto a set schedule than others. Attempt to create a routine since having one will probably be comforting to the infant, but try to accept that a particular infant may have a spontaneous, slightly unpredictable personality that might be beneficial later in life. If you are follow-

## Young Infants Birth to 8 months

### APPLICATION

ing the cues infants provide in the form of gestures, sounds and facial expressions, then they are most likely getting what they need.

...smile more than others, some cry more than others. There is no "right" mood for an infant to be in. Try not to see crying or anger as "bad" emotions but rather as just as another means of expression.

...get over-stimulated quickly and easily. While it is important that they experience novel events, people and objects, some infants need it provided in small doses.

...can sit quietly for large blocks of time while others are always moving. These differences in activity level are even noticeable in the womb! Allow infants to guide how much physical activity they need and want.

...adapt to new situations and people easier than others do. Just because an infant is slow to warm up doesn't mean that this child cannot handle the new situation. Avoid rushing to prematurely comfort or extract infants from new situations, but let them know you are there to support them. Let them explore with their eyes, body position, etc., and adjust on their own timetable.

Although the guidelines and much about infants are written without explicit reference to the outside world, it is important to keep in mind that children's development is always embedded in context: their family, both immediate and extended; their friends; their neighborhood; the values, customs, and norms of their culture. Growth and development may proceed differently – more quickly or slowly, or in a completely different direction – depending on what a particular child's context is. These differences are healthy and should be nurtured and respected. For example, some cultures...

...place less emphasis on creating a schedule for their infants. Infants are permitted to feed on demand and sleep and wake when they want to. This is particularly seen in African cultures.

...do not view independence and individuality as the primary goals for a child. People from these cultures may:

- Emphasize relationship-building over self-soothing skills.
- Not encourage expressions of negative, individualistic emotions such as anger.
- Not agree with the use of time out. It is viewed as too extreme since it is a form of being shunned from the group.

...encourage carrying of the child more than Western cultures do. This is particularly seen in African cultures. The extra carrying may make the child sleep more during the day, and therefore begin to sleep through the night later than a child who is carried less. In addition, being carried more frequently may slow physical development, particularly related to walking. Neither outcome is detrimental; children will develop on their own schedule.

...view discipline as always coming from an outside authority. Developing an internal control is not a focus of parents from these cultures.

### *A little about...sleeping*

*Families all over the world participate in a variety of sleeping arrangements. While many American institutions including the American Academy of Pediatrics and the U.S. Consumer Product Safety Commission recommend against it, co-sleeping, or sleeping with the infant in the bed with the parents is supported widely in non-Western cultures and is practiced by many families in the United States as well. It is the responsibility of the family to make safe and informed decisions that benefit their family.*

<http://kidshealth.org/parent/positive/family/cosleeping.html>

# Older Infants: 3-18 months

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Application

Developmental Guidelines

Introduction to the stage

Older Infants: 3 to 18 months

# Introduction to the stage

The stage of development referred to as older infancy is most notably marked by increased growth and newfound physical abilities that allow children to move around more freely and independently. This is a period of transition between the dependency of young infancy and the more sophisticated desire for independence and assertion that is characteristic of the toddler stage. Understandably, at times older infants will bask in the delight of their newfound abilities to explore and discover everything within reach, at other times they will depend heavily on trusted adults to ease their fears, understand their frustrations, and help them calm themselves.

Older infants' emotions are becoming more specific during this phase of development. There are smiles and hugs for affection, anxiety at separation, and anger at both people and objects when they do not perform how the older infant expects or wants. There is a growing sense of self and an increased interest in peers and unfamiliar adults. Yet there are times when unfamiliar adults may cause distress or concern and when peer interactions may show a lack of consideration for others' feelings. There exists a tension between older infants' curiosity and desire to explore, and their deeper dependency needs of attachment and security. Caregivers can support emotional growth by providing a trusted presence and safe, predictable environments.

Older infants are gaining control over their large (gross motor) and small (fine motor) muscles. They are using their senses to coordinate movement. They are still exploring by putting things in their mouths. With every new physical skill gained, they are able to experience and explore new objects, new textures, and new patterns of movement. They begin to learn that objects have attributes, that their own actions cause events to happen, and that adults respond to their actions. As they learn to navigate space, they learn that obstacles can be avoided. Caregivers can support physical development and the wonders of discovery that accompany this phase by providing safe spaces both indoor and out in which older infants can explore and practice their emerging skills. Caregivers can also reinforce fine and gross motor skill development by playing and by showing excitement and pleasure in the child's accomplishments.

With increased physical skills comes an emergence of self-help skills. Older infants begin to attempt to dress and feed themselves. Although self-feeding

can be very messy, it is important to allow for experimentation with this process. Letting older infants do things for themselves also helps them establish a sense of self and strengthens their sense of self-confidence.

Older infants' communication abilities are becoming increasingly more intentional. Rather than crying, vocal signals are now being used more often to gain attention and to have needs met. They understand more words than they can say and will look toward several objects when named. Long babbled sentences mimic the sounds and conversations they hear around them. They begin to use the words "me," "I," and "you." As they mature, they may put two or three words together.

## *A little about ...multilingual and multicultural families*

*Infants and toddlers whose home language is not English must transition from their home culture and language to English in the early learning setting. Learning language skills, becoming literate, and learning how people communicate in more than one language requires a lot of adult support.*

*The National Association of Education for Young Children (NAEYC) suggests that caregivers support children whose home language is not English by "preserving and respecting the diversity of the home language and culture that each child brings to the early learning setting" (NAEYC, 1995, p.7) They can do this by 1) encouraging the family to continue the home language and 2) integrating cultural and language experiences of the home into the early childhood setting. A recent report on learning two languages by a Head Start and Early Head Start focus group suggested that toddlers can benefit from being exposed to two languages and that speaking both languages outside the home is considered an "asset" for development.*

*Identifying strategies to support English language learners in Head Start and Early Head Start Programs: English language learners focus group report. (April 2002), Available at: [www.headstartinfo.org/publications/english\\_learners](http://www.headstartinfo.org/publications/english_learners)*

When caregivers make eye contact and repeat early attempts at vocalizations, the older infant learns that these interactions are important and enjoyable aspects of communication. Caregivers can also support the development of language skills by sharing interest in the objects and toys that motivate curiosity through verbally labeling, describing the object's attributes, and describing the actions of the child. Reading simple books can be an enjoyable way for older infants to associate language and literacy with comfort and relaxation. As hearing is a critical component to speech replication, immediate and prompt attention should be given to any concerns about hearing ability.

Older infants are actively learning by seeking to explore the world they inhabit and to see how their explorations and investigations impact that world. They are beginning to use objects as tools, to imitate adult actions and words, to discover that objects still exist when out of sight, and to make comparisons between two or more objects. Older infants are also beginning to understand how things fit into space and to see how they fit into the space that is around them. They primarily learn through active experimentation and through problem solving trial and error. It is important to remember that cognitive, social, and emotional development are all deeply entwined during this phase of development.

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While older infants are indeed experiencing new depths of active learning, it is important to recognize that children are unique in terms of their interests, activity levels and temperament. For example, some children might focus more on communication skills for a period of time while others might focus on new-found physical skills. Typically, however, there are approximate milestones for all areas of develop-

ment. Should there be concerns about one area of development lagging behind another, it may be necessary to address these concerns through appropriate medical or developmental intervention.

Adults can help older infants thrive by providing a responsive, reliable presence and reassurance when thresholds of frustration and excitement are reached. Appropriate materials and safe environments that facilitate active discovery and exploration, coupled with adults' patience and understanding of individual needs, allow children to achieve their full potential.

### A little about ... male involvement

*Male involvement in children's lives has a profound impact. When a male caregiver's nurturing instinct is supported and encouraged, the result is a unique, bonding relationship that results in a child's strong sense of self-esteem and confidence. Research shows that children who have had positive male involvement on a consistent basis throughout their lives stay in school longer and achieve higher verbal scores. It has also shown that girls with involved dads have higher math scores and are less likely to become pregnant in their teen years.*

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## Older Infants 8 to 18 months

### DOMAIN: Development into social beings

Element:	Indicators	
<p>Self Awareness: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others.</p>	<p>Begins to recognize and respond to name being spoken:</p> <ul style="list-style-type: none"> <li>• Gestures at sound of name</li> <li>• Vocalizes at sound of name</li> </ul> <p>Shows awareness of mirror image by:</p> <ul style="list-style-type: none"> <li>• Smiling</li> <li>• Patting</li> <li>• Vocalizing</li> </ul> <p>Starts to develop toy preferences</p>	
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Using the child's name that the family uses.</b></li> <li>• <b>Displaying family photos.</b></li> <li>• <b>Offering non-stereotypical toys.</b></li> </ul>		
<p>Self Concept Development in knowing and valuing self; growing ability to make independent decisions</p>	<p>Shows preferences:</p> <ul style="list-style-type: none"> <li>• Cries when something is not liked</li> </ul> <p>Shows distress when preferred people don't engage with them</p> <p>Shows signs of mastery:</p> <ul style="list-style-type: none"> <li>• Laughs at own cleverness</li> <li>• Frustrated when unable do something</li> </ul>	
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Providing meaningful and relevant choices.</b></li> <li>• <b>Showing affection and delight over their new accomplishments.</b></li> <li>• <b>Helping them during frustrating situations by talking them through or showing a solution.</b></li> </ul>		
<p>Self-Regulation: Development of the ability to regulate emotions and mood.</p>	<p>Comforts self by:</p> <ul style="list-style-type: none"> <li>• Retrieving a familiar object</li> <li>• Engaging in a familiar routine</li> </ul> <p>Expresses own needs:</p> <ul style="list-style-type: none"> <li>• Gestures when hungry</li> <li>• Grabs blanket when tired</li> </ul>	<p>Anticipates and participates in routine activities:</p> <ul style="list-style-type: none"> <li>• Lifts arms when dressing</li> <li>• Holds out glass</li> </ul> <p>Can be restless and determined</p> <p>Power struggles emerge</p>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Understanding that when tired, frustrated, or hungry, older infants may revert back to behavior more typical of early infancy. Remember that at these times it is important to meet their needs by providing food, rest, and comfort.</b></li> <li>• <b>Helping infants learn to self-regulate as well as deepening their sense of trust and security by coming to understand that their needs will be met.</b></li> <li>• <b>Recognizing that older infants may become over-stimulated by the amount of noise and activity in large groups or in large group settings. Provide space and time that is quieter and less stimulating if needed.</b></li> <li>• <b>Patience, understanding and loving support from a trusted adult will ease these frustrations. Verbal affirmation of the infant's feelings and establishing clear expectations for safety for oneself and others is helpful.</b></li> </ul>		



# Older Infants 8 to 18 months

## DOMAIN: Development into social beings

Element:	Indicators
<p>Peer Interaction: Noticing, relating with and becoming attached to people around the child's own age.</p>	<p>Plays side-by-side with another child:</p> <ul style="list-style-type: none"> <li>• Sitting next to one another and pushing toy cars around</li> </ul> <p>Matches emotions with a peer's emotions:</p> <ul style="list-style-type: none"> <li>• Frowning when a playmate is upset</li> </ul> <p>Participates in spontaneous interactions with peers and exhibits enjoyment:</p> <ul style="list-style-type: none"> <li>• Bringing another infant a block and smiling</li> </ul> <p>Influences and responds to another child's behavior in a simplistic manner:</p> <ul style="list-style-type: none"> <li>• Handing a playmate a doll</li> <li>• Frowning when tapped on the arm by a playmate</li> </ul> <p>Shows preference among play partners:</p> <ul style="list-style-type: none"> <li>• Chooses to be near a particular peer, often hugging or touching him or her</li> </ul> <p>Knows the names of children:</p> <ul style="list-style-type: none"> <li>• Will go over to Tom when requested</li> </ul> <p>Knows the family members of frequent playmates:</p> <ul style="list-style-type: none"> <li>• Can approach Katie's mother if requested to do so</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Providing opportunities to play with peers as well as provide toys such as balls and telephones.</b></li> <li>• <b>Knowing that sharing is not a skill that has been learned so it is necessary to have more than one of a favorite toy.</b></li> <li>• <b>Providing toys such as balls and telephones.</b></li> <li>• <b>Positioning self to guide play to promote successful interactions between children.</b></li> </ul>	
<p>Adult Interaction: Noticing, relating with and becoming attached to people.</p>	<p>Uses sounds or gestures to get help from familiar adults:</p> <ul style="list-style-type: none"> <li>• Tugging on an adult's pant leg</li> </ul> <p>Initiates contact with regular caregivers:</p> <ul style="list-style-type: none"> <li>• Grabs onto caregiver's hand or leg when a dog approaches</li> <li>• Initiates hugging with a caregiver</li> </ul> <p>Looks to adult for messages about the environment:</p> <ul style="list-style-type: none"> <li>• Uses a familiar adult for a base of exploration</li> <li>• Checking facial expressions of a familiar adult when in an unfamiliar situation</li> </ul> <p>Forms attachment to primary caregivers and distinguishes between familiar and unfamiliar adults:</p> <ul style="list-style-type: none"> <li>• Shows wariness, mixed with interest, when someone new appears</li> </ul> <p>Exhibits separation anxiety:</p> <ul style="list-style-type: none"> <li>• Cries for a few minutes after separation from primary caregiver</li> </ul> <p>Gains joint attention on objects</p> <p>Responds to praise or rewards:</p> <ul style="list-style-type: none"> <li>• Repeats a small dance when caregiver claps</li> </ul> <p>Enjoys helping with chores</p> <p>Points to indicate interest in something as well as responds to pointing:</p> <ul style="list-style-type: none"> <li>• Points to a carton of juice in the refrigerator</li> </ul>

## Older Infants 8 to 18 months

### DOMAIN: Development into social beings

Element:	Indicators
<p>Adult Interaction continued: Noticing, relating with and becoming attached to people.</p>	<p>Continues to show and make further progress with control of emotional expressions that have already been established:</p> <ul style="list-style-type: none"> <li>• Waits for a short period of time as food is prepared</li> </ul> <p>Imitates a sequence of events, even months after seeing the sequence completed by someone:</p> <ul style="list-style-type: none"> <li>• Putting a teddy bear to bed</li> <li>• Reading a story to a doll</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Appreciating that stranger anxiety is very common among older infants as they seek to explore yet feel the need to be in contact with trusted adults. Modeling acceptance of other trusted adults, by making introductions and allowing time for the child to become receptive to others.</b></li> </ul>	
<p>Social Intelligence: Awareness of diversity and difference</p>	<p>Emerges toward later end of this stage</p>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Providing opportunities for appreciation of diversity, by exposure through books, pictures, etc. that depict the diversity in society.</b></li> </ul>	

## Older Infants 8 to 18 months

### DOMAIN: Development of strong and healthy bodies

Element:	Indicators
<p>Gross motor skills (large muscle): Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.</p>	<p>Exhibits increasing control of large muscles and body movement:</p> <ul style="list-style-type: none"> <li>• Sits up</li> <li>• Crawls or creeps on hands and knees (may crawl stiff legged)</li> <li>• Pulls to stand (may not be able to get back down from standing at first)</li> <li>• Stands and cruises while holding onto furniture</li> <li>• Stands alone</li> <li>• Climbs out of crib</li> <li>• Walks alone</li> </ul> <ul style="list-style-type: none"> <li>• Walks fast</li> <li>• Runs with a wide stance</li> <li>• Walks up stairs holding a hand</li> <li>• Stops and walks backwards a few steps</li> <li>• Climbs simple structures</li> </ul> <p>Uses arms and legs with increasing purposefulness:</p> <ul style="list-style-type: none"> <li>• Throws objects</li> <li>• Carries objects</li> <li>• Pushes objects</li> <li>• Pulls objects</li> <li>• Scoots on or rides wheel toys without pedals</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Providing lots of safe space and material both indoors and out to support older infants' developing physical skills.</b></li> <li>• <b>Providing fun ways to encourage movement, rolling a ball or placing a toy just out of reach for example, while ensuring that the child doesn't become overly frustrated.</b></li> </ul>	

# Older Infants 8 to 18 months

## DOMAIN: Development of strong and healthy bodies

Element:	Indicators
<p>Fine motor skills: (small muscle): Eye-hand or skilled sensory coordination</p>	<p>Scoops and takes with hand to manipulate or pick up objects, sand, food etc.</p> <p>Uses thumb and forefinger to pick up small items:</p> <ul style="list-style-type: none"> <li>• Feeds self by handling a cup with minimal spilling or a spoon for self-feeding</li> </ul> <p>Begins to show preference for one hand</p> <p>Undresses self and unties shoes</p>

Caregivers support by:

- Remembering that frustration may be a part of gaining new skills.
- Providing a variety of texturally interesting materials to explore.

<p>Perceptual Development: Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.</p>	<p>Continue to integrate information gathered from the senses:</p> <ul style="list-style-type: none"> <li>• Shows increased ability to concentrate and begin to show sustained interest in people, objects and activities</li> <li>• Shows increased desire to explore sensory information</li> <li>• Oral exploration of objects decreases with age</li> <li>• Shows increased enjoyment of varieties of sensory information</li> </ul> <p>Visual information more refined:</p> <ul style="list-style-type: none"> <li>• Depth perception established</li> <li>• Seeks and responds to increased visual stimulation</li> </ul> <p>Hearing information more refined:</p> <ul style="list-style-type: none"> <li>• Ability to discriminate sounds</li> <li>• Ability to discriminate sounds in a noisy setting</li> </ul>
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Caregivers support by:

- Recognizing that older infants may become over-stimulated by the amount of noise and activity in large groups or in large group settings. Provide for space and time that is quieter and less stimulating if needed.
- Providing a rich environment that supports sensory experiences and opportunities.

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## Older Infants 8 to 18 months

### DOMAIN: Development of strong and healthy bodies

Element:	Indicators
<p>Self Help/Adaptive Skill Development: Using motor skills to show increased independence and ability to take care of oneself</p>	<p>Continues to make progress with feeding self:</p> <ul style="list-style-type: none"><li>• Feeds self biscuit</li><li>• Drinks from cup holding handle (may spill)</li></ul> <p>Shows interest in dressing self:</p> <ul style="list-style-type: none"><li>• Pushes arm through jacket sleeve</li><li>• Undresses self</li><li>• Unties shoes</li></ul> <p>Shows initial curiosity/interest in toileting toward the end of stage:</p> <ul style="list-style-type: none"><li>• Explores sitting on potty chair</li><li>• Watches others engaged in toileting</li></ul> <p>Shows interest in helping with chores:</p> <ul style="list-style-type: none"><li>• Mimicks adult behavior</li></ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"><li>• <b>Allowing older infants to feed themselves. It will undoubtedly be a messy experience but lots of great self-help skills are being learned as well as fine motor skills and information about taste and texture. Sit down and eat with them and talk with them about their explorations with food. Make mealtime a relaxed and pleasant experience.</b></li><li>• <b>Allowing older infants the opportunity to dress themselves to the best of their abilities. Encourage their attempts and praise their accomplishments.</b></li><li>• <b>Offering real life opportunities such as folding laundry, dusting etc.</b></li></ul>	

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# Older Infants 8 to 18 months

## DOMAIN: Development of the ability to communicate

Element:	Indicators
<p>Language Comprehension (receptive language): Understanding the meaning of information, ideas and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurring within the context of relationship.</p> <p><i>NOTE: Refers to mode of communication which the child is most fluent including the child's primary language, sign language or assistive communication device.</i></p>	<p>Responds with gestures or vocal signals to familiar words:</p> <ul style="list-style-type: none"> <li>• Recognizes and responds to mention of own name</li> <li>• Turns to look at familiar person/object/pet when named</li> <li>• Understands simple phrases such as "bye-bye," "hot"</li> <li>• Points or reaches to familiar objects when named: such as body parts, favorite blanket or toy, familiar pictures in books or magazines</li> </ul> <p>Understands simple one step requests such as:</p> <ul style="list-style-type: none"> <li>• "Pick up your blanket"</li> <li>• "Give me your cup"</li> </ul> <p>Looks to adult for messages about appropriate and inappropriate behavior:</p> <ul style="list-style-type: none"> <li>• Exhibits behavior or action to discern adult response</li> </ul> <p>Attends to and enjoys listening to adult voices:</p> <ul style="list-style-type: none"> <li>• Enjoys listening to short stories</li> <li>• Enjoys listening to rhymes, finger plays and songs</li> <li>• Enjoys imitation games such as "peek-a-boo" and "pat-a-cake"</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Providing lots of language interaction. Make eye contact and repeat babbling as if conversing. Tell infants what is happening for them.</b></li> <li>• <b>Understanding that along with conversation, older infants will continue to enjoy familiar word games, simple songs, and the comfort and enjoyment of being held while having a book read to them.</b></li> <li>• <b>Using different language modalities including signs and gestures.</b></li> </ul>	
<p>Language Expression (expressive/productive language): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship.</p> <p><i>NOTE: Mode of communication in which the child is most fluent including child's primary language, sign language, or assistive communication device.</i></p>	<p>Uses physical gestures or sounds to get help from familiar adults:</p> <ul style="list-style-type: none"> <li>• Gazes alternately between a desired item and an adult</li> <li>• Tugs or pulls on caregiver to seek attention</li> <li>• Moves, points or motions to objects out of reach</li> <li>• Expresses own needs such as being hungry or wanting comfort item</li> </ul> <p>Expresses self using gestures, movement, intonation or facial expressions:</p> <ul style="list-style-type: none"> <li>• Shakes head "no"</li> <li>• Nods "yes"</li> <li>• Smiles, frowns, points</li> <li>• Directs vocalizations and gestures toward people and objects</li> </ul> <p>Takes turns in back-and-forth verbal play with caregiver that mimics a conversation. Responding to caregiver's speech by producing words or by babbling sounds in reply for example</p> <p>Moves toward expression of identifiable words:</p> <ul style="list-style-type: none"> <li>• Jargon or jabbering has melody and inflection</li> <li>• Imitates familiar words and sounds</li> <li>• Begins to express clearly identifiable words like "mama," "dada," "bye-bye," "no," "baba" for bottle</li> <li>• Begins to use clearly identifiable words with meaning, signaling the beginnings of symbolic representation</li> </ul>

# Older Infants 8 to 18 months

## DOMAIN: Development of the ability to communicate

Element:	Indicators
<p>Language Expression (expressive/productive language continued): The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship.</p>	<p>Exhibits increased participation when books are read:</p> <ul style="list-style-type: none"> <li>• Points or makes sounds when looking at a picture book</li> <li>• Vocalizes, smiles when read to</li> </ul> <p>Begins to “use” communication tools during imitative play:</p> <ul style="list-style-type: none"> <li>• Use phone or book</li> <li>• Grasp marker or crayon and make marks on paper</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Supporting the development of language skills by showing interest in the toys and objects the older infant is interested in. Describe attributes such as size, shape and function.</b></li> </ul>	
<p>Emotional Expression: Ability to communicate feeling</p>	<p>Primary emotions become more apparent:</p> <ul style="list-style-type: none"> <li>• Anger</li> <li>• Fear</li> <li>• Sadness</li> <li>• Frustration</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Helping children label their own and others’ emotions.</b></li> <li>• <b>Allowing/validating all emotions, i.e. it is okay to feel sad; the feeling does not need to be “fixed” using food for comfort, etc.</b></li> <li>• <b>Modeling appropriate emotional reactions, i.e. empathy; the caregiver should express all emotions - everything is not always “happy”.</b></li> </ul>	
<p>Emotional Understanding: Understanding of the emotional expressions of self and others.</p>	<p>Uses other’s expressions to decide how to react to new situations:</p> <ul style="list-style-type: none"> <li>• Looks at caregiver’s face when stranger enters</li> </ul> <p>Can distinguish more primary emotions, such as:</p> <ul style="list-style-type: none"> <li>• Interest</li> <li>• Disgust</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Reading books that have simple, repetitive language: asking the child to label items in the book.</b></li> <li>• <b>Expanding the child’s language (filling in the blanks).</b></li> <li>• <b>Providing images of expressions and asking children to label the feelings.</b></li> <li>• <b>Discussing caregiver’s own emotions – how the caregiver is feeling.</b></li> <li>• <b>Providing books that have emotional states in them.</b></li> </ul>	

# Older Infants 8 to 18 months

## DOMAIN: Development of curious minds

Element:	Indicators
<p>Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world.</p>	<p>Manipulates things in the environment:</p> <ul style="list-style-type: none"> <li>• Moves toward toy</li> <li>• Bangs on table with toy</li> <li>• Fingers, touches, and mouths objects</li> </ul> <p>Investigates new phenomena:</p> <ul style="list-style-type: none"> <li>• Reaches out to touch rain</li> <li>• Stops play to watch a novel element in the environment</li> </ul> <p>Takes time to investigate and protests if interrupted</p> <p>Can use several senses at once to explore the environment:</p> <ul style="list-style-type: none"> <li>• Mouths and holds toy</li> <li>• Shakes and mouths rattle</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Recognizing when older infants require new challenges and providing them with new toys, books and experiences as they grow, change and develop new interests. Additionally, repetition of skills forms the foundation of learning at this age and interacting with familiar objects and beloved, predictable, books are very important. Resist the temptation to provide too many toys or too many activities at one time.</b></li> </ul>	
<p>Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought.</p>	<p>Remembers location of favorite object:</p> <ul style="list-style-type: none"> <li>• Asks for objects out of sight</li> <li>• Persists in search for a desired object when it is hidden</li> </ul> <p>Remembers games and toys from the previous day</p> <p>Anticipates people's return within context of daily routine</p> <p>Imitates actions across a change in context; beginning of ability to fantasize and role-play:</p> <ul style="list-style-type: none"> <li>• Imitates mom on the phone when at child care setting</li> </ul> <p>Shows basic awareness of cause and immediate effect:</p> <ul style="list-style-type: none"> <li>• Opens and closes, presses button to make sounds</li> </ul> <p>Uses another object or person as a tool:</p> <ul style="list-style-type: none"> <li>• Asks to be picked up to reach something</li> <li>• Rolls toward a toy to reach it</li> </ul> <p>Understands "more" in reference to food or simple play:</p> <ul style="list-style-type: none"> <li>• Responds appropriately when asked if s/he wants more crackers</li> </ul> <p>Uses simple nesting or stacking toys:</p> <ul style="list-style-type: none"> <li>• Nests three or four cups</li> <li>• Stacks three or four cups or foam blocks</li> </ul> <p>Understands time words such as "after," "before":</p> <ul style="list-style-type: none"> <li>• "Before we go outside, we have to put on your coat."</li> </ul> <p>Explores spatial relationships:</p> <ul style="list-style-type: none"> <li>• Attempts to fit own body in boxes, tunnels</li> </ul> <p>Groups a few objects by shape, color or size:</p> <ul style="list-style-type: none"> <li>• Finds two or three toys that have the same simple shape, color</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Understanding that older infants also use objects to represent other things. For example, they may hold a cardboard block up to their ear as if it is a phone receiver. Playing along with this sort of activity can be great fun for the child and for the adult.</b></li> </ul>	

## Older Infants 8 to 18 months

### DOMAIN: Development of curious minds

Element:	Indicators
<p>Problem Solving, Symbolic Thought, and Creative Expression: Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression.</p>	<p>Solves simple manipulative problems:</p> <ul style="list-style-type: none"><li>• Crawls or walks around a toy</li></ul> <p>Uses trial and error method effectively:</p> <ul style="list-style-type: none"><li>• Successfully pushes buttons on a pop-up toy</li><li>• Uses shape sorter with some success</li></ul> <p>Begins to think about actions before doing them:</p> <ul style="list-style-type: none"><li>• Chooses a toy, book, or doll from a group</li><li>• Enjoys taking things out of a container and putting them back</li></ul> <p>Is able to concentrate and not get distracted:</p> <ul style="list-style-type: none"><li>• Plays parallel to others without interaction</li></ul> <p>Engages in imitative play; begins to fantasize and do simple role play:</p> <ul style="list-style-type: none"><li>• Pretending to call parents on phone</li></ul> <p>Begins to explore expression with art implements:</p> <ul style="list-style-type: none"><li>• Scribbling with large crayons</li><li>• Creating markings in finger paint</li><li>• Molding playdough</li></ul> <p>Begins to move to music of varying rhythms, tempos, and types</p>

Caregivers support by:

- **Playing music together by hitting pots and pans with a wooden spoon, by providing music and song, and by moving to the music together. Soothing music at rest time can be very comforting. Sing to the infant regularly.**

(b)(6)



### *A little about... media influence*

*Although parents and caregivers might be tempted to use television or electronic media to distract or entertain their infants and toddlers, this may not be such a good idea. Little is known about the effects of television and electronic media on infants and toddlers. The American Academy of Pediatrics urges parents to avoid television viewing for children under the age of 2 years and to create "electronic media-free" environments in children's rooms. As the Academy put it, "babies and toddlers have a critical need for direct interactions with parents and other significant caregivers for healthy brain growth and the development of appropriate social, emotional, and cognitive skills" (Pediatrics, 1999, Vol. 104, p. 342).*

### *Organizing the environment*

*These suggestions are intended to reach all audiences. Some suggestions may appear to be more applicable to either home or child care settings.*

#### **Parents and Early Childhood Professionals can...**

- Encourage independence by placing toys on low shelves within easy reach.
- Create space both indoor and out that supports older infants as they begin to crawl, stand, cruise, walk and even run. Mats, pillows, mattresses, bolsters, cruising rails, and low safe furniture support newfound mobility. For exploration, provide one cabinet that opens to safe items.
- Provide older infants with props and toys that support active play. These include: balls of all sizes and textures, push and pull toys, vehicles that can be pushed across the floor and crawling tunnels.
- Make sure that cabinets, drawers and any

spaces that could be potentially dangerous are made child proof. Receptacle outlets should be covered, dangerous or breakable items stored out of reach and sharp edges on furniture softened. Take the time to really think about what the older infant is now able to get into or have access to. For older infants, lamp cords may look appealing as do floor plants; make safety decisions accordingly.

- Older infants delight in imitating what they see occurring in their everyday life. Provide pretend play items such as: cloth dolls, doll beds and blankets, safe cooking utensils, play telephones. Older infants also enjoy stuffed animals and plastic animals, props, playhouses and small plastic people.
- Older infants are fascinated with their image and enjoy their reflection in the mirror. Provide them with unbreakable hand mirrors, and wall mounted unbreakable mirrors.
- Older infants are learning about how objects fit into space and how one thing fits into another. Provide them with: stacking rings (3 to 5 pieces), nesting cups (3 to 5 pieces), pop-up boxes, simple puzzles (2 to 4 pieces), pop-up toys, teethingers and squeeze/squeak toys, boxes of varying sizes with lids, plastic buckets for dump and fill activities and floating objects for supervised bath or water play. Older infants can enjoy sensory experiences such as regular sand and water play.
- Older infants enjoy stacking and knocking down simple block structures. Provide them with: lightweight cloth, plastic or cardboard blocks. Older infants enjoy larger interlocking style blocks as well.
- Books that can be held and carried and have easy pages to turn are the best choices for older infants. Sharing book experiences now becomes more interactive and books that have simple language and contain pictures of topics and familiar objects suit this purpose. Word play is of interest too so include books with rhymes and repetition.
- As older infants become more capable, support fine motor development by providing opportunities for use of large crayons for scribbling and making marks.
- Pots and pans make marvelous musical instruments but adding some more realistic, age-appropriate instruments is appealing to older infants.

## Older Infants 8-18 months

### APPLICATION

#### Responding to individual difference

Culturally consistent care provides comfort and facilitates trust and a positive sense of self. By supporting the values of the family, caregivers build children's confidence and self-esteem.

It is important for the child, the parent and the caregiver to discuss differences in expectations around learning and social interactions. Consistency with expectations helps older infants feel more secure. For example, some cultures approach language acquisition differently. They may not isolate an object by attributes like size, shape or color. Metaphors may be more highly valued as well as verbal play and the use of imagery in certain cultures.

Make efforts to bring the child's culture into the child care setting. Familiar comfort items, foods, and language will assure older infants that there is a predictable familiarity in care settings away from their home.

#### *A little about... feeding*

*Feeding is more than an experience in nutrition; feeding is embedded in culture and because of this, it is important for caregivers to understand each family. How a baby is held while being fed, how the baby participates in feeding, how often feeding occurs, and what foods are introduced and when: varies tremendously from family to family. For example, some experts suggest that caregivers encourage babies to self feed: messy, but a way to become independent. Alternatively, some cultures value dependence in children, expecting adults to feed children and discourage self-feeding.*

*Professionals who care for children have an important and powerful role in early feeding relationships. Caregivers have the opportunity to support breastfeeding and a variety of family choices for feeding their child.*

*Phillips, C.B. & Cooper, R. M. (1995). Cultural dimensions of feeding relationships. Washington, D.C.: Zero to Three*

Due to the American culture's fast paced competitive approach to life, some people are more anxious for babies to reach milestones "on time" or even "early." The notion of "in time" is a better guideline for a milestone. Anxiety about an older infant's rate of development can be eased by discussing concerns with a pediatrician or by requesting a free developmental screening at local early intervention sites.

Successful inclusion of older infants with special needs in natural environments requires the same quality care we expect for all children. Providing an environment that is universally designed and is developmentally as well as individually appropriate ensures all children's needs are/will be met with the supports necessary to meet any special needs. Participation in all activities and routines in an environment where older infants can explore tells them they are capable and that they belong.

Participation in all activities should be the goal. Early intervention services are an important resource for the child, family and caregiver.

An attitude that encourages older infants with disabilities to experience and explore the world in a way appropriate for them is critical to both their learning and self esteem.

When children's sensory systems do not process information accurately they may be unable to attend, focus, may not tolerate movement or touch, or may have affective disorders or a lack of emotional expression. Concerns of this nature require professional assessment.

Young children with sensory impairments including hearing, vision, sensory integration issues may tire more quickly than peers. Watch for stress signals and provide for frequent rest periods.

While individual older infants acquire language and communication skills at varying rates, it is important to be alert to some early warning signs that warrant further attention: a child who stops babbling at 8 to 9 months; a child who does not show interest in interacting with objects and caregivers in familiar locations; a child who does not give, show or point to objects by 11-12 months; and a child who does not play games such as pat-a-cake or peek-a-boo by 11-12 months.

Toddlers:  
18 to 36  
months

(b)(6)

## Introduction to the stage

The toddler stage of development is one characterized by a tension between the desire for independence and the need for continued dependence on a trusted caregiver. Toddlers yearn to be social beings, yet they require lots of assistance in managing the complexity of relationships with peers. Problem-solving skills emerge, as does the need to be self-sufficient and competent. Exploration changes from discovery of the characteristics and function of things to the purposeful manipulation and investigation of the world around them. As toddlers maneuver their way through the developmental milestones associated with this age, they need a secure base in the form of a loving, affectionate, trusted adult. Then they can begin trying out their independence, returning frequently to the adult for guidance, affection, and reassurance.

Toddlers are unique social beings. They are not yet equipped with the complex expressive language skills necessary to navigate a variety of experiences. Body language, gestures, single word phrases, and physical overtures form the basis for toddlers' social interactions. As language skills develop, toddlers have more success in communicating their needs to playmates. Young toddlers often enjoy playing next to or nearby a friend, while older toddlers begin to enjoy more cooperative aspects of play. As young toddlers learn the skills necessary to participate cooperatively in groups, they may experience frustration that results in conflict.

Physically, toddlers begin to lose the side-to-side gait that characterizes the early months of the stage. As balance and coordination improve, they begin to have a steady gait and start practicing running, galloping, and two-footed hopping. Additionally, there is a change in the toddler's body over time; by the end of this stage, limbs and torso are longer and leaner. Toddlers love to manipulate small objects, and even begin using art tools and materials like paintbrushes or markers. At first, the wider the implement, the better since a toddler's grip still involves the entire hand. As they grow and their experience increases, toddlers begin to use the forefinger and thumb to write, color, and paint simple creative representations.

The toddler stage of development is also marked

by significant effort for mastery in self-help skills. The "I can do it myself" attitude permeates toileting, feeding, and dressing routines even in the earliest months of this stage. When they are ready for the challenge of toilet learning, toddlers will let you know by remaining dry for longer periods between diaper changes, announcing when their diaper is wet, and saying when they need to go. It is important to wait for these cues, allowing the toddler some control in the process. This self-guided mastery will build a toddler's sense of self-competence, and, ultimately, self-esteem. Caregivers should be sensitive to the fact that the normal readiness range for toilet learning is very broad and may extend past toddlerhood.

### A little about toilet readiness

*Toilet Training or learning starts in infancy when babies are considered partners in diapering. As infants become toddlers, they become more and more aware of their bodily functions and eventually begin to learn to control them. Toilet training, a natural outgrowth of this long, slow process, occurs when the child achieves readiness in three developmental areas: physical, cognitive and emotional. The child must understand, be capable, and be willing to participate in the process (Gonzalez-Mena, 1990).*

#### *A Note of Caution:*

*Parents and caregivers may have different philosophies, ideas, perceptions, and goals for their child in this developmental area. When opinions differ, caregivers should respect the parents' point of view and be mindful of cultural and family values.*

Throughout the toddler stage of development, language – both expressive and receptive – takes on new importance. Mastery of language is another step on the road to independence for a toddler. Whether playing with a friend, communicating a

need to an adult, or listening to a story read aloud, language in all of its forms and complexity opens a critical door for a developing toddler. Its use is powerful and functional, creative and fun - just the elements needed to entice a toddler. Singing, reading, chanting, rhyming, and signing with speech are all delightful means of exposing children to the gift of language. Toddlers enjoy the sound of their own voice, announcing "mine," asking "why?" or reasoning "mommy work." In addition to the pleasure of sound, toddlers' ability to communicate with the world around them is evidence of their autonomy.

Intellectually, toddlers are actively constructing their own knowledge. The ability to hear, see, smell, taste or touch their immediate environment empowers toddlers to understand concepts, practice skills, and solve problems through their play. Early numeracy skills like sorting by color or other attributes grow in complexity to include counting and exploring the connection between objects and numbers. Toddlers' play in a water table enables them to learn about basic geometric skills such as size, volume, quantity and conserva-

tion. Finally, toddlers begin to develop their imaginations. This is shown by their ability to hold a picture in their minds, to use scribbles and marks to recreate an image on paper, to pretend in the housekeeping area, and to tell a story. The magic of symbolic thought opens the door to more complex play with peers, to developing shared perspective, and to practicing human interactions. Allowing toddlers adequate time and space to play, whether they are simply imitating a trip to the grocery store or creating a new version of a favorite story, is important for healthy growth and intellectual development.

Caregivers should be sensitive to the range of development that occurs for children 18 to 36 months of age. Activities and materials that are appropriate for 36 month old children may not be appropriate for the 18 month olds. Learning occurs when all toddlers have ample time to fully participate in daily routines and activities. Toddlers need caregivers to be patient and understand that learning will often look messy and disorganized during this stage of development.

(b)(6)

## Toddlers 18 to 36 months

### DOMAIN: Development of the self as a being

#### Element:

#### Indicators

#### Self-Awareness

Understanding that the self is a separate being with an identity of his or her own and with connectedness to others

- Recognizes self in mirror or photographs:
- Points to his or her own photo in a selection
- Says own name in response to photo
- Uses "me" or name:
- "Me Sophie"
- Identifies self by gender:
- "I boy"
- Uses adjectives to refer to self:
- "I big."

#### Development of self

- Offering toddlers the opportunity to look in a variety of mirrors while talking about what they see.
- Making photos available for toddlers to look at and manipulate, including photos of themselves, their families and peers.

#### Self-Concept

Development in knowing and valuing self; growing ability to make independent decisions and choices

- Wants to experience world on own terms:
- "I do it"
- Uses evaluative words to talk about self:
- "I good girl."

#### Empowerment

- Offering choices whenever possible, e.g., "Would you like to wear this red shirt or this blue one?" Make saying "no" a fun game versus a power struggle. Toddlers love the word "no," so give them lots of appropriate ways to express it.
- Respect that toddlers may have a valid opinion that is expressed by saying no.

#### Self-Regulation

Development of the ability to regulate emotions and mood

- Shows impulse control by:
- Walking around spilled items
- Anticipates and follows routines when prompted:
- Helps with clean up
  - Gets ready to go for a walk

#### Empowerment and Control

- Being in tune to toddlers' need for independence and control, while also understanding that they will still need your support and guidance even as they work hard at maintaining autonomy.
- Remaining patient when this balance seems impossible to manage. Know that tantrums, biting and pushing are a toddler's way of letting go of frustration and communicating a need. Make sure toddlers are safe from harm while they are tantruming, let them know that you are nearby to help when they are ready, but give them plenty of space and time in which to release frustration.

# Toddlers 18 to 36 months

## DOMAIN: Development into social beings

### Element:

### Indicators

#### Peer Interaction:

Noticing, relating with and becoming attached to people around the child's own age

Engages in some joint exploration and associative play:

- Attempts to build a block tower with a peer
- Takes part in an activity involving 2 or 3 peers
- Can wait a short time for "my turn"

#### Caregivers support by:

- **Understanding that evolution into a social being inevitably involves conflict. Allow toddlers to begin to problem solve, understand the natural consequences of behavior, and explore interaction within the safety of a caregiver's fair and reasonable limit setting, as well as supportive modeling of appropriate interaction.** "If you want to throw, let's get out the balls and bucket and see if you can toss a ball in."

#### Peer Interaction continued:

Noticing, relating with and becoming attached to people around the child's own age

Shows concern for a peer who is in distress:

- Hugging a crying playmate or stopping play when a peer falls down

Includes other children in pretend play:

- Playing house or grocery store

Shows reciprocal exchanges with peers:

- Imitating a peer who is piling sand and looking for the playmate to imitate
- Chasing a peer and then becoming the one who is chased

Seeks out a particular peer to be around:

- Refers to other children by name
- Calling a peer over by name
- Greeting a playmate by name

#### Caregivers support by:

- **Encouraging growing empathy skills by labeling feelings, introducing a classroom pet to care for, and talking about how our actions impact others.** "When you hit Emily, it hurts her body." "When you are missing your mom here at school, she is also missing you at her work."
- **Modeling positive social interactions, and offering positive guidance when toddlers initial attempts at socialization fail.** "It looks like you wanted to hug your friend but she doesn't want that right now." "It looks like you want to play with the ball too." "Let's see if your friend wants to roll it back and forth, or we can get you another ball to use." "When your friend is finished with the toy, it will be your turn."

#### Adult Interaction:

Noticing, relating with and becoming attached to people older than themselves

Through words or actions, uses adults as a resource:

- Asks a caregiver for a cracker
- Asks for help getting jacket on

#### Caregivers support by:

- **Providing a secure base from which toddlers can begin to explore the environment, socialize and engage in imaginative play. Knowing caregivers are nearby to help if they need it gives toddlers the confidence they need to try new skills, and enter new play situations. Be careful to nurture this growing sense of autonomy by encouraging new skills and not overreacting when mistakes occur.** "Oops, it looks like you missed your cup, let's try again" or, "Let's clean it up together and you can try again."

## Toddlers 18 to 36 months

### DOMAIN: Development into social beings

Element:	Indicators
<p data-bbox="425 379 773 465">Adult interaction continued:</p> <p data-bbox="425 474 904 596">Noticing, relating with and becoming attached to people older than themselves</p>	<p data-bbox="1006 379 1611 414">Shares accomplishments with adults:</p> <ul data-bbox="1054 419 1961 456" style="list-style-type: none"><li data-bbox="1054 419 1961 456">• Calls caregiver over to show a sandcastle he/she built</li></ul> <p data-bbox="1006 474 1924 559">Periodically checks back with caregiver when playing or exploring:</p> <ul data-bbox="1054 565 1945 645" style="list-style-type: none"><li data-bbox="1054 565 1945 602">• Makes physical contact when in need of reassurance</li><li data-bbox="1054 608 1596 645">• Calls caregiver over during play</li></ul> <p data-bbox="1006 659 1983 694">Anxious reaction to unfamiliar adults decreases in intensity</p> <p data-bbox="1006 716 1913 796">Begins to appreciate the caregiver has needs and other priorities</p> <p data-bbox="1006 811 1941 891">Because of this new understanding, begins to soothe self when separated from primary caregiver</p> <p data-bbox="1006 905 1734 939">Seeks to repeat behaviors that are rewarded</p> <p data-bbox="1006 962 1810 996">Carries on sustained interactions with caregivers</p> <p data-bbox="1006 1019 2004 1136">Begins to show self-conscious emotions like shame, pride, or embarrassment in addition to already established emotional expressions</p> <p data-bbox="1006 1150 1476 1185">Is eager to help with chores:</p> <ul data-bbox="1054 1190 1738 1270" style="list-style-type: none"><li data-bbox="1054 1190 1738 1228">• Wants to put out the napkins for dinner</li><li data-bbox="1054 1233 1465 1270">• Enjoys feeding the dog</li></ul> <p data-bbox="1006 1293 1404 1328">Imitates adult activities:</p> <ul data-bbox="1054 1333 1662 1413" style="list-style-type: none"><li data-bbox="1054 1333 1662 1370">• Pushes a miniature vacuum around</li><li data-bbox="1054 1376 1458 1413">• Pretends to saw wood</li></ul> <p data-bbox="1006 1436 1720 1470">Identifies and imitates other people's roles:</p> <ul data-bbox="1054 1476 1908 1556" style="list-style-type: none"><li data-bbox="1054 1476 1803 1513">• Calls attention to a policeman on the street</li><li data-bbox="1054 1519 1908 1556">• Puts on a white shirt and pretends to be a doctor</li></ul>
<p data-bbox="672 1659 1137 1693">Caregivers support by:</p> <ul data-bbox="679 1730 2076 2130" style="list-style-type: none"><li data-bbox="679 1730 2076 1859">• <b>Keeping the number of caregivers involved in a child's care to a minimum. Attachment to a primary caregiver is ideal in establishing a secure base for growing autonomy.</b></li><li data-bbox="679 1864 2076 1993">• <b>Ensuring that toddlers know that even when things go wrong, it is their behavior that is unacceptable. Toddlers need to know that you always love them, even when their behavior is challenging and frustrating.</b></li><li data-bbox="679 1999 2076 2130">• <b>Allowing toddlers to help with meal preparation, setting the table, feeding the pet, or watering plants. Toddlers enjoy the sense of competence they feel when helping a trusted caregiver.</b></li></ul>	



## Toddlers 18 to 36 months

### DOMAIN: Development into social beings

#### Element:

Social Intelligence:  
Awareness of diversity and difference

#### Indicators

Notices likenesses and differences:

- Stares at someone who is of a different ethnicity
- Asks about a person who is in a wheelchair
- Comments on a person who wears unfamiliar apparel

Comments on gender:

- Says playmate Bill is a boy or Mom is a girl

Preference for same-sex companions over opposite-sex companions:

- Is more sociable and interactive with same-sex friends
- May sit on the sidelines and observe play when with opposite sex playmates

#### Caregivers support by:

- Encouraging toddlers' growing gender identity by allowing them to take on a variety of roles during imaginative play.
- Modeling an interest in understanding and celebrating the diversity amongst people while validating children's observations of differences and similarities.

## Toddlers 18 to 36 months

### DOMAIN: Development of strong and healthy bodies

Gross Motor Skills  
(large muscle):

Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone.

Exhibits more control and coordination of large muscle and body movement:

- Walks fast and well
- Seldom falls
- Stands and walks on tip toes
- Walks backwards
- Walks up stairs holding a hand or railing
- Walks, runs with control, climbs well, throws a ball with aim
- May jump in place
- May balance on one foot for a second or two
- Rides tricycle

Uses arms and legs with more purposefulness:

- Catches a ball by trapping it with arms and hands
- Pounds object with intention and precision, hammers a peg accurately for example
- Creates simple block structures
- Pushes foot into shoe
- Takes off shoes

Rides tricycle using pedals most of the time

Engages in creative movement and dance spontaneously, and when prompted by music or adult cues:

- "Let's march to this music,"
- "Can you dance to this music?"

#### Caregivers support by:

- Providing large motor space indoors and outdoors and equipment including ramps, climbers, stairs, slides, balls, riding and pushing toys, music and props.
- Modeling and participating in the use of space, body movement, and equipment.

## Toddlers 18 to 36 months

### DOMAIN: Development of strong and healthy bodies

Element:	Indicators
<p>Fine Motor Skills: (small muscle) Eye-hand or skilled sensory coordination</p>	<p>Uses a crayon to imitate marks/scribble</p> <p>Holds object with one hand and manipulates it with the other:</p> <ul style="list-style-type: none"> <li>• Winds music box while holding it</li> <li>• Brushes doll's hair</li> </ul> <p>Folds blanket, cloth, diaper, or paper</p> <p>Pours liquid from small pitcher or cup</p> <p>Shows preference for one hand</p> <p>Puts on some easy clothing</p> <p>Holds spoon, fork, cup, but may still spill</p> <p>Can use a paintbrush but doesn't control drips</p> <p>Can turn the pages of a book</p>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Offering a frequently changing choice of manipulatives, utensils, art implements, and toys for toddlers to explore.</b></li> <li>• <b>Scheduling meals with adequate time to practice use of utensils, cups, and pitchers with support through caregiver modeling. Using hand washing routines as an opportunity to give gentle assistance to demonstrate the use of faucets, soap pumps, and wiping hands with a towel.</b></li> </ul>	
<p>Perceptual Development:</p> <p>Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other.</p>	<p>Sensory thresholds do not interfere with desire to explore surroundings:</p> <ul style="list-style-type: none"> <li>• Continues to show increased ability to concentrate with multiple sensory information present</li> <li>• Increased development in cognitive and motor skills allows for increased ability to explore and form meaning from sensory information</li> <li>• Shows enjoyment and discrimination of increasingly complex sensory information</li> </ul> <p>Visual discrimination more refined:</p> <ul style="list-style-type: none"> <li>• Ability to discriminate finer detail in tandem with cognitive development; may notice caregiver's earring</li> </ul> <p>Hearing discrimination more refined:</p> <ul style="list-style-type: none"> <li>• Ability to isolate familiar sounds in tandem with cognitive development</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Being aware that toddlers can become overstimulated and benefit from an environment that offers a balance of sensory experiences.</b></li> <li>• <b>Using the natural outdoor environment to offer a broad variety of hands-on sensory experiences.</b></li> </ul>	

## Toddlers 18 to 36 months

### DO: Health Developmental Areas and Healthy Bodies

#### Element:

#### Indicators

#### Self-feeding and self-dressing

Using motor skills to show increased independence and ability to take care of own needs

Continues to progress with self feeding:

- Holds spoon, fork, cup but may spill
- Feeds self alone and well
- Pours own milk and juice from small plastic pitcher

Continues to show interest in dressing self:

- Undresses self
- Puts on clothing except for buttoning
- Puts on shoes (does not lace, but can manage velcro fastenings)
- Puts on own jacket and hat

Shows increased interest and proficiency with toileting skills:

- Exercise bowel and bladder control
- Willing to use toilet
- Will wash hands after toileting

May show increased interest in helping with chores

- **Having realistic expectations of the time and effort it takes toddlers to truly participate in daily routines including cleanup, dressing, toileting, and hygiene.**

## Toddlers 18 to 36 months

### DO: Language Development and Communication

#### Element:

#### Indicators

#### Language comprehension

Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language (comprehension) and vocabulary development (understanding). Initial language development occurs within the context of relationship.

*Note: Mode of communication in which the child is most fluent including the child's primary language, sign language, or assistive communication device.*

Understands a variety of simple two-step requests such as:

- "pick up the ball and bring it to me"
- Follows multi-step daily routines like washing hands and helping to set the table when prompted

Understands name for:

- Common objects
- Familiar people
- Familiar actions

Understands contrasts such as:

- Yes/no
- Run/stop
- Come/go
- Up/down

Understands prepositions such as on, in, or under

With adult direction, finds items needed for an activity:

- Adult suggestion of finding missing pieces of a toy
- Adult suggestion of finding items needed for an art activity

Shows increased attention span when being read to, and continues to enjoy listening to rhymes, finger plays, and songs of increased complexity

#### DO: Quality of Interactions

- **Using language to narrate the natural routines that occur during the day, i.e. "We'll change your diaper and put on the red pants."**
- **Guiding activities where children must follow a two-step direction, "We're going outside, let's get your coat."**
- **Supporting vocabulary with movement, i.e. signs, gestures, to provide additional context.**

## Toddlers 18 to 36 months

### DOMAIN: Development of ability to communicate

Element:	Indicators
<p>Language Expression (expressive/productive language) continued</p> <p>The use of sounds, gestures, words, phrases, or sentences to express self. Initial language development occurs within the context of relationship.</p> <p><i>Note: Mode of communication in which the child is most fluent language including child's primary language, sign language, or assistive communication device.</i></p>	<p>Uses words or actions to request assistance from familiar adults:</p> <ul style="list-style-type: none"> <li>• Asks for food/drink when hungry</li> <li>• Asks caregiver to get toys</li> <li>• Asks for help when needed</li> <li>• May attempt to use words to solve conflicts with peers/siblings or to request help from adult</li> </ul> <p>Combines words into simple sentences such as:</p> <ul style="list-style-type: none"> <li>• "Mommy bye-bye"</li> <li>• "Milk all gone"</li> </ul> <p>Asks and answers simple questions:</p> <ul style="list-style-type: none"> <li>• Lots of "what?", "why?" and "where?" questions such as: "Where is daddy?"</li> </ul> <p>Uses everyday experiences to build on vocabulary:</p> <ul style="list-style-type: none"> <li>• Talks about what they are doing</li> <li>• Uses language to convey simple ideas</li> <li>• Refers to self by name</li> <li>• Uses personal pronouns like I, me, and you with increased proficiency</li> <li>• Vocabulary increases with age</li> <li>• Articulation becomes increasingly clearer</li> <li>• May express feelings both physical and emotional</li> </ul> <p>Exhibits increased participation with written forms of communication:</p> <ul style="list-style-type: none"> <li>• Looks at books and magazines as if he/she is reading</li> <li>• Makes sounds that relate to pictures in books</li> <li>• Turns pages at the right time</li> </ul> <p>Recognizes signs and symbols in the environment:</p> <ul style="list-style-type: none"> <li>• Identifies stop sign</li> <li>• Identifies label or logo from favorite cereal box</li> <li>• Memorizes and repeats phrases of songs, books, and rhymes</li> </ul> <p>Increases understanding of use of communication tools:</p> <ul style="list-style-type: none"> <li>• Converses with other child or adult using play phone</li> <li>• Names scribbles made with marker or crayon by telling others what scribbles mean</li> </ul>
	<p>Caregivers support this:</p> <ul style="list-style-type: none"> <li>• <b>Maintaining close proximity and communicating with toddlers at their eye level.</b></li> <li>• <b>Partnering with families to support English in addition to any home language.</b></li> <li>• <b>Using self talk and integrating descriptive vocabulary into everyday activities to support expressive language. "The wind feels cold on my skin."</b></li> <li>• <b>Labeling toy shelves with both the picture and the written word.</b></li> </ul>

## Toddlers 18 to 36 months

### DOMAIN: Development of ability to communicate

Element:	Indicators
<p>Emotional Expression: Ability to communicate feelings</p>	<p>Self conscious emotions appear:</p> <ul style="list-style-type: none"> <li>• Shame</li> <li>• Embarrassment</li> </ul> <p>Uses artistic tools for creative expression:</p> <ul style="list-style-type: none"> <li>• Paints picture using large brush</li> <li>• Uses crayons or markers to draw, e.g., "This is my mom"</li> <li>• Molds clay to create, e.g., "This is my dog"</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Validating children's feelings.</b> i.e. "I see that you are really frustrated by that puzzle."</li> </ul>	
<p>Emotional Understanding: Ability to understand the emotional expressions of self and others</p>	<p>Begins to talk about and play-act emotions:</p> <ul style="list-style-type: none"> <li>• "I sad"</li> </ul> <p>Begins to show sympathetic response to others:</p> <ul style="list-style-type: none"> <li>• Asks if mom is okay when she coughs</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Connecting language with facial expressions.</b> i.e. "She looks scared...frustrated...excited."</li> </ul>	

## Toddlers 18 to 36 months

### DOMAIN: Development of curious minds

Element:	Indicators
<p>Exploration and Discovery: Experiencing the properties of things, developing curiosity and inquiring about the world</p>	<p>Independently explores the immediate environment to investigate what is there:</p> <ul style="list-style-type: none"> <li>• Asks about a new toy or explores different textures in the natural environment</li> <li>• Searches for a particular toy</li> </ul> <p>Tries new activities, materials and equipment:</p> <ul style="list-style-type: none"> <li>• Tries unfamiliar art materials</li> <li>• Tries a different musical instrument</li> <li>• Joins in a new song or finger play</li> </ul>
<p>Caregivers support by:</p> <ul style="list-style-type: none"> <li>• <b>Rotating materials to maintain toddlers interest.</b></li> <li>• <b>Providing varied environments i.e. bringing in natural materials, outdoor exploration.</b></li> </ul>	

# Toddlers 18 to 36 months

## DOMAIN: Development of curious minds

Element:	Indicators
<p>Concept Development and Memory: Understanding cause and effect, and the permanence of things. Developing memory skills and the beginnings of representational thought</p>	<p>Uses familiar objects in combination:</p> <ul style="list-style-type: none"><li>• Uses spoon in bowl, doll in bed, and person in car</li></ul> <p>Engages in make believe play acting out simple dramatic play themes with others:</p> <ul style="list-style-type: none"><li>• “You baby, me momma”</li><li>• Pretends to an animal</li></ul> <p>Counts to two or three:</p> <ul style="list-style-type: none"><li>• Recites numbers with prompting or adult cues</li></ul> <p>Uses some number words during play or activity:</p> <ul style="list-style-type: none"><li>• “I want two”</li></ul> <p>Imitates counting rhymes:</p> <ul style="list-style-type: none"><li>• <i>One, Two Buckle My Shoe, Three Little Monkeys</i></li></ul> <p>Fills and empties containers with sand, water, or small toys</p> <p>Shows interest in patterns and sequences:</p> <ul style="list-style-type: none"><li>• Attempts to follow a pattern with large beads and string or on a peg board</li><li>• Plays matching games</li></ul> <p>Shows some understanding of daily time sequence:</p> <ul style="list-style-type: none"><li>• Time for nap, lunch, outdoor play</li></ul> <p>Matches simple shapes:</p> <ul style="list-style-type: none"><li>• Using puzzles -circle, square, triangle</li></ul> <p>Classifies, labels, and sorts objects by characteristics:</p> <ul style="list-style-type: none"><li>• Hard vs. soft</li><li>• Large vs. small</li><li>• Heavy vs. light</li><li>• By color</li></ul> <p>Arranges objects in lines:</p> <ul style="list-style-type: none"><li>• Makes a row of blocks</li></ul>

### Caregivers support by:

- **Providing consistency, i.e. establishing and maintaining a daily schedule.**
- **Understanding the importance of repetition to support toddlers’ development of skills.**

(b)(6)

Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression

Begins to solve simple problems in his or her head:

- Moves a toy to get to another object
- Stands on block or other object to reach an item

Acts out dramatic play role-play themes with others; engages in make-believe play

Uses objects for other than their intended purpose:

- Using a small block as a phone

- **Offering art materials that allow children to engage in self expression, make-believe play, object representation.**
- **Understanding that some amount of frustration is needed in order for children to become better problem solvers.**
- **Asking open ended questions, i.e. "What if...?"**

(b)(6)

## Toddlers 18-36 months

### APPLICATION

#### *A little about... children moving toward independence*

*Can caregivers display too much warmth and caring toward the infants and toddlers in their care? Experts answer this question with a resounding "No." Infants and toddlers thrive when caregivers support them in their endeavors. However, caregivers can sometimes fall into the trap of becoming so involved in children's tasks that they weaken or stifle children's growing independence. In interactions with children, give them the chance to be "in control." For example, this may mean letting a toddler decide between two pieces of clothing. Be aware that different cultural groups approach independence and autonomy in a variety of ways. The balance between involvement and independence may look different across families and cultures.*

#### *Organizing the environment*

##### **Parents and Early Childhood Professionals can:**

- Minimize the amount of times an adult says no to a toddler by creating a safe space for play and discovery including providing enough developmentally appropriate toys and materials for the number and ages of children in the group.
  - Eliminate or minimize the amount of time a toddler watches television, or other passive media.
  - Expand upon a home environment with trips around the local community by visiting parks, grocery stores, post offices or libraries.
  - Include the following in an early childhood setting:
    - Simple dramatic play props including real items such as phone, dolls, hats, bag, utensils, keyboards, shoes, and clothing (that are easy for children to take off and put on) to expand play themes for toddlers
- Daily reading experiences
  - Blocks of various sizes, as well as small manipulatives like Duplos, pop-beads, and simple puzzles
  - Books and music with simple, repetitive and predictable language
  - Simple art materials – crayons, markers, playdough and washable paint
  - Regular indoor and outdoor play opportunities with sand and water exploration
  - Sensory-rich environment, water, sensory table, playdough, cooking
- Create a "toddler-proof" environment, a key ingredient toward enhancing learning, minimizing inappropriate behavior, and reinforcing a toddler's need for self-competence:
  - Because toddlers are still learning to coordinate their bodies, provide enough open and usable space for toddlers to move freely about during play
  - Create an environment that reflects the needs and interests of the specific group – i.e. an active group needs indoor climbing opportunities
- Ensure that the environment reflects pictures and items from the child's home/family. This maintains a connection to family and reinforces a sense of belonging.
- Make sure that toddler spaces include both group play areas, as well as semi-private spaces where toddlers can safely play away from the large group.
- Allow plenty of time and space for large motor play – an indoor climbing structure, obstacle course, and/or a riding path (hallway) are ideal for toddlers on the move.
- Allow toddlers to access their own materials for art and creative play by organizing recyclables, paper, and toddler-safe art media (waterproof, non-toxic tempera, washable markers, chunky crayons, playdough) that children can safely take out, use, and put back.
- Allow appropriate spaces for specific activities. For example: an area that allows for easy cleanup for art, sand or water play, a quiet area for manipulative play, reading and literacy experiences. Active play such as gross motor should not be near the quiet area.



- Develop policies and practices that encourage small group sizes, low teacher to child ratios and long-term (across classrooms) primary caregiver assignments.

#### Responding to individual differences Parents and Early Childhood Professionals can...

Remember that each child's temperament affects everything from sleeping and eating habits, to approaches to play and activity. Understanding a particular child's temperament, and adjusting the style of interaction, the daily schedule, and the environment will aid development and help the toddler establish a healthy sense of self. For toddlers who are slow to warm up in new situations, plan on staying with them at the beginning of a play date or play group, and schedule some short visits with a new caregiver before leaving them with this individual. Honor differences in temperament and value the things caregivers can do with babies of different temperaments, such as taking swimming lessons together, gentle rough and tumble play, or dancing to music.

Watch for signs that the child's development is progressing appropriately. Though development is influenced by a variety of factors, including environment, experience, interaction, and individual temperament, toddlers should progress through a predictable series of developmental milestones. Talk with a health care provider early on if there are concerns about any aspect of a child's development. Early intervention is critical to giving toddlers extra support toward developing the skills they need to continue learning and growing successfully.

Encourage toddlers' growing gender identity by allowing them to take on a variety of roles during imaginative play. Avoid gender-specific toys such as baby dolls only for girls/ trucks only for boys, or primary colored toys for boys, pastels for girls, etc. Though subtle, these differences begin to socialize children into stereotypical gender roles and preferences which could limit their understanding of social diversity. It is important for parents and providers to encourage all children to play with blocks and trucks and to be physically active, and encourage all children to nurture and care for living things such as babies, pets and gardens.

#### *A little about ... temperament*

*Each infant and toddler has a different behavioral style and a way of expressing emotions. Pioneering work of Thomas and Chess (1977) defined these differences as temperament and they identified temperament types. Often, these types are referred to as: flexible, feisty and fearful. The flexible child tends to have regular biological rhythms (eating, sleeping, and eliminating on a predictable schedule), a positive mood, easy adaptation to new experiences, moderate emotional reactions, and can tolerate most sensory stimulation. The feisty child is very active, shows more intense emotional reactions, and is easily distracted. These children tend to be very sensitive to sound and light and they sleep and eat in a less predictable way. The fearful child or shy child tends to withdraw from new situations and adapts to them more slowly than the others. Children can be a combination of more than one type.*

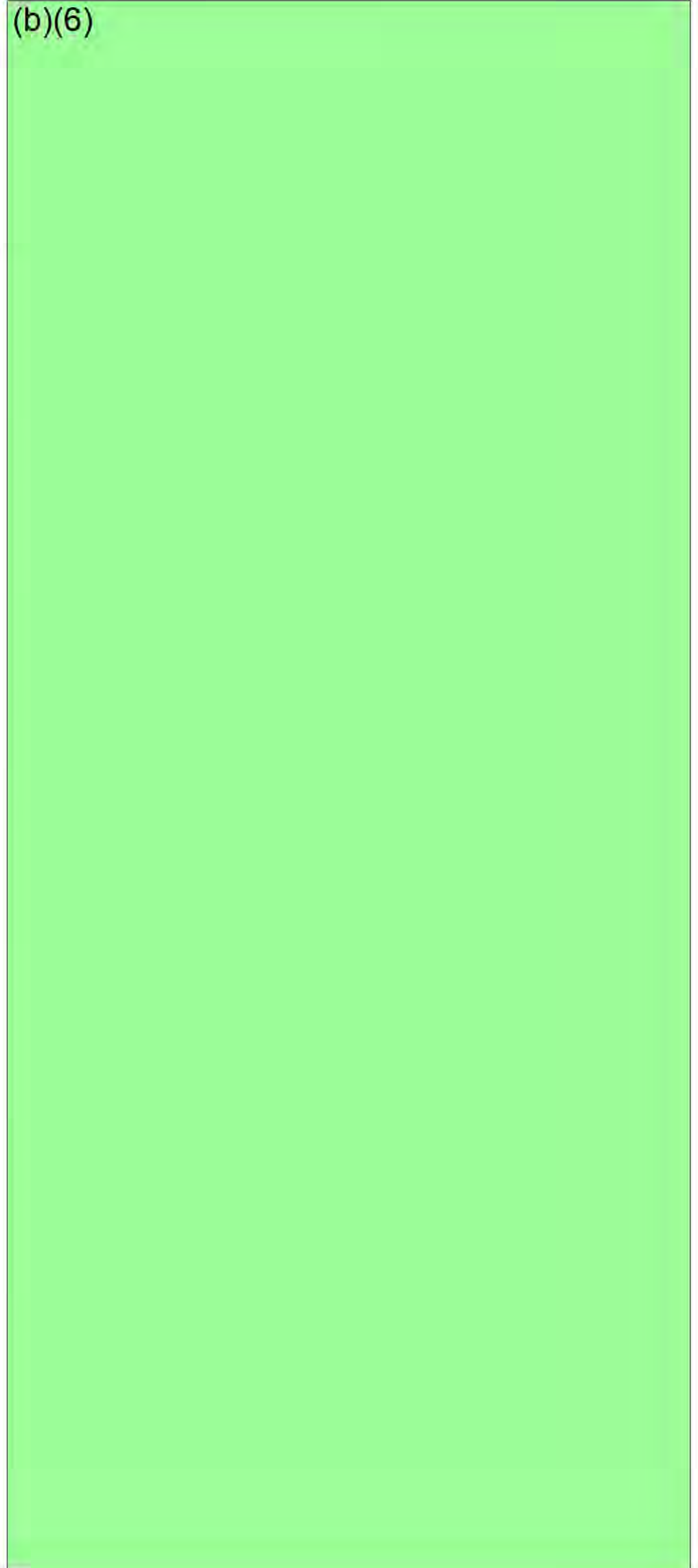
*Thomas and Chess also proposed the idea of "goodness of fit" between child and caregiver. No one temperament of the child or caregiver is necessarily easier or better, but being of the same temperamental style affects the relationship between adult and child. For example, a quiet, subdued child might need extra understanding from a highly expressive and energetic parent or caregiver. More recent study on goodness of fit has revealed that a parent and caregiver may view a baby differently. "Do you know what your temperament style is?"*

*Thomas, A., & Chess, S. (1977). Temperament and Development. New York: Brunner/Mazel.*

Support toddlers' exploration of non-traditional gender roles during dramatic play including family roles, occupational roles, etc. Toddlers begin to understand traditional gender roles through socialization. Encouraging children to explore nontraditional roles like a female firefighter, a male nurse or a male caregiver, is an important way to offer children chances to try out a variety of social roles and to develop an unbiased understanding of gender roles.

- Ensure that language activity is individualized around the language in which the toddler is most fluent:
  - If possible make sure that books are written in the toddler's native language.
  - If a toddler is hard of hearing or deaf make sure that caregivers are proficient in sign language.
  - Use sign with spoken language as an alternate means of communication for all children in the environment.
  - Teach simple foreign language words.
- Offer a wide array of activities that allow toddlers of varying abilities to feel successful:
  - Open-ended art activities that focus on the process of exploration for toddlers just beginning to refine motor skills. This will also give more experienced "artists" a chance to express themselves with the same materials. Produce group art as well as individual art.
  - While offering play in the sand and water tables, make sure to offer individual trays of sand, or bins of water, for children who may be overwhelmed by the closeness of so many children.
  - Ensure that playgrounds include opportunities for a child with limited mobility to transfer to a play structure, sand box, or swing.
  - Work toward a genuine partnership with families so that care routines and family child rearing practices across home, school, and cultural environments reinforce each other.

(b)(6)



**3. State Of Maine Early Childhood Learning  
Guidelines; *and* Supporting Maine's Infants and  
Toddlers**

(b)(6)

# State of Maine Early Childhood Learning Guidelines



Maine Department of Education

Maine Department of  
Health and Human Services

Maine Department of Education

## *Maine Early Childhood Learning Guidelines*

Maine Department of Health and Human Services

To Maine parents and early care and education professionals:

We are pleased to join our many state and local partners in presenting the *Maine Early Childhood Learning Guidelines* for children ages three to five years!

These voluntary guidelines were developed in response to President Bush's early childhood initiative *Good Start, Grow Smart*, which was launched in April 2002. This initiative stresses the importance of supporting learning for every child to reach his or her full potential.

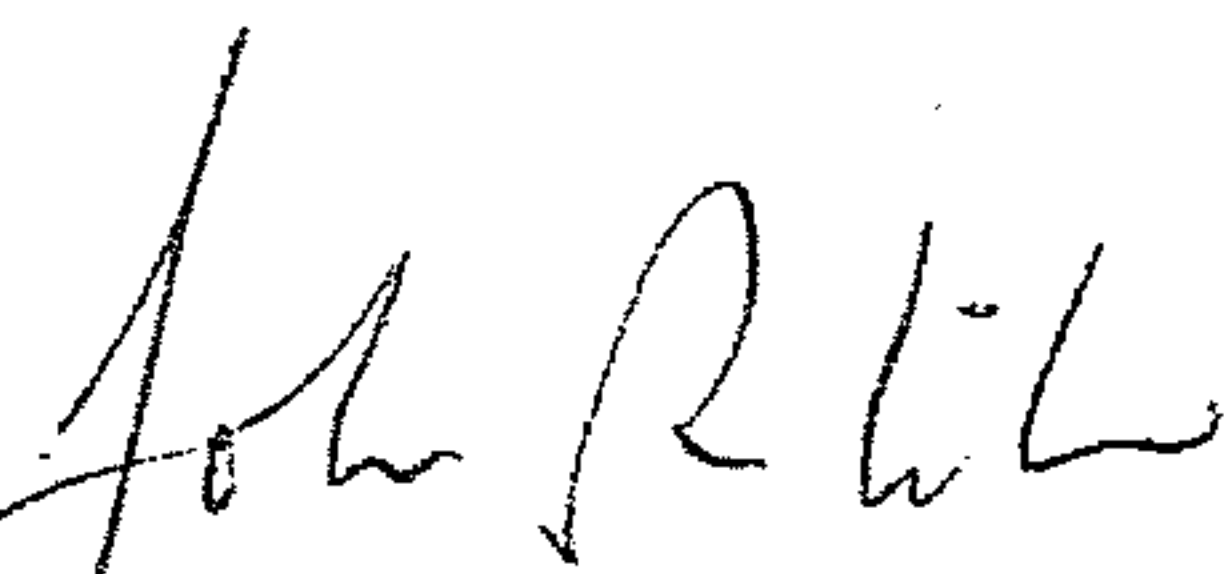
The *Maine Early Childhood Learning Guidelines* serves as a guide for state and local early care and education practitioners' efforts to improve early childhood practice and programs for young children ages three through their entrance into kindergarten. The *Guidelines* are intended to effect greater collaboration and consistency across systems by aligning practices across all early childhood settings including public school pre-K programs.

We hope you will find this document useful in better understanding what you may expect to see in a child's learning and development, taking into consideration the individual differences and unique needs of every child. These guidelines recognize that learning in early childhood environments lays a critical foundation for the young child's later success in school, work, citizenship, and personal fulfillment.

By showing an interest in children's experiences, you join a dedicated group of caring individuals who acknowledge the importance of quality early care and education for our youngest citizens. With your commitment, we can all ensure a good start for Maine's children.

We hope you find this publication useful, and encourage you to share this information with other parents and early care and education practitioners.

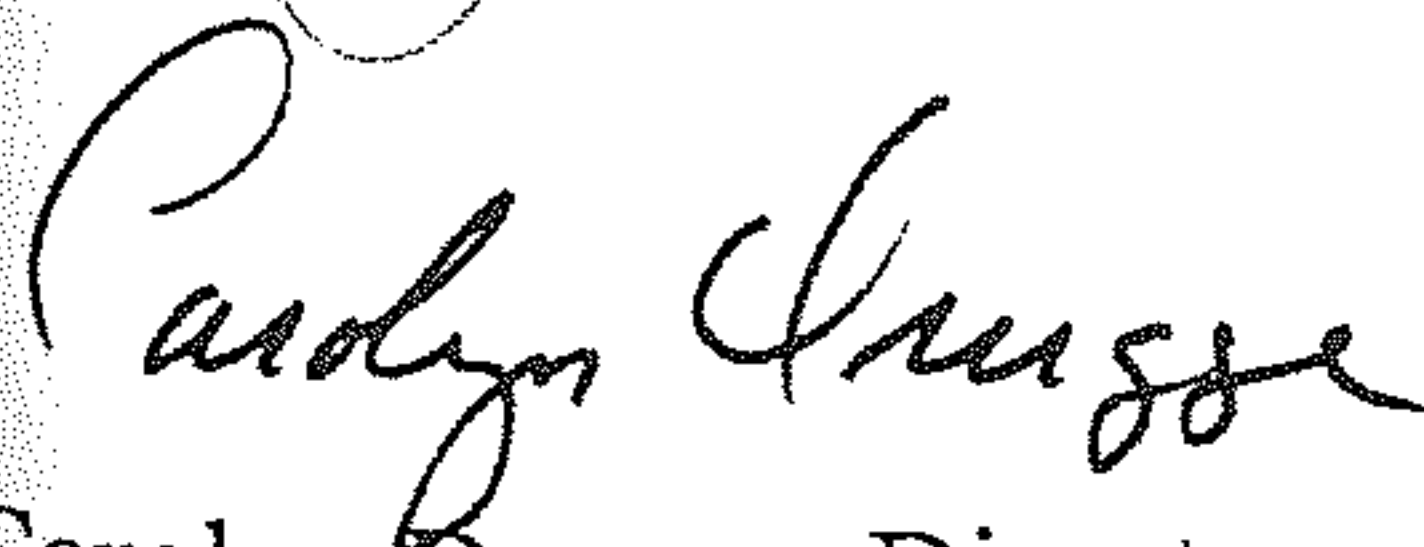
Respectfully,



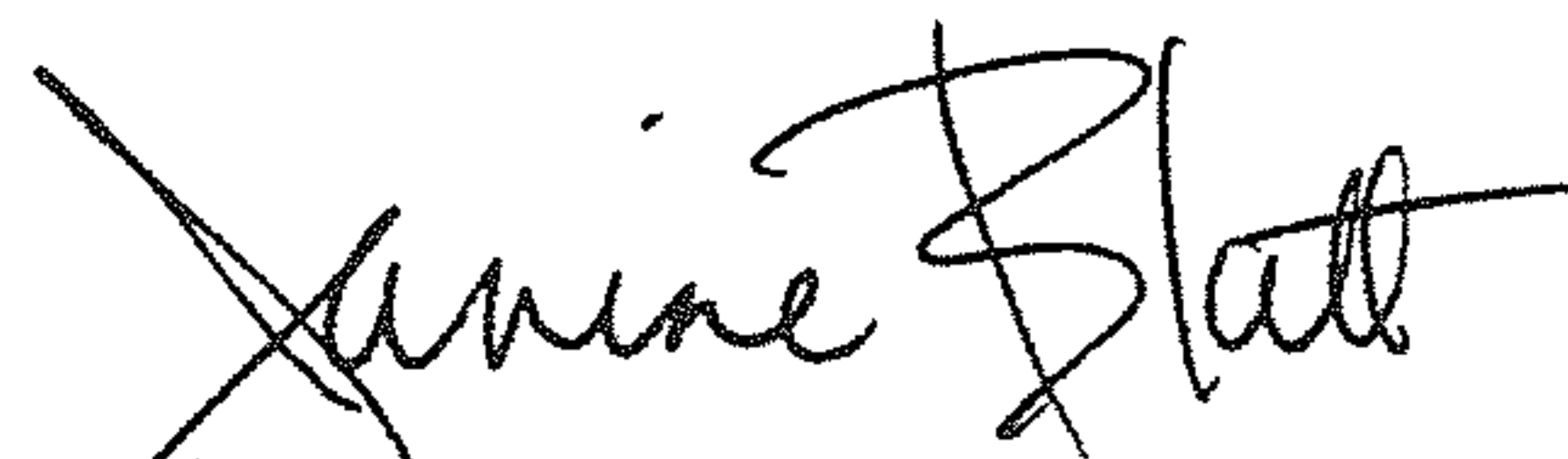
John Nicholas, Commissioner  
Maine Department of Health and Human Services



Susan Gendron, Commissioner  
Maine Department of Education



Carolyn Drugge, Director  
Office of Child Care and Head Start  
Maine Department of Health and Human Services



Janine Blatt, Consultant  
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# Preface

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*The State of Maine Early Childhood Learning Guidelines* serves as a guide for state and local early care and education practitioners' efforts to improve early childhood professional practice and programs for young children ages three through their entrance into kindergarten. This document considers the core elements contained in the State of Maine Learning Results (K-12). The Guidelines reflect current research on early learning and best practice in early education. The document can be used within and across a wide range of early learning settings—public preschool, Head Start, subsidized child care programs, private child care programs, nursery schools, family child care homes, and informal care settings. The *Early Childhood Learning Guidelines* are intended to promote greater collaboration and consistency across systems by aligning practice across all early childhood settings and the early grades.

These guidelines recognize that learning in early childhood environments lays a critical foundation for the young child's later success in school, work, citizenship, and personal fulfillment. Research in brain development has shown that crucial early neural development occurs at critical "windows of opportunity" during a child's early years. The child's environment and relationships with his/her family and other adults during the infant/toddler and preschool years will either support and nurture development or put it at risk.

The Task Force that developed the *State of Maine Early Childhood Learning Guidelines* (3-5)

acknowledges that play, in concert with adult planning, guidance, support, and follow-up, is a vital experience of early development and promotes development of the whole child. It is important that children explore and apply new skills through experiences that are interesting, satisfying, and respectful of their desire to touch, hear, see, smell and taste. It is also important that we recognize their natural drive to use both their small and large muscles throughout each day. Through play in a content-rich environment, children not only develop social and motor skills, but also begin to make sense of the world around them, building the foundations they will need to become capable, enthusiastic learners and responsible, healthy adults.

The format of the *Early Childhood Learning Guidelines* includes indicators within domains with cross-reference to the *State of Maine Learning Results* by content area and/or cluster in the Appendix. The Task Force felt it important to point out this connection to clarify the importance of early learning as the groundwork for the child's learning from age five through the high school years. Early childhood professionals who use them will easily see these as the first steps on the child's kindergarten through 12th grade educational continuum. The Task Force also recognizes that children learn at their own pace, and that some of the expectations in each domain will be applicable to children at a younger developmental stage, while others will be appropriate for children closer to kindergarten entry.

## Purpose

The Early Childhood Learning Guidelines are intended to:

- provide early childhood practitioners and families with guidance as they design learning environments, shape curriculum, lead professional development initiatives, build intentionality into teaching practice, and/or support children's learning at home. Since effective early childhood learning environments for young children incorporate an integrated, holistic approach to teaching children and address each child's social, emotional, physical and intellectual development, each of the Early Childhood Learning Guidelines' eight domains and their indicators cannot be addressed in isolation. Learning goals must also consider that although developmental stages are predictable, each child develops at his/her own rate, for development is influenced by many factors: genetics, prenatal care, birth, temperament, attachment to families and out-of-home caregivers, and early experiences.
- serve only as a **guide for best practice, and are not intended to be used for any form of standardized assessment, to impose specific curriculum standards in a rigid manner, nor for comparison of one child to another.**
- support and flow into the *State of Maine Learning Results* by identifying the knowledge and skills essential to prepare young children for school and giving them the tools they need to succeed socially, emotionally, physically, and intellectually. By creating guidelines that align with the *State of Maine Learning Results*, the Task Force hopes that schools will, in turn, be ready for young children when they enter kindergarten.

## Background

The State of Maine Early Childhood Learning Guidelines Task Force began meeting in Fall 2002 in response to federal initiatives encouraging states to develop early learning guidelines that focus early childhood professionals on preparing young children to succeed in school. National legislation and initiatives—the No Child Left Behind Act of 2001; the Good Start, Grow Smart Initiative; Head Start Child Outcomes Framework—point to the need to strengthen school readiness efforts across local, state, and federal early care and education systems.

As part of the Good Start, Grow Smart Initiative, the U.S. Department of Health and Human Services, Child Care Bureau has asked states to include in their biannual Child Care and Development Plan their progress in creating voluntary, quality-related guidelines that align with the State's K-12 educational standards. For early childhood education, this includes language, literacy, and pre-reading and numeracy. Good Start, Grow Smart also calls on states to coordinate early education programs with public school standards, to help prepare children to enter school.

Within this context, the Maine Department of Health and Human Services' Office of Child Care and Head Start convened an Early Childhood Learning Guidelines Task Force comprised of a diverse group of early education leaders, including representation from the Maine Department of Education. The group was charged with designing a developmentally appropriate set of early learning guidelines that would be grounded in best practice and research, while aligning what children are learning before they enter kindergarten with what is expected of them once they enter



school. The Task Force drew from a rich array of existing professional standards and research on early learning and development, as well as from the expertise of its own members.

The document underwent rigorous review by a panel of 50 state and national experts with knowledge of early childhood development and teaching practice, as well as specific content areas. In addition, two forums were convened to solicit input from nearly 200 early childhood practitioners. Suggestions from each of these groups were incorporated into the final document.

The Early Childhood Learning Guidelines were piloted in three areas of the state. Practitioners from public pre-K programs, Head Start, child care centers, family child care homes and nursery schools were all part of the pilot project. A curriculum to train practitioners to implement the Early Childhood Learning Guidelines in their classrooms or homes was developed and evaluated. Members of the pilot also evaluated the age-appropriateness of the guidelines.

## Structure

The organization of the **State of Maine Early Childhood Learning Guidelines** is designed with eight domains – Personal and Social Development, Approaches to Learning, Creative Arts, Early Language and Literacy, Health and Physical Education, Mathematics, Science, and Social Studies. Within each domain there are one or more domain elements, such as Numbers and Number Sense, Shape and Size, Mathematical Decision-Making and Patterns within the Mathematics domain. Indicators of what children should know and be able to do when they enter kindergarten are the next level.

The indicators in the *Early Childhood Learning Guidelines* are further clarified by the inclusion of examples that may be observed by

adults working with children. These examples are offered as some of the possible ways in which children may demonstrate the indicators. Gender neutrality has been achieved by alternating the gender of the children in the examples between male and female. These examples are inclusive of children on the developmental continuum including those with special needs, as well as those children who are learning English as a second language.

These indicators are cross-referenced to the *State of Maine Learning Results (K-12)* by content area and/or cluster. While the *Early Childhood Learning Guidelines* focus on some of the same content areas as the *State of Maine Learning Results (K-12)*, they also recognize other aspects of development that are critical to young children's learning. Therefore, two additional areas, Personal and Social Development and Approaches to Learning, were added. Because these are viewed as the building blocks for all the other content areas, they are placed as the first two sections of these *Early Childhood Learning Guidelines*. For the young child, these areas are essential foundations for development and learning across the other domains.

The indicators are also cross-referenced to the *Head Start Child Outcomes Framework* that includes indicators that are already being used in Maine Head Start programs. These cross-references to *Maine Learning Results* and the *Head Start outcomes* are found in Appendix A.

The following outcomes developed for Early Intervention programs by the Early Childhood Outcomes Center at the Frank Porter Graham Center at the University of North Carolina are also included in these *Guidelines*:

- Children have positive social relationships
- Children acquire and use knowledge and skills, and
- Children take action to meet their needs.

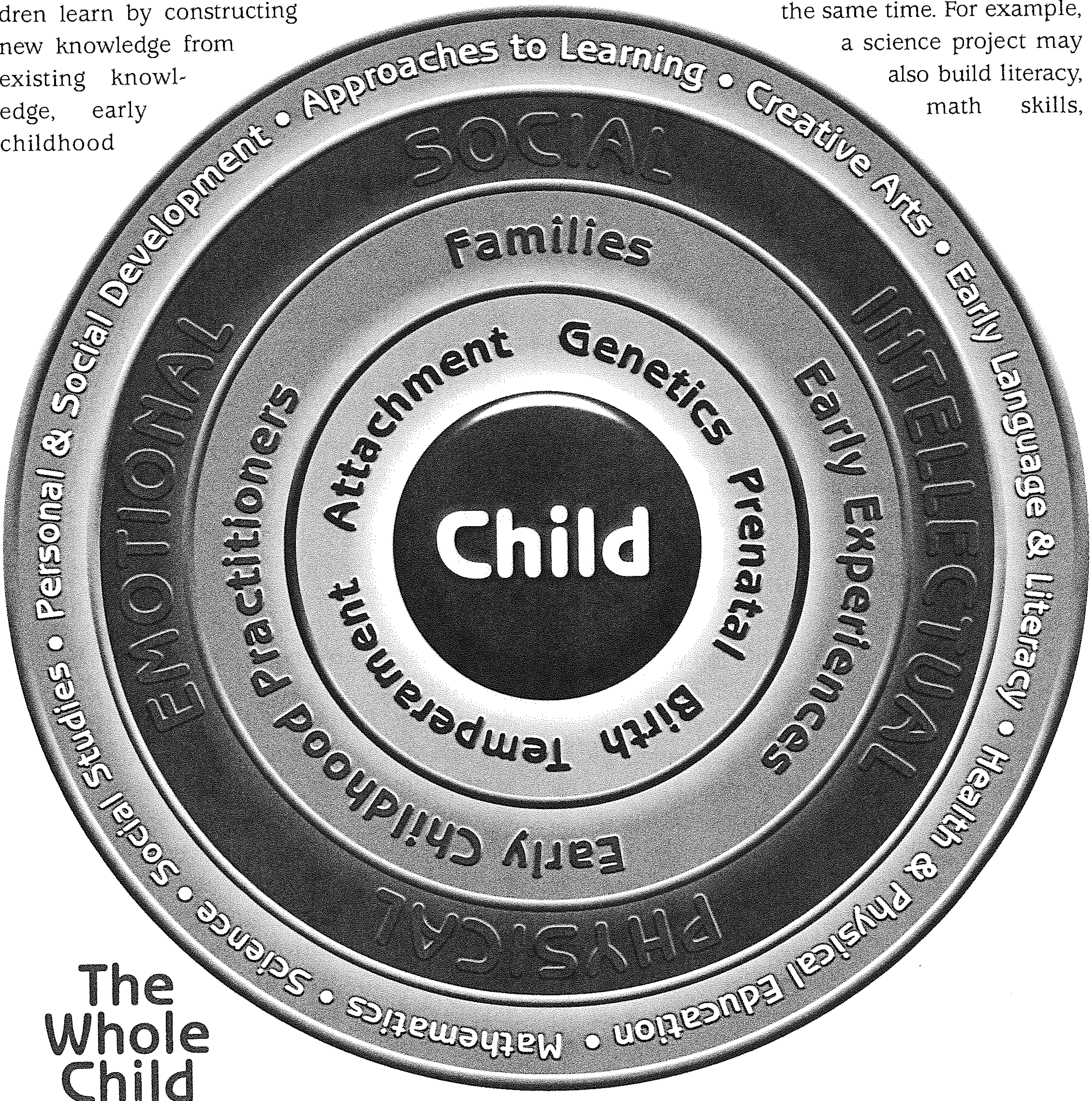
# Essential Practices

## ■ The Whole Child—An Integrated Approach

While the division of learning into domains is necessary to organize the guidelines, learning for the young child is not isolated by domains, but occurs across areas. Because the domains are interconnected, and because children learn by constructing new knowledge from existing knowledge, early childhood

professionals and families must approach the *Early Childhood Learning Guidelines* with an interdisciplinary and constructivist perspective. The design of the learning environment and curriculum should consider and support the development of the whole child—intellectually, physically, socially, and emotionally.

In high quality early learning environments, both learning and assessment are successfully integrated across several domains at the same time. For example, a science project may also build literacy, math skills,



The Whole Child

communication, and social skills as children document and track their experimentation and observations.

Early education practitioners are encouraged to approach the *Early Childhood Learning Guidelines* from a multidisciplinary perspective when designing their curriculum and planning activities. Young children engaged in active learning will integrate knowledge and skills across domains.

## ■ For All Children

One of the most important considerations in the development of the *Early Childhood Learning Guidelines* was ensuring that it would apply to all children from three years of age to their entrance into kindergarten. These *Learning Guidelines* present goals and a continuum for what all children—including young children with unique learning needs and those with disabilities—should be able to do. Children develop at different rates and have different physical, emotional, and intellectual abilities. The early learning environment should incorporate appropriate adaptations to meet the needs of each individual child and enable them to achieve to the maximum level of their abilities.

In order to provide young children with age-appropriate opportunities to develop the attitudes, skills, and knowledge for school and life success, early childhood professionals have an important responsibility to design environments, curriculum, and assessment and to adjust their teaching practices to meet the needs of a diverse group of children. It is critical for the early childhood professional to implement a comprehensive, individualized approach to observing, assessing, and planning for each child and his/her unique needs, culture, and abilities.

In today's diverse communities, young children have varied family, cultural, and linguistic experiences. Children whose home language is not English face the challenge of experiencing an early childhood learning environment that may not be consistent with their home culture and language. As early childhood professionals work to incorporate practices that support all of the *Early Childhood Learning Guidelines*, they should demonstrate a respect for and appreciation of the language skills, knowledge, and culture that the young child learning English brings to the early childhood environment, while encouraging the development of the child's home language.

Children communicate in a variety of ways including through spoken words, gestures, symbols, pictures, and/or signs. When observing how children demonstrate what they know and can do, the full spectrum of communication options including the use of American Sign Language and other low technology and high technology augmentative/assistive communication systems should be considered.

Children with diagnosed disabilities have rights under federal and state special education law, including the right to a free appropriate public education in the least restrictive setting and access to the general education curriculum. A continuum of services and supports, and appropriate adaptations and modifications to the environment, materials, and teaching approaches are necessary to ensure that *all* learners, including young children with disabilities, can demonstrate what they know and can do. In working with a child with disabilities, as with all children, the early childhood professional should demonstrate an ability to design alternative ways for each child to best meet the expectations, using information based on each child's way of attending, organizing information, communicating and interacting.

## Learning Happens Within Relationships

Young children's social and emotional development is the foundation for their cognitive development. Children learn best in an environment where their psychological needs are being met because they feel safe, valued as unique individuals, while they are actively engaged in acquiring new skills and knowledge. Early learning is enhanced by curiosity, creativity, independence, cooperativeness, and persistence.

Children are dependent upon their interactions with peers and adults to construct a sense of self and to view themselves as learners. Early childhood practitioners are aware of the importance of children developing a strong and positive self-concept as well as appropriate self-control and growth in their awareness of their responsibilities when interacting with others. Children are more likely to do well in school when they have a positive sense of personal well-being, developed through consistent caring relationships in their early years. Children also do better in school settings when they have the social skills and behaviors that enable them to develop meaningful relationships with adults and peers.

### ■ Experiential Learning

Children are active learners. Children learn through experiences with people, objects and things in their world. Experiences through play, knowledge, curiosity and sense of wonder are foundations for children's learning. The early childhood environment should provide opportunities for children to explore materials and engage in concrete activities and to interact with peers and adults to construct their own understanding about the world around them. The best foundation for later learning is provided

when children have multiple and varied opportunities to interact with their environment.

Play, as noted on page 2, is the vehicle for learning and development across domains. It is a dynamic process that allows children to practice skills they will need later in life. Early childhood practitioners are encouraged to create environments that support meaningful play as the key medium for learning.

### ■ Intentionality

The *Early Childhood Learning Guidelines* provide a common framework for developmentally appropriate expectations for children ages three and four. Individual early childhood practitioners can develop curriculum and plan assessment appropriate to their setting and related to the expectations. They are not locked into a set curriculum but rather can design activities within any number of topics that will give children opportunities to meet the indicators individually and at their own pace. The indicators can be used to help early childhood practitioners define what they want young children to know and be able to do. Learning activities can then be designed to help children reach the indicators.

### ■ Partnerships with Families

The early childhood practitioner is most effective when young children are viewed in the context of their families and culture. It is within the family that children's attitudes toward learning and their understanding of the world begin. The language and culture that children bring with them to the early learning environment is the prism through which they view the world around them and through which they interpret and learn. Through ongoing communication with families, early childhood professionals expand on what children are learning in

the home and support the development of families as equal partners in the child's education. Viewing families with respect and equality fosters and maximizes cooperative involvement critical to the child's school success.

*The Early Childhood Learning Guidelines* are intended for families, as well as practitioners. Families can draw on the domains and indicators to guide them as they support their child's development at home and partner with practitioners.

## ■ Assessment

These *Learning Guidelines* are just one part of ensuring high-quality early childhood learning environments for children in the State of Maine. The implementation of research-based, appropriately applied child assessment is also critical to ensuring quality. Multiple approaches to assessment (e.g., portfolios, observation and narratives) provide professionals and families with the information they need to individualize their work with children and to adapt curriculum and daily activities to meet the needs and abilities of each child. It is essential that each early childhood learning environment and its professionals carefully design systems and multiple approaches—including alternative approaches adapted to children with disabilities—to assess children and obtain information that enhances teaching strategies and curriculum.

## Implementation and Resources

Implementation of the *Early Childhood Learning Guidelines* may vary, as each early education setting is unique. Early childhood professionals and families will establish their own unique approach to such issues as curriculum development, child assessment, planning, child observation, professional development, and designing the learning environment.

A “crosswalk” between these *Guidelines* and the *Maine Learning Results* and the *Head Start Path to Positive Child Outcomes* defines clearly how the indicators in this document not only align with indicators already being used in Head Start programs but also provide the foundation for later learning.

The *Early Childhood Learning Guidelines* contains a rich bibliography that professionals and families can draw on to guide their practice. It is important to note that the *Learning Guidelines* is not a curriculum. A full curriculum contains detail about what children should know and scaffolded approaches and sequences to helping children gain skills and knowledge. It often prescribes materials and methods. These *Learning Guidelines* describe child outcomes for all young children for practitioners and families to draw on as they design and shape curriculum and child assessment approaches.

Fully meeting the *Learning Guidelines* will present challenges even for the most highly skilled early childhood practitioner. They can be most fully exercised through sound developmentally appropriate practice that encourages children's play, natural curiosity, and enthusiasm for learning. With the creation of the *Learning Guidelines*, practitioners are challenged to consider ways to build greater intentionality into their practice, observe and assess children's development, implement scaffolded learning strategies, design a rich learning environment, offer varied and stimulating play experiences, and select age-appropriate materials to support children's learning and school readiness.

The *Early Childhood Learning Guidelines* should generate ongoing discussion among early childhood professionals. Such discussion and reflection about practice serves to deepen knowledge and understanding about how the *Learning Guidelines* can be deep-rooted in curriculum, teaching practice, planning, and assessment.

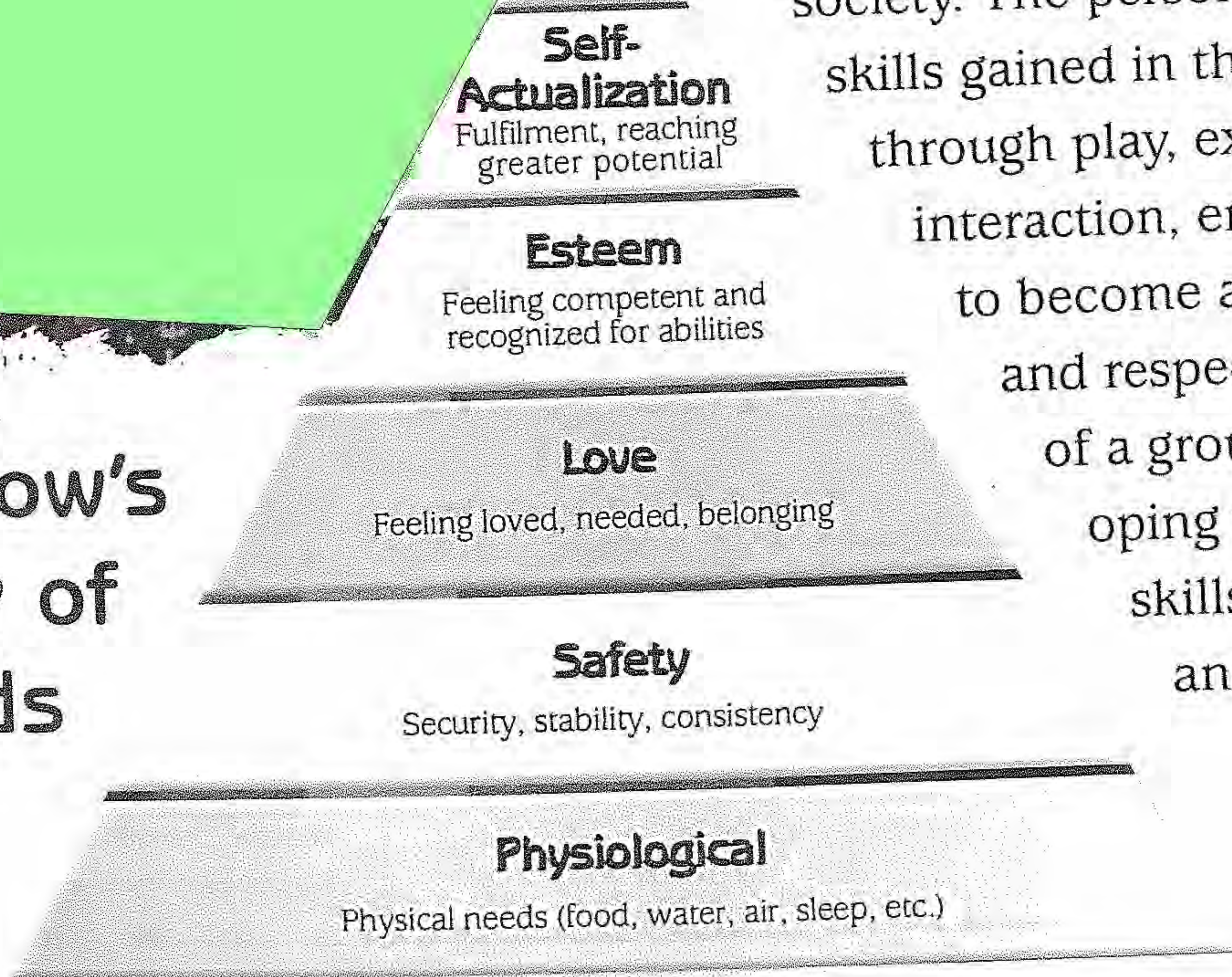
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# Personal and Social Development

According to Maslow's Hierarchy of Needs, the foundations for each individual's personal and social development lie in providing basic physiological (food, shelter) and safety (security/stability) and relationship (belonging/love) needs early in life. Maslow's theory suggests that all people need a safe and nurturing environment to achieve their full potential. When the environment in which a child develops is safe and nurturing, the building blocks for learning are laid. Such a foundation enables a child to become a full contributing member of the community with a healthy sense of self and social skills to navigate a complex society. The personal and social skills gained in the early years, through play, exploration, and interaction, enable the child to become a responsible and respectful member of a group while developing their own skills, interests, and ambitions.

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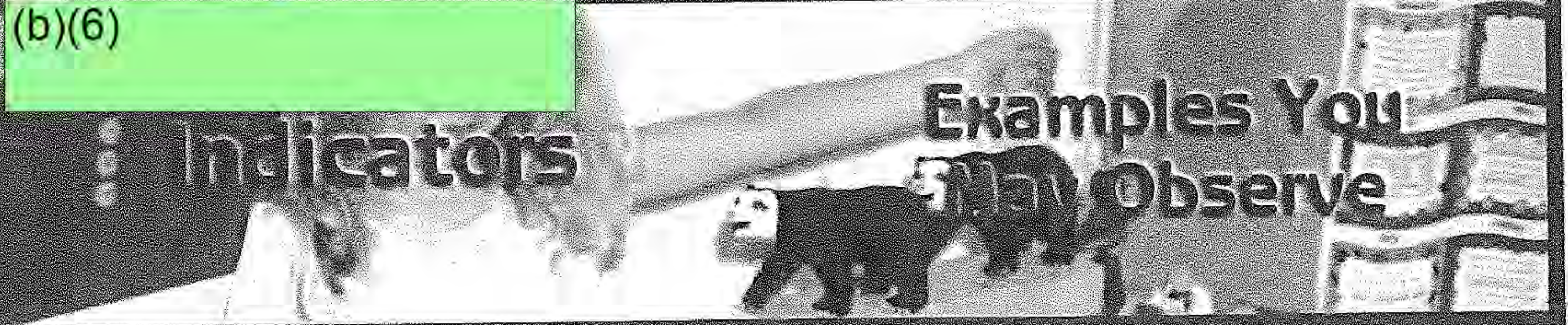
## Maslow's Hierarchy of Needs



# Personal and Social Development

Children develop:

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## A) Self Control

- Seeks adult help when needed for emotional support
- Demonstrates increasing competency in recognizing own and others' emotions
- Demonstrates increasing competency in describing own and others' emotions
- Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.
- Demonstrates increasing capacity to follow rules and routines
- Uses materials and equipment purposefully, safely, and respectfully

Child moves close to teacher when sad or upset

Child gives a peer who tries to take away her doll another one.

Child says "I'm excited because we're getting a new puppy tonight"

Child lets another child finish peeling his carrot before asking for a turn.

Child is able to quietly look at books or play with small toys on her mat during rest time while other children are sleeping.

When asked to clean up, child puts materials back where they belong.

## B) Self Concept

- Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences, and rights (e.g., makes choices during the day based on personal interests)
- Separates from family to participate in early education setting
- Increases ability to adjust to new situations
- Explores and experiments with new interests
- Develops a growing understanding of how own actions affect others
- Begins to accept the consequences of own actions
- Expresses pride in accomplishments

Child on swing says, "Look I'm pumping all by myself!" or shows pride in achievement by clapping for himself or smiling.

Child waves goodbye to parent, greets her teacher and peers and joins the daily routine.

Child can continue with daily routine when there is a substitute.

Child participates in areas of the room where materials and activities have been changed.

Child offers a hug to another child who is upset.

Child helps rebuild the block tower he knocked down.

Child brings a finished picture to her teacher and smiling, describes the drawing to the teacher.

*These indicators refer to children three to kindergarten age. It is important to adapt activities to each child's physical, emotional, cognitive, and social abilities and to the culture and language of their home environment.*

Personal and Social Development

Children develop:

Social Competence

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Indicators

Examples You May Observe

- Demonstrates an understanding of and follows through with basic responsibilities (e.g., dressing, clean-up)
- Interacts appropriately with familiar adult(s)
- Interacts with one or more children
- Interacts respectfully and cooperatively with adults and peers
- Increases abilities to participate successfully as a member of a group through sustaining interactions with peers (e.g., helping, sharing, and discussing)
- Listens with interest and understanding to directions
- Listens with interest and understanding during conversations
- Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers
- Demonstrates some understanding of others' rights, uniqueness, and individuality

Child throws his trash away after snack.

Child talks with teacher about something she saw on the way to preschool.

While playing at the water table, a child hands a pail to another child and then pours water into it.

Child listens to others and waits his turn during circle time.

Child sets table and sits down to eat with one or more peers.

Child puts crayons away, puts paper in cubby and joins group.

During a group discussion about pets, child shares that she has a pet by getting the picture of her dog out of her cubby or saying "I have a black dog."

Child offers a suggestion to peers by getting a piece of yellow paper to use as the sun when the yellow placemat they want is being used by another child.

One child advocates for another child by saying, "She had that first and he took it away."



The young child is, by nature, curious and inquisitive. A well-designed, intentional learning environment is one in which early childhood professionals play a key role in facilitating children's play and in assessing

and building on their strengths, interests, learning, and knowledge. Such learning environments, with family support and involvement, stimulate children to explore, initiate, and problem solve, extending the child's curiosity and encouraging further questions and reflection. In such an environment, and together with meaningful communication with families, children develop the learning attitudes and skills needed to succeed in school and to remain active learners through their entire life.

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# Approaches to Learning

Children develop:



## A) Initiative and Curiosity

- Expresses (verbally or nonverbally) an eagerness to participate in and learn about a widening range of topics, ideas, and tasks
- Finds more than one solution to a question, task, or problem
- Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults
- Approaches tasks and activities with increasing flexibility, imagination, and inventiveness
- Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy
- Participates in an increasing variety of tasks and activities

Child gets on the ground and asks, "Why are there worms after the rainstorm?"

Child experiments with different objects to balance a scale.

Child completes a difficult puzzle working with peers and adults.

Child uses different paintbrushes and selects different colors to create designs.

Child plays in dramatic play area.

Child chooses to read, paint and build with legos.

## B) Persistence and Reflection

- Persists in and completes an increasing variety of tasks, activities, projects, and experiences
- Sets goals, develops plans, and completes tasks
- Demonstrates a capacity to maintain concentration for a meaningful period of time on a task, set of directions, or interactions, despite distractions and interruptions
- Applies prior experiences, senses, and knowledge to new learning situations
- Considers and implements different approaches to carrying out a task

Child continues to work on a puzzle even when he cannot easily complete it.

Child says, "Joey and I are going to make a tunnel in the sand box. We're going to use these special shovels" and then does it.

Child completes a collage as children and teacher come and go from the art area.

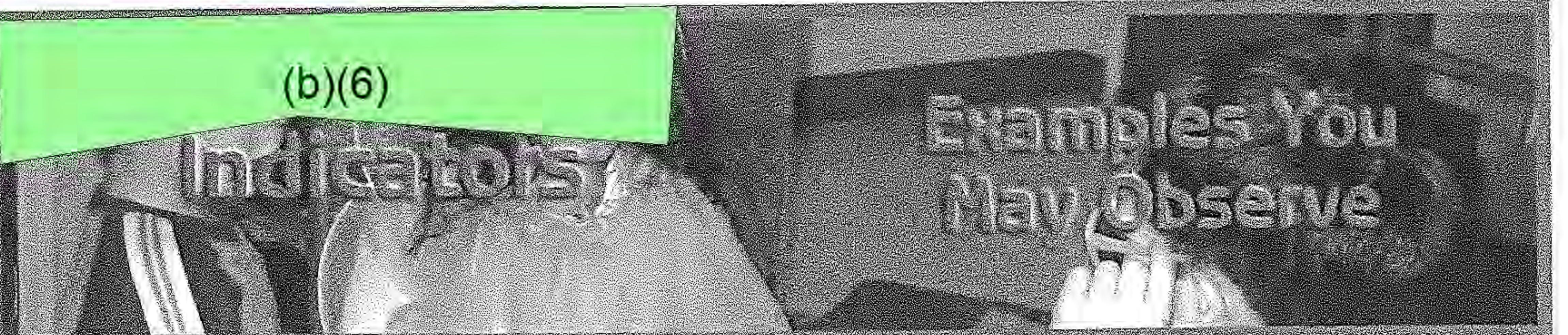
Child remembers the sequence of ingredients in a cooking project.

Child loads blocks in a wagon rather than carrying them one by one.

# Approaches to Learning

Children develop:

## B) Persistence and Reflection (cont.)



- Alters approach to tasks when initial approach does not work
- Recognizes and solves problems independently through trial and error and by interacting with peers and adults
- Seeks help appropriately from another child or an adult when encountering a problem
- Discusses or documents important aspects of an experience and identifies what was learned
- Demonstrates new understanding by changing his/her approach and/or behavior

Child finally succeeds in getting block structure to stand by not adding the block that would cause it to fall.

Child asks peer to hold base of block structure while selecting another block.

Child asks teacher, "Will you tie my shoe?" or indicates she needs her shoe tied by making eye contact with an adult and pointing to her untied shoe.

Child contributes to a classroom chart titled, "What we saw on our trip to the apple orchard."

Child asks through spoken words, gestures, symbols, pictures and/or signs if he can join the game instead of knocking it over.

The creative arts (music, visual arts, dance, theater) appeal to young children's different senses and are expressed through different materials and activities offered daily in the early childhood learning environ-

ment. The arts offer an outlet for emotional, creative, and physical expression, and also help young children to understand their world, acquire verbal and non-verbal abilities, problem solve, and develop confidence, self-esteem, cooperation, discipline, and self-motivation. Experience in the arts lays a foundation for lifelong use and enjoyment of many of expressive, analytical, and developmental tools valuable in their daily lives. Yet, most importantly, young children should experience the arts as a source of enjoyment, expression, and creativity.

## Creative Arts

Children develop skills, knowledge and appreciation of the arts by:

Participating with increasing interest and enjoyment in a variety of music, movement, visual arts, drama activities (e.g., singing, finger plays, easel painting, and dramatic play)

### Indicators

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- Moves in time to music
- Shows increasing ability in keeping/moving in time to different patterns of beat and rhythm in music
- Uses different art media and materials
- Progresses in abilities to create drawings, paintings, and other art creations that reflect more detail, creativity, and/or realism
- Identifies shapes, textures, and colors
- Tells about and/or role-plays characters from stories, people in own or imagined community, people and events from own or imagined experience
- Uses props to enhance role playing and dramatic play
- Begins to understand and develop the vocabulary to share opinions about artistic creations and experiences

### Examples You May Observe

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Child taps foot while listening to music.

Child plays triangles, bongo drum or claps to various musical works.

Child uses glue and tissue paper to make a collage.

Child paints a self portrait

Child responds to computer's spoken command by clicking on the objects that are round and red.

Child is painting and says, "I'm an artist like my uncle."

Child gets blocks to use as a table for her dolls.

Child looks at another child's painting and says, "I like the design you made."

*These indicators refer to children three to kindergarten age. It is important to adapt activities to each child's physical, emotional, cognitive, and social abilities and to the culture and language of their home environment.*

To develop good thinking strategies, the early learning environment must engage young children as active learners. Young children form a strong foundation for English language arts when their emergent literacy skills (reading, writing, and speaking) are developed to build their beginning reading and writing abilities. Hands-on exposure to books and language arts, creative expression through play, and guided encouragement from adults develop the child's verbal and writing skills as well as a love of reading and the spoken word. They provide the child not only with the tools for lifelong

learning, but also with the ability to become a critical thinker and effective communicator. The early childhood learning environment provides children with opportunities to explore and understand the basic elements of spoken and written language and the ways in which these are used.

To succeed in school and life, young children must develop linguistic and cultural skills to communicate successfully in a diverse society. Language and communication are at the heart of the human experience, whether communication takes place face-to-face, in writing, or across the centuries through the reading of literature.

The early learning environment should integrate language experiences throughout the curriculum—building children's vocabulary, skills in constructing sentences (grammar) and composing their thoughts (content). While some children whose home language is English may be

interested and ready to learn words of another language, many children in today's early childhood settings are English language learners—speaking a language other than English in their homes. The goal of all early childhood learning environments is to help all children gain proficiency in English, while honoring their home language and culture.

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## Early Language & Literacy

Children develop knowledge and skills related to:

### A) Communicating and Listening

- Asks and answers simple questions about self and family by using learned phrases and recalled vocabulary
- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes
- Communicates clearly enough to be understood by familiar and unfamiliar listeners
- Uses an increasingly complex and varied spoken vocabulary
- Progresses in listening to and understanding the English language while maintaining home language, when the two are not the same
- Demonstrates increased proficiency in home and English languages (English Language Learner)

### Examples You May Observe

Child says, "My baby sisters were just born; they're identical twins."

Child points to a picture of a sad face when asked, "How do you feel about going outside today?"

Classroom visitors understand by child's signs and/or verbalizations that she wants more juice.

Child says, "The caterpillar will form a chrysalis after it eats a lot of milkweed."

Child learning English responds appropriately to simple spoken directions (i.e. "please hang up your coat.")

Child points to a book on the shelf and says, "I call this \_\_\_\_\_ at my house."

### B) Book Knowledge and Appreciation

Understanding and appreciation that books and other forms of print have a purpose

- Seeks out and enjoys experiences with pictures, books, and other print materials
- Handles and cares for books
- Listens to and communicates information about favorite books
- Knows that books provide information about the world
- Understands that a book has a title, author and illustrator
- Knows to view one page at a time in sequence from front to back
- Incorporates some literacy activities into dramatic play

Child asks for a story to be read or looks at pictures in a magazine.

Child picks up a book from the floor and returns it gently to the shelf with the cover facing out.

When shown two different books, child selects the caterpillar book and sits down to read it.

After a nature walk, child looks in the non-fiction books for a picture that matches the leaves he collected.

Child says, "That looks like a book by Eric Carle."

When reading with another peer, child assists another in identifying the book's sequence by showing that a page was skipped or by saying to peer, "you skipped a page."

When playing with the telephone a child says, "I'm going to take a message" and scribbles on paper.

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## Early Language & Literacy

Children develop knowledge and skills related to:

### Comprehension

Understanding that spoken and written words have meaning

### Phonological Awareness

(the ability to hear and work with the sounds of spoken language)

Understanding that spoken words are made up of separate, small sounds)

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## Indicators

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## Examples You May Observe

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- Identifies objects from books
- Retells information from a story
- Demonstrates understanding of basic plots of simple stories in a variety of ways (e.g., retelling, role play, illustrating, responding to questions)
- Makes reasonable predictions about what will happen next or how things might have turned out differently in a story
- Makes observations about the use of words and pictures
- Understands the main idea of simple information

Child identifies animals in Over the Meadow.

Child tells through spoken words, gestures, symbols, pictures, and/or signs what happened when the moose ate the muffin.

Child retells Brown Bear, Brown Bear by looking at the pictures in the book.

When listening to a story, the child gives a reasonable answer to the teacher's question "What do you think will happen next?"

Child asks the teacher to write a story about her picture.

When asked what the book was about, child responds, "It was about being a good friend."

- Recites simple poems or nursery rhymes
- Develops an awareness of word sounds and rhythms of language
- Knows that different words can begin with the same sound
- Recognizes that sounds are associated with letters of the alphabet and that they form words
- Recognizes characteristic sounds and rhythms of language, including the relationship between sounds and letters

Child says nursery rhymes such as "Hey Diddle Diddle."

Child fills in missing words in a rhyming pattern (such as Willaby, Wallaby, Woo.)

When listening to a book on tape and looking at a picture book, child points to the words ball, bee and baby when he hears the "b" sound.

Child identifies through spoken words, gestures, symbols, pictures and/or signs some of the letters of her name.

Child can point to the letter "D" while making the "duh" sound.



## Early Language & Literacy

Children develop knowledge and skills related to:

### E) Print Concepts

Understanding that words they see in print and words they speak and hear are related.

### F) Alphabet Knowledge

Recognizing that sounds are associated with letters of the alphabet and that they form words.

### G) Early Writing

Using symbols to represent words and ideas.

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## Indicators

Trouble

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## Examples You May Observe

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- Recognizes own written name
- Identifies some labels and signs
- Recognizes that letters are grouped to form words.

Child can find own name card in a basket filled with name cards.

Child can identify "Stop" and "Exit" signs.

Child spells out the word "dog" while playing with magnetic letters.

- Identifies some letters of the alphabet

Child identifies and names letters while doing an alphabet puzzle.

- Understands that writing is a way of communicating
- Tells about experiences and discoveries, both orally and in writing, which could include child's own invented, emergent writing
- Experiments with growing variety of writing tools, materials, and resources, including adaptive communication and writing devices
- Copies or prints own name
- Engages in writing using letter-like symbols to make letters or words

Child makes scribbles and says, "I'm writing a note to my mommy."

Child draws a picture about what he did over the weekend and writes the words to explain the picture with invented spelling.

Child staples pieces of paper together and selects a marker and pencil to write in "her book."

Child writes name on the picture he painted.

ABCDEFGHI  
 - WOOD  
 EUNIS  
 KELL

These indicators refer to children three to kindergarten age. It is important to adapt activities to each child's physical, emotional, cognitive, and social abilities and to the culture and language of their home environment.

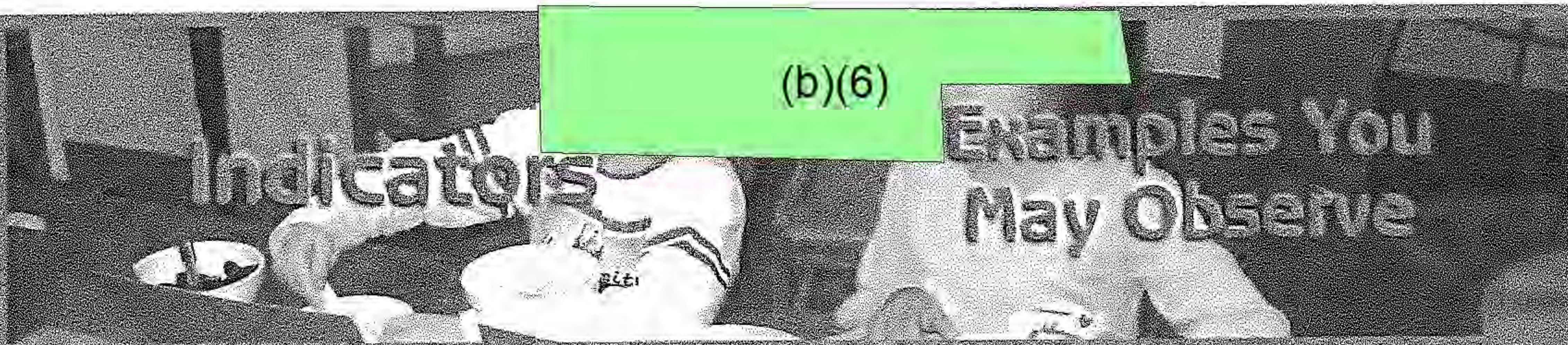
Young children begin to learn that health practices can affect their health and set a pattern for their lives. Adult modeling and discussion about good health practices helps equip young children with the knowledge and skills to thrive physically, mentally, emotionally, and socially.

This helps young children meet the challenges of growing up—understanding the benefits of safety, prevention, good hygiene, and appropriate medical care. Through health education, young children become aware of the dimensions of good health: physical soundness and vigor, mental alertness and ability to concentrate, expressing emotions in a healthy way, resiliency, and positive relations with others.

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## Health & Physical Education

Children develop knowledge and skills related to:



### A) Healthy Habits

- Makes known health-related needs and/or interests and considers possible options
- Uses basic personal hygiene practices and understands that those practices help to maintain good health
- Tries a variety of nutritious foods and knows the difference between healthful foods and those with little nutritional value
- Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness
- Practices safety skills for different situations
- Links particular community helpers with given situations/needs

Child says through spoken word, gestures, symbols, pictures, and/or sign, "I'm thirsty. I need a drink."

While washing hands, child says "I'm getting rid of the germs before I eat."

When cooking in dramatic play, child says, "We have to eat our vegetables to keep our bodies healthy."

Child is active when on the playground.

In dramatic play, child lines up chairs and says, "sit down and put on your seat belts."

While playing child says, "Dial 911 and get the firefighters, the house is burning down."

### B) Gross and Fine Motor Skills

- Moves with an awareness of personal space in relationship to others
- Demonstrates progress with non-locomotor skills
- Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping
- Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing
- Makes successful transitions between sequential motor skills

Child moves away from others during a dancing activity to avoid getting bumped or pushed.

Child can stand on one foot.

Child walks along a crack in the sidewalk

Child kicks a ball to a friend or catches a soft toy when thrown to her.

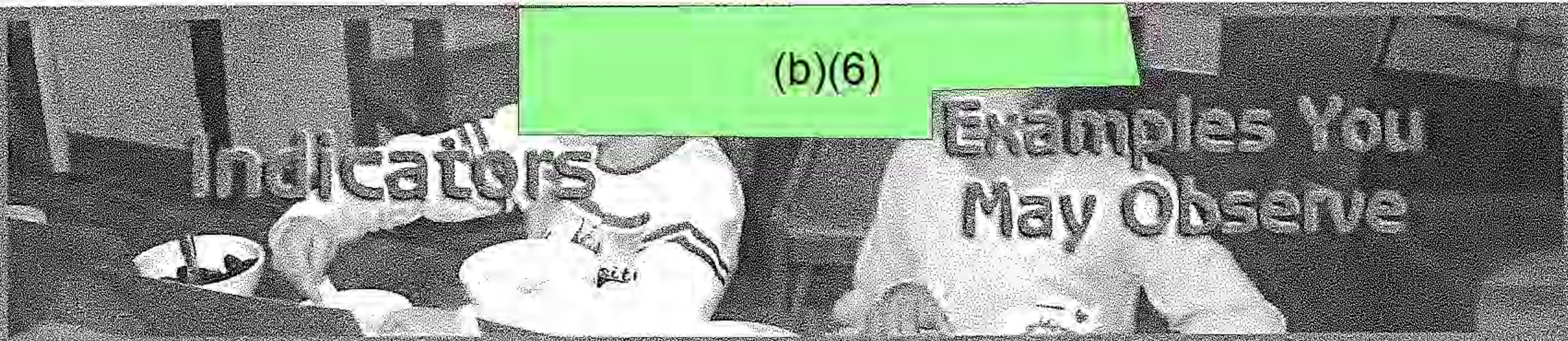
Child completes an obstacle course that includes crawling through tunnels, walking on a balance beam, and jumping over a rope on the floor.

*These indicators refer to children three to kindergarten age. It is important to adapt activities to each child's physical, emotional, cognitive, and social abilities and to the culture and language of their home environment.*

## Health & Physical Education

Children develop knowledge and skills related to:

### B) Gross and Fine Motor Skills (cont.)



- Demonstrates cooperative skills (following rules, taking turns, sharing equipment, etc.) while participating in physical activities
- Grows in eye-hand coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors
- Develops increasing strength, dexterity, and control needed to use tools (e.g., scissors, paper punch, and stapler)
- Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of adaptive technology as needed
- Uses standard and/or adaptive early childhood motor equipment safely and appropriately

Child asks peer to pull him in the wagon.

Child strings small beads.

Child uses scissors to cut roughly in a line or around a picture.

Child paints at the easel using big and small brushes to create dots, lines and circular strokes.

When signaled to cleanup, child puts away all the woodworking toys and finds an adult to store the saw properly.

The early learning environment should provide young children with rich opportunities to discover fundamental mathematical concepts and math's relevance to daily life.

Learning environments should offer a variety

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of tools, such as measuring cups, balance scales, blocks, cubes, and other hands-on materials. Skillful early childhood professionals help children understand the usefulness of such tools and encourage their problem-solving skills. Such teaching practices lead to the enjoyment and appreciation of mathematics through purposeful activities, and prepare young children for a future in which mathematics and problem-solving strategies will be increasingly important in all areas of endeavor.

# Mathematics

Children develop knowledge and skills related to:

## A) Numbers and Number Sense

- Demonstrates an increasing ability to count in sequence to 10 and beyond
- Matches a number of objects with written numeral
- Understands that numbers have multiple uses [e.g., measurement, recipes, prices, and ages (self and peers), phone numbers and street numbers]
- Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity
- Identifies positions of objects in a sequence
- Uses one-to-one correspondence in counting objects and matching groups of objects
- Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size
- Demonstrates understanding of concepts whole and part

## B) Shape and Size

- Builds increasing understanding of directionality, order and position of objects and words such as up, down, inside, outside, next to, in front of, behind, on top of, under
- Recognizes, names, matches, and sorts simple shapes
- Matches two dimensional geometric shapes
- Recognizes and compares objects based on differences in length, volume, weight, width (thick and thin)

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## Indicators

## Examples You May Observe

Child counts to ten using spoken words, signs, gestures, or pictures.

Child matches one dog to the written numeral "1".

Child says, "I live at 309 Congress Street."

Child says, "We need three more cups at the snack table" or indicates the need for three more cups by bringing them over to the snack table.

Child says, "I'm first in line, she's second"

Child touches or points to objects such as crackers while using or hearing phrases such as "one for mommy, one for daddy, one for me."

Child puts all the small red legos together.

Child puts two triangle blocks together to make a square.

Child puts the fork on top of the napkin when asked to do so.

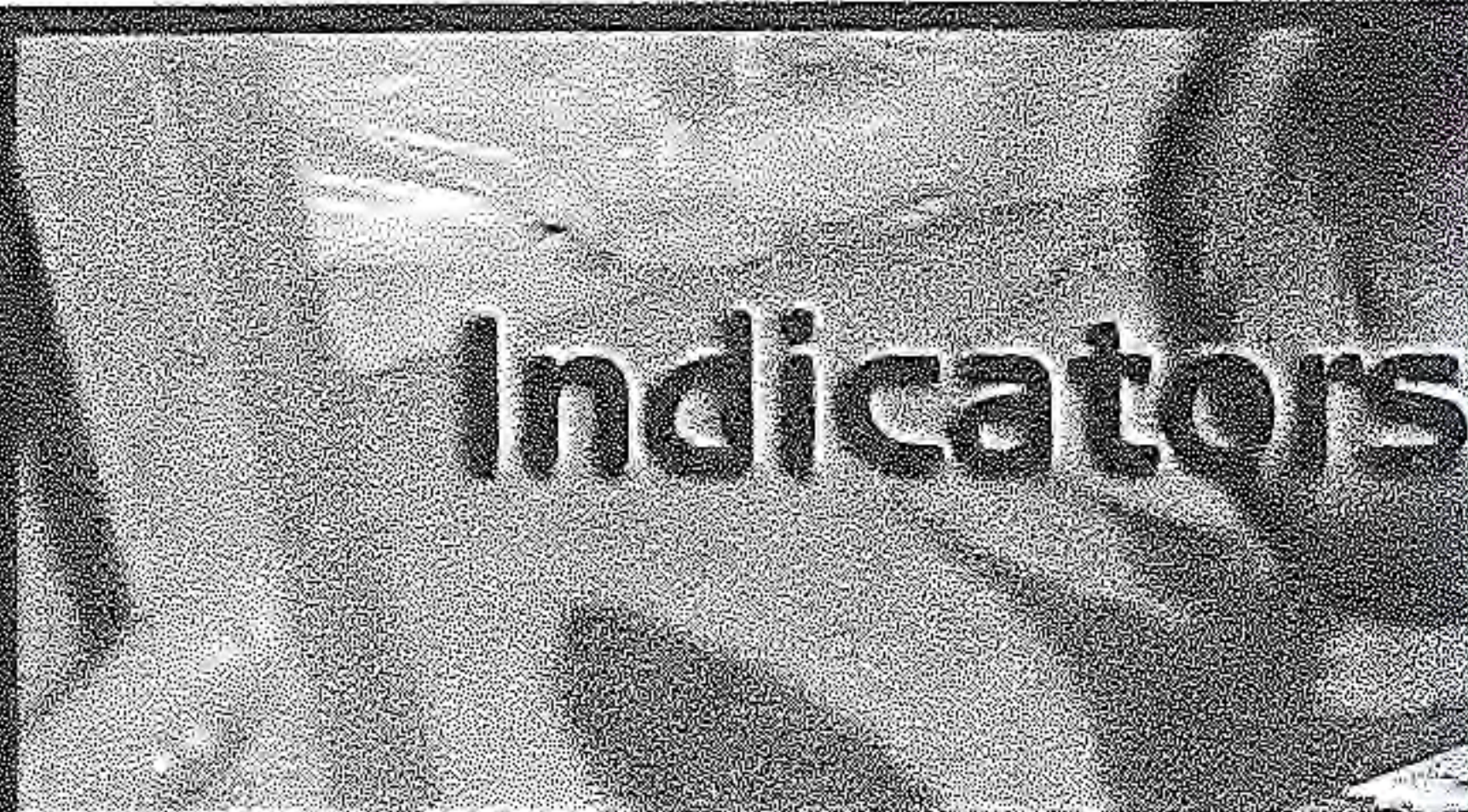
Child puts blocks away by size and shape.

Child uses pattern blocks to complete a design.

Child chooses the longer of the two blocks when asked, "Which one is longer?"

# Mathematics

Children develop knowledge and skills related to:



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## B) Shape and Size (cont.)

- Uses non-standard units of measurement (e.g., books, hands, blocks) to measure objects
- Recognizes some basic concepts of time and sequence (e.g., morning, afternoon, yesterday, today, tomorrow, before, after)
- Describes simple navigation activities

Child says, "The tiles on the floor are 10 legos long."

Child says, "My mom picks me up after nap."

Child says, "We go down the hall past the bathroom to get to our playground."

## C) Mathematical Decision-making

- Responds to questions that can be answered with information gained through data analysis
- Makes two and three dimensional depictions, such as graphs and charts, of information gathered from immediate surroundings
- Uses planning to acquire a desired outcome (e.g., selecting appropriate types and quantities of materials)

Child responds through spoken words, gestures, symbols, pictures, and/or sign with appropriate answer to the question "How many children have sneakers with Velcro?"

Child uses Popsicle sticks to represent number of family members on a class graph.

Child brings 4 marbles to 4 friends who are waiting to use the marble maze.

## D) Patterns

- Begins to recognize, copy, extend, and create simple patterns (e.g., sounds, objects, shapes)
- Matches and sorts objects

Child is making a blue star-white circle, blue star-white circle necklace. After stringing a white bead she indicates the need for a blue star by signing, pointing to, saying, or selecting the blue one.

Child puts all animals with stripes in one pile and other animals in another pile.

The early childhood learning environment offers many opportunities for young children to explore, experience and question, thereby laying the foundation for an understanding of the scientific and technological aspects of their world. A rich science curriculum provides children with the

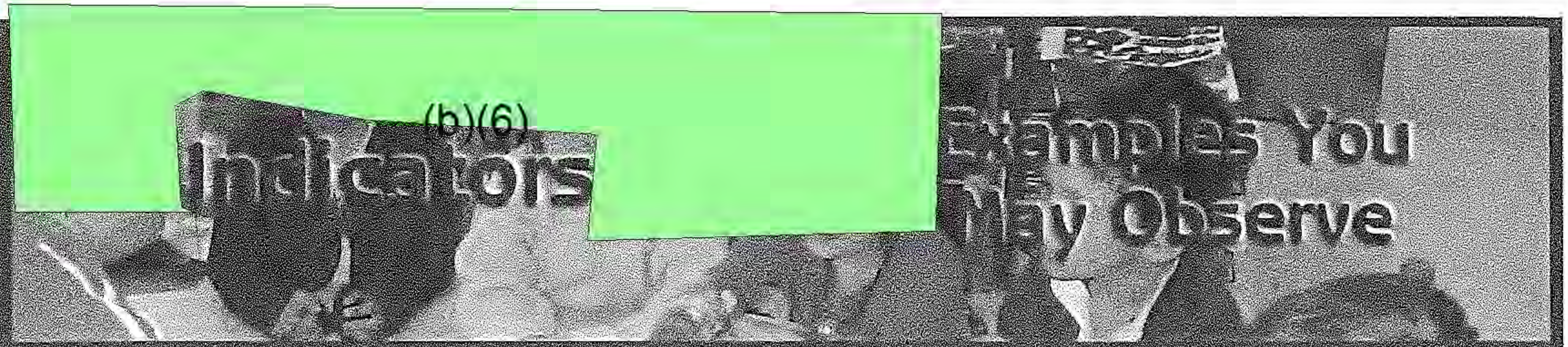
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tools and techniques of early science inquiry, and stimulates them to construct theories and knowledge about the world around them through every day experience. The early childhood professional encourages active learning through both individual and cooperative exploration, building on children's innate curiosity and desire to understand the world in which they live. Through inquiry and experimentation, children also build literacy, math skills, and communication skills as they pose questions and formulate and explore their theories about the physical world in which they live.



# Science

Children develop knowledge and skills related to:



## A) Scientific Knowledge

- Knows differences between living and non-living things
- Sorts living things by characteristics such as movement, environment or body covering (e.g., hair, feathers, scales)
- Knows that animals live in different habitats on earth
- Knows that living things are made up of different parts
- Recognizes that most things are made of parts and that they may not work if parts are missing
- Identifies body parts and knows their functions
- Knows that plants and animals need food, water, air, and sun to survive
- Shows interest in and discovers relationships and patterns
- Expands knowledge of and respect for their environment

Given a collection of pictures, child can sort objects into two groups- living and nonliving.

Child correctly separates fish from birds by looking at their feathers and scales.

Child uses a touch screen on a computer to put all animals in their corresponding homes or says, "Elephants live in the jungle and sharks live in the ocean."

When given flannel board pieces of a tree, child is able to assemble the trunk, branches and leaves correctly.

Child says, "The wagon doesn't roll because one wheel is missing."

Child points to his nose and selects the picture of a child smelling a flower.

Child alerts teacher that no one has fed the classroom pet that day.

Child matches leaves from the same kind of trees

Child tells a peer not to throw trash on the ground.

## B) Scientific Process

- Demonstrates curiosity about the natural environment
- Explores and experiments with different materials, objects and situations
- Asks questions and proposes ways to answer them

Child observes the fog and says, "It's not rain, but it feels wet."

Using a water wheel at the sensory table, a child makes the wheel go fast and slow with various amounts of water.

Child asks, "Does this magnet work under water?" and then proceeds to test it in the water table.

*These indicators refer to children three to kindergarten age. It is important to adapt activities to each child's physical, emotional, cognitive, and social abilities and to the culture and language of their home environment.*

## Science

Children develop knowledge and skills related to:

### B) Scientific Process (cont.)

- Identifies problems and proposes ways to solve them
- Makes predictions and tests them
- Observes and discusses changes that occur in their world [e.g., plant growth, colors of foliage, stages of living things (caterpillar/butterfly), night and day, seasons, weather, a new building in the community]
- Observes and describes the physical properties of objects
- Observes, describes and investigates changes in materials and cause and effect relationships (e.g., cooking eggs, melting ice, making playdough)
- Uses simple tools such as measuring devices to observe differences, similarities, and change
- Develops growing abilities to collect, describe, and record information through a variety of means including observation, discussion, drawings, maps, and charts
- Makes generalizations or conclusions based on experiences

Child says, gestures, or signs, "I'm stuck," when her truck is stuck in the sand and then gets an adult to push her from behind.

Child says, "I think the boat will sink with all these animals on it," and tests the hypothesis at the water table.

Child says, "It's dark when I go home now, but in summer it was day time."

At group time, children generate a list of attributes of the tadpole.

Child experiments with red, blue, green, and yellow paint to see what colors can be created.

Child uses a stick to see how much snow fell during a weekend storm.

A child draws pictures of the changes from seed to plant.

Child shows a peer that by clicking on the sun on the computer screen, the computer will then say the word "sun."

Young children's neighborhoods and communities help them to form an understanding about the larger world. Their understanding of and ability to

participate cooperatively in family and group settings enables children to develop, practice, and apply skills required to be full participants in a democratic society.

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## Social Studies

Children develop understanding of the larger world through activities related to:

### Families and Communities



- Develops understanding of self as part of a family, group, community, and culture
- Demonstrates a beginning understanding family/non-family
- Demonstrates a beginning understanding of the concept of generations
- Demonstrates a beginning understanding of past, present, and future
- Understands and discusses why certain responsibilities are important (e.g., cleaning up, caring for pets)
- Demonstrates the knowledge and skills needed to perform particular jobs and tasks
- Notices and expresses interest in different careers and workers' roles
- Dramatizes the ways people work and various aspects of their jobs
- Explores and discusses various ways people communicate, how they travel and how they live/work
- Identifies tools and technology used at home, school, and work
- Demonstrates interest in simple maps and other visuals to describe geographic location, direction, distance, size, and shape

Child draws a picture of his family and indicates the name of each member by saying, signing, or pointing to them.

Child says, "I have friend named Jose and a brother named Jose."

Child says, "My mom and I are going to visit my grandmother. She's my mommy's mommy."

Child points to the calendar and counts through spoken words, gestures, symbols, pictures, and/or signs the number of days until her special trip.

Child says, "We have to clean the guinea pig cage or it will smell."

Child washes hands before the cooking activity and gets the bowl, spoons, measuring cup and recipe to begin the project.

Child observes a man with a jackhammer and says, "He's making a hole in the road."

During circle time, children dramatize movements of people in different occupations (e.g. hammering like a carpenter, stirring like a cook, etc.)

In a book about another culture, child comments, "They sit on the floor when they eat."

Child says, "My dad has a computer just like this one at his office."

On a map of the neighborhood, child says, "There's the park across the street" or child is able to correctly point to a familiar landmark when asked, "Where is the park?"

# Social Studies

Children develop understanding of the larger world through activities related to:

## Families and Communities (cont.)



- Understands that there are other cultures with different languages, foods, art, music, forms of shelter
- Appreciates the dress, holidays, and music of a country or region with a different language
- Identifies unique products of another culture such as toys, food, songs, currency, and crafts
- Knows and discusses where some products come from
- Understands the basic relationship of money to the purchase of food, shelter, goods, and services
- Demonstrates awareness of the need to protect the natural environment

Child says, "Deux is how you say two in French."

Child dances to African drum music

Child says, "This is money from my daddy's trip to Canada."

Child says, "Milk comes from a cow" or when shown several animals and asked, "Where does milk come from?" child correctly points to the cow.

While playing in the dramatic play area, child gives a peer 3 coins and gestures for him to give her the bag of apples.

Child reminds friend, "Put scrap paper in the recycle bin."

*These indicators refer to children three to kindergarten age. It is important to adapt activities to each child's physical, emotional, cognitive, and social abilities and to the culture and language of their home environment.*

# Glossary

- Adaptive Equipment:** Equipment designed to provide children with special needs the accommodation necessary to master skills.
- Cause/Effect:** Understanding how action creates a change in the environment.
- Comprehension:** Understanding the meaning of spoken and written languages.
- Constructivist:** The idea that learners actively construct new knowledge and ideas for themselves based on what they already know.
- Curriculum:** The framework for the philosophy, goals and expectations for guiding children's learning and engaging families in their children's development.
- Developmentally Appropriate Practice:** The manner in which children are provided opportunities to learn and practice newly acquired skills, offering challenges just beyond their present level of mastery and taking place in a setting where children are safe, valued and where physical and psychological needs are met.
- Fine Motor:** Using and coordinating the small muscles in the hands and wrists with dexterity.
- Gross Motor:** Moving the large muscles in the body, especially the arms and legs, consciously and deliberately.
- Holistic:** Emphasizing the importance of the whole and the interdependence of its parts.
- Learning Environment:** The structure of the setting that makes it possible for practitioners to guide children in their development and learning.
- Least Restrictive Environment (LRE):** The requirement in federal law that children with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers and that children in special education are not removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily.
- Literacy:** Using vocabulary, oral language, phonological awareness, letters, words, print, comprehension, books, and other print materials to help children explore, expand, and participate in their world.
- Practitioner:** Professional charged with guiding children's learning including teachers, caregivers, and assistants.
- Predict:** Use of prior knowledge to guess what an outcome will be.
- Scaffolding:** An instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the student.
- Symbols:** Scribbling, scribble writing, letter like forms, letters, numbers, and pictures used to represent sounds, words, ideas and feelings.
- Visual Arts:** Painting, drawing, collages, modeling, and sculpting with various materials.

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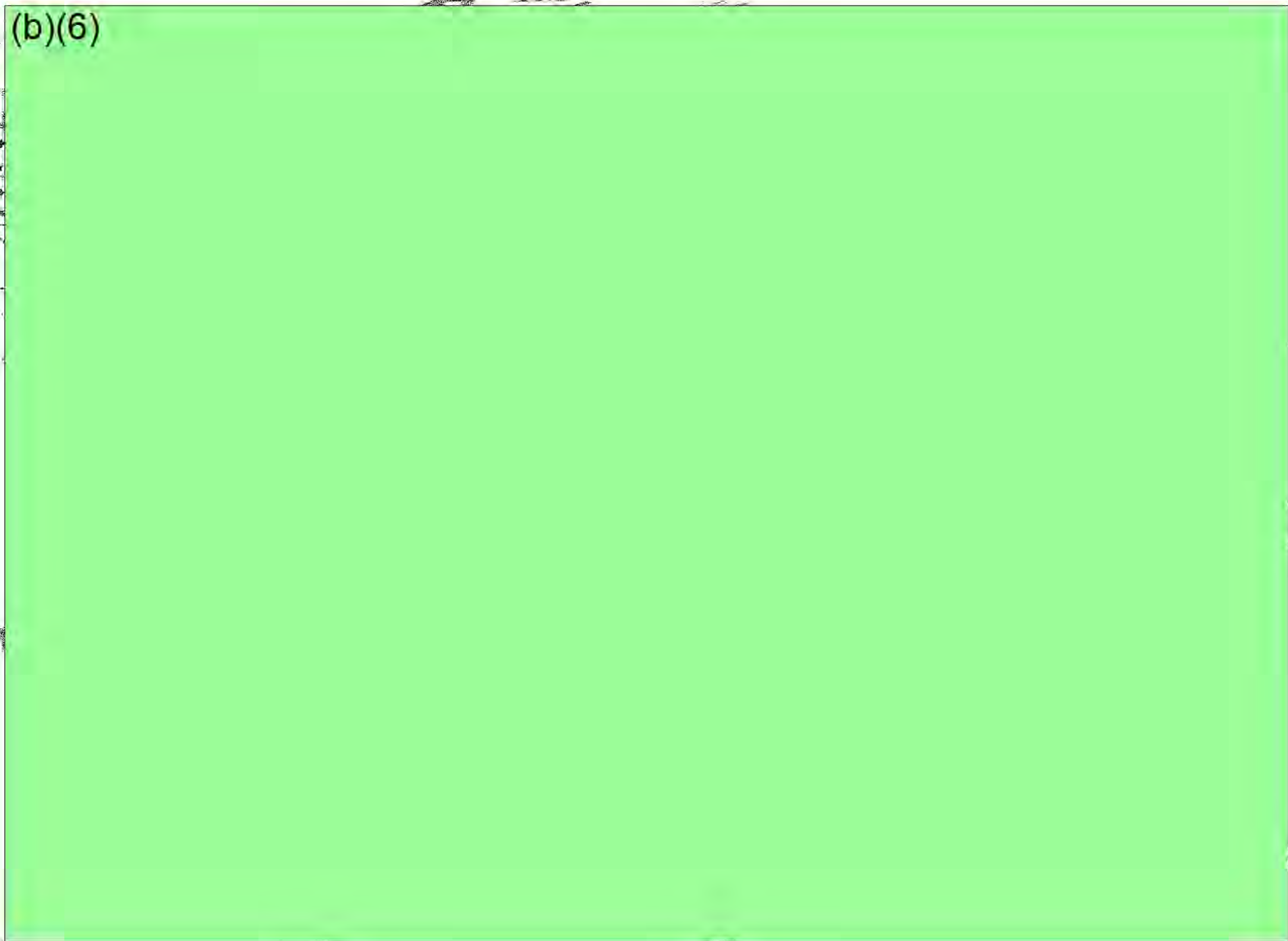
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<b>Approaches to Learning</b> Children develop:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
<b>A) Initiative and Curiosity</b>	<ul style="list-style-type: none"> <li>• Expresses (verbally or nonverbally) an eagerness to participate in and learn about a widening range of topics, ideas, and tasks</li> <li>• Finds more than one solution to a question, task, or problem</li> <li>• Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults</li> <li>• Approaches tasks and activities with increasing flexibility, imagination, and inventiveness</li> <li>• Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy</li> <li>• Participates in an increasing variety of tasks and activities</li> </ul>	<b>Approaches to Learning</b>  <b>Initiative and Curiosity</b>	<b>Career Preparation</b>



<b>Approaches to Learning</b> Children develop:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
<b>B) Persistence and Reflection</b>	<ul style="list-style-type: none"> <li>• Persists in and completes an increasing variety of tasks, activities, projects, and experiences</li> <li>• Sets goals, develops plans, and completes tasks</li> <li>• Demonstrates a capacity to maintain concentration for a meaningful period of time on a task, set of directions, or interactions, despite distractions and interruptions</li> <li>• Applies prior experiences, senses, and knowledge to new learning situations</li> <li>• Considers and implements different approaches to carrying out a task</li> <li>• Alters approach to tasks when initial approach does not work</li> <li>• Recognizes and solves problems independently through trial and error and by interacting with peers and adults</li> <li>• Seeks help appropriately from another child or an adult when encountering a problem</li> <li>• Discusses or documents important aspects of an experience and identifies what was learned</li> <li>• Demonstrates new learning by changing his/her approach and/or behavior</li> </ul>	<b>Approaches to Learning</b>  <b>Engagement and Persistence</b>	<b>Career Preparation</b>

<b>Creative Arts</b> Children develop skills, knowledge and appreciation of the arts by:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
Participating with increasing interest and enjoyment in a variety of music, movement, visual art, drama activities (e.g., singing, finger plays, easel painting, and dramatic play)	<ul style="list-style-type: none"> <li>• Moves in time to music</li> <li>• Shows increasing ability in keeping/moving in time to different patterns of beat and rhythm in music</li> <li>• Uses different art media and materials (e.g., paint, crayons, Play dough, paper, glue) in a variety of ways for creative expression and presentation</li> <li>• Progresses in abilities to create drawings, paintings, and other art creations that reflect more detail, creativity, and/or realism</li> <li>• Identifies shapes, textures, and colors</li> <li>• Tells about and/or role-plays characters from stories, people in own or imagined community, people and events from own or imagined experience</li> <li>• Uses props to enhance role playing and dramatic play</li> <li>• Begins to understand and develop the vocabulary to share opinions about artistic creations and experiences</li> </ul>	Creative Arts  Music Movement Art Dramatic Play	Visual and Performing Arts

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<b>Early Language and Literacy</b> Children develop knowledge and skills related to:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
<b>A) Communicating and Listening</b>	<ul style="list-style-type: none"> <li>• Asks and answers simple questions about self and family by using learned phrases and recalled vocabulary</li> <li>• Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes</li> <li>• Communicates clearly enough to be understood by familiar and unfamiliar listeners</li> <li>• Uses an increasingly complex and varied spoken vocabulary</li> <li>• Progresses in listening to and understanding the English language while maintaining home language, when the two are not the same</li> <li>• Demonstrates increased proficiency in home and English languages (English Language Learner)</li> </ul>	Language Development  Speaking and Communicating	2) Writing and Speaking
<b>B) Book Knowledge and Appreciation</b>  Understanding and appreciation that books and other forms of print have a purpose.	<ul style="list-style-type: none"> <li>• Seeks out and enjoys experiences with pictures, books, and other print materials</li> <li>• Handles and cares for books</li> <li>• Listens to and communicates information about favorite books</li> <li>• Knows that books provide information about the world</li> <li>• Understands that a book has a title, author and illustrator</li> </ul>	Literacy  Book Knowledge and Appreciation	1) Reading and Viewing

<b>Health and Physical Education</b> Children develop knowledge and skills related to:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
<b>A) Healthy Habits</b>	<ul style="list-style-type: none"> <li>• Makes known health-related needs and/or interests and considers possible options</li> <li>• Uses basic personal hygiene practices and understands that those practices help to maintain good health</li> <li>• Tries a variety of nutritious foods and knows the difference between healthful foods and those with little nutritional value</li> <li>• Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness</li> <li>• Practices safety skills for different situations</li> <li>• Links particular community helpers with given situations/needs</li> </ul>	Physical Health and Development  Health Status and Practice	1) Health Knowledge 2) Health Skills

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<b>Health and Physical Education</b> Children develop knowledge and skills related to:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
<b>B) Gross and Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>• Moves with an awareness of personal space in relationship to others</li> <li>• Demonstrates progress with non-locomotor skills</li> <li>• Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping</li> <li>• Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing</li> <li>• Makes successful transitions between sequential motor skills</li> <li>• Demonstrates cooperative skills (following rules, taking turns, sharing equipment, etc.) while participating in physical activities</li> <li>• Grows in eye-hand coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors</li> <li>• Develops increasing strength, dexterity, and control needed to use tools (e.g., scissors, paper punch, and stapler)</li> <li>• Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of adaptive technology as needed</li> <li>• Uses standard and/or adaptive early childhood motor equipment safely and appropriately</li> </ul>	Physical Health and Development	3) Physical Education Knowledge and Skills

<b>Mathematics</b> Children develop knowledge and skills related to:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
<b>A) Numbers and Number Sense</b>	<ul style="list-style-type: none"> <li>• Demonstrates an increasing ability to count in sequence to 10 and beyond</li> <li>• Matches a number of objects with written numeral</li> <li>• Understands that numbers have multiple uses [e.g., measurement, recipes, prices, and ages (self and peers), phone numbers and street numbers]</li> <li>• Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity</li> <li>• Identifies positions of objects in a sequence</li> <li>• Uses one-to-one correspondence in counting objects and matching groups of objects</li> <li>• Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size</li> <li>• Demonstrates understanding of concepts whole and part</li> </ul>	Mathematics  Numbers and Operations	1) Numbers and Operations
<b>B) Shape and Size</b>	<ul style="list-style-type: none"> <li>• Builds increasing understanding of directionality, order and position of objects and words such as up, down, inside, outside, next to, in front of, behind, on top of, under</li> <li>• Recognizes, names, matches, and sorts simple shapes</li> <li>• Matches two dimensional geometric shapes</li> </ul>	Mathematics  Geometry and Spatial Sense	2) Shape and Size

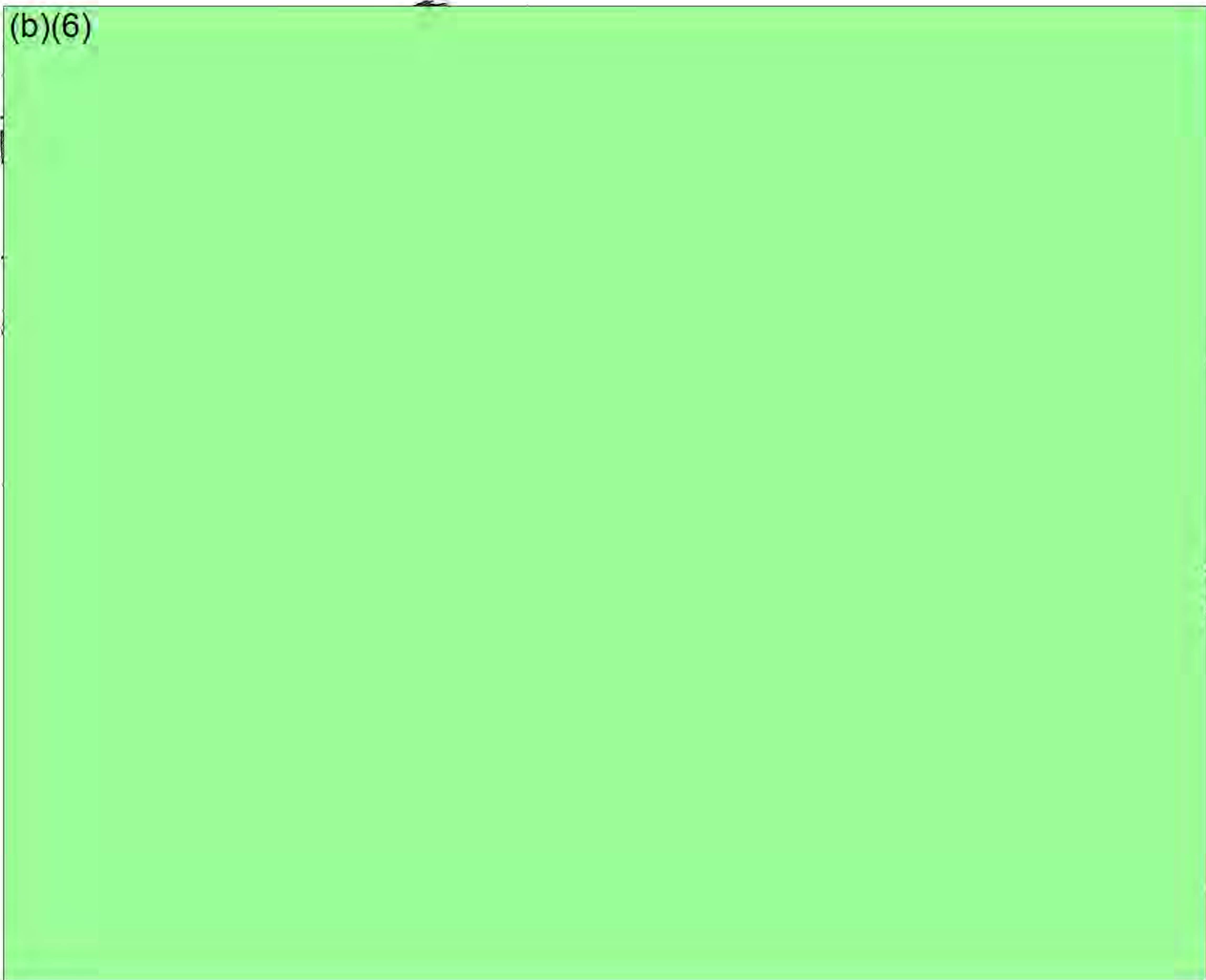
<b>Mathematics</b> Children develop knowledge and skills related to:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
<b>B) Shape and Size (cont.)</b>	<ul style="list-style-type: none"> <li>• Recognizes and compares objects based on differences in length, volume, weight, width (thick and thin)</li> <li>• Uses non-standard units of measurement (e.g., books, hands, blocks) to measure objects</li> <li>• Recognizes some basic concepts of time and sequence (e.g., morning, afternoon, yesterday, today, tomorrow, before, after)</li> <li>• Describes simple navigation activities</li> </ul>	Mathematics  Geometry and Spatial Sense	2) Shape and Size
<b>C) Mathematical Decision-making</b>	<ul style="list-style-type: none"> <li>• Responds to questions that can be answered with information gained through data analysis</li> <li>• Makes two and three dimensional depictions, such as graphs and charts, of information gathered from immediate surroundings</li> <li>• Uses planning to acquire a desired outcome (e.g., selecting appropriate types and quantities of materials)</li> </ul>	Mathematics	3) Mathematical Decision-making
<b>D) Patterns</b>	<ul style="list-style-type: none"> <li>• Begins to recognize, copy, extend, and create simple patterns (e.g., sounds, objects, shapes)</li> <li>• Matches and sorts objects</li> </ul>	Mathematics  Patterns and Measurements	4) Patterns



<b>Social Studies</b> Children develop knowledge and skills related to:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
<b>Families and Communities</b>	<ul style="list-style-type: none"> <li>• Develops understanding of self as part of a family, group, community, and culture</li> <li>• Demonstrates a beginning understanding family/non-family</li> <li>• Demonstrates a beginning understanding of the concept of generations</li> <li>• Demonstrates a beginning understanding of past, present, and future</li> <li>• Understands and discusses why certain responsibilities are important (e.g., cleaning up, caring for pets)</li> <li>• Demonstrates the knowledge and skills needed to perform particular jobs and tasks</li> <li>• Notices and expresses interest in different careers and workers' roles</li> <li>• Dramatizes the ways people work and various aspects of their jobs</li> <li>• Explores and discusses various ways people communicate, how they travel and how they live/work</li> <li>• Identifies tools and technology used at home, school, and work</li> <li>• Demonstrates interest in simple maps and other visuals to describe geographic location, direction, distance, size, and shape</li> <li>• Understands that there are other cultures with different languages, foods, art, music, forms of shelter</li> </ul>	<p>Social and Emotional Development</p> <p>Knowledge of Families and Communities</p>	<ol style="list-style-type: none"> <li>1) Career Preparation</li> <li>2) Civics and Government</li> <li>3) History</li> <li>4) Geography</li> <li>5) Economics</li> </ol>

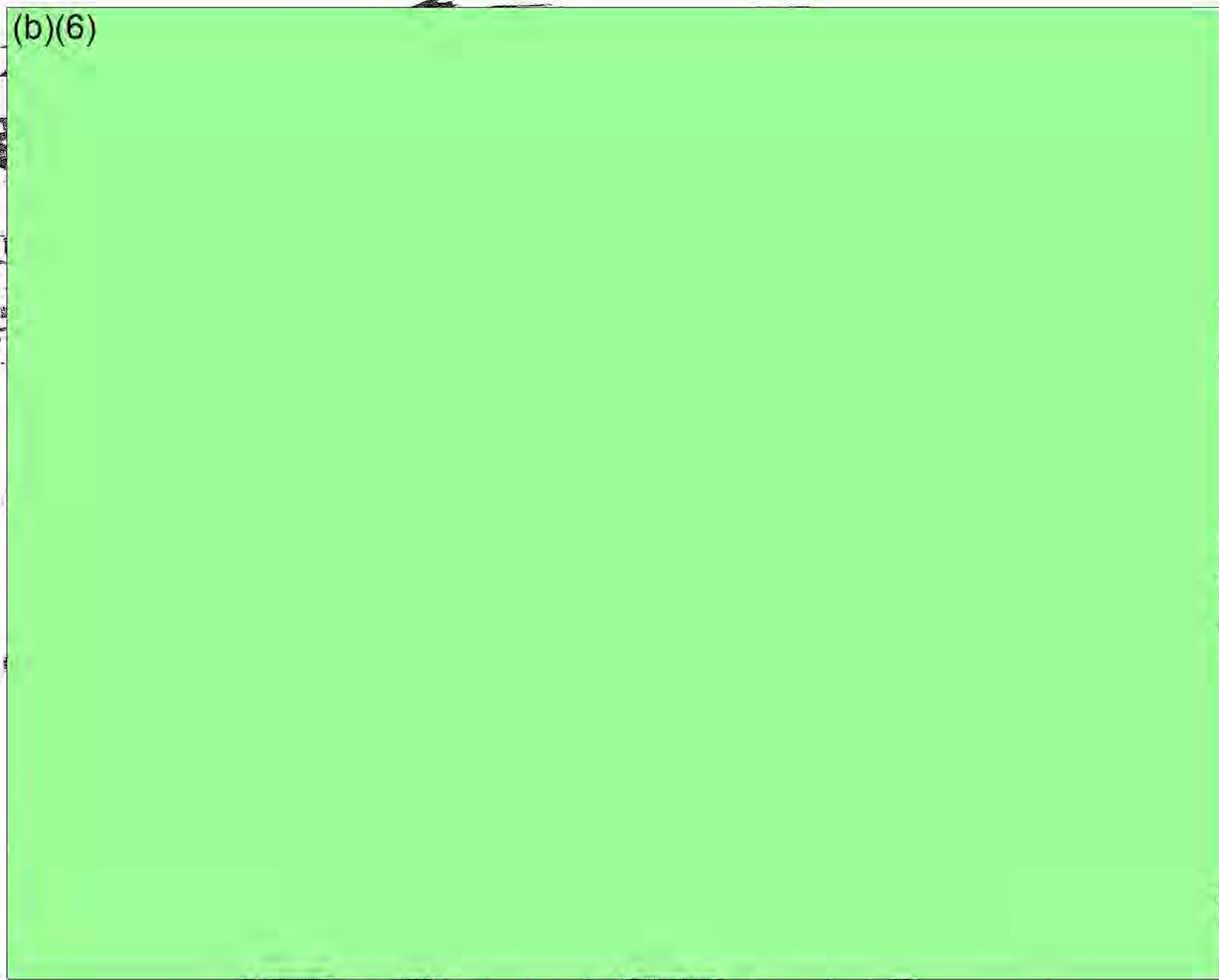
<b>Social Studies</b> Children develop knowledge and skills related to:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
<b>Families and Communities (cont.)</b>	<ul style="list-style-type: none"> <li>• Appreciates the dress, holidays, and music of a country or region with a different language</li> <li>• Identifies unique products of another culture such as toys, food, songs, currency, and crafts</li> <li>• Knows and discusses where some products come from</li> <li>• Understands the basic relationship of money to the purchase of food, shelter, goods, and services</li> <li>• Demonstrates awareness of the need to protect the natural environment</li> </ul>	<p><b>Social and Emotional Development</b></p> <p><b>Knowledge of Families and Communities</b></p>	<ol style="list-style-type: none"> <li>1) Career Preparation</li> <li>2) Civics and Government</li> <li>3) History</li> <li>4) Geography</li> <li>5) Economics</li> </ol>

(b)(6)



<b>Social Studies</b> Children develop knowledge and skills related to:	<b>Indicators</b>	<b>Crosswalk to Head Start Child Outcomes Framework</b>	<b>Crosswalk to Maine Learning Results by Content Area or Cluster</b>
<b>Families and Communities (cont.)</b>	<ul style="list-style-type: none"> <li>• Appreciates the dress, holidays, and music of a country or region with a different language</li> <li>• Identifies unique products of another culture such as toys, food, songs, currency, and crafts</li> <li>• Knows and discusses where some products come from</li> <li>• Understands the basic relationship of money to the purchase of food, shelter, goods, and services</li> <li>• Demonstrates awareness of the need to protect the natural environment</li> </ul>	<p>Social and Emotional Development</p> <p>Knowledge of Families and Communities</p>	<ol style="list-style-type: none"> <li>1) Career Preparation</li> <li>2) Civics and Government</li> <li>3) History</li> <li>4) Geography</li> <li>5) Economics</li> </ol>

(b)(6)



## **4. Maine Roads Career Lattice**

**Level One: (Family)**

Practitioners have completed 6 hours training or Getting Started in Family Child Care.

**Level One (Center and School Based Care)**

Practitioners have 6 months experience and 30 hours of relevant training.

**Level Two:**

Practitioners have a high school diploma/GED, 1 year of experience and 45 hours of Maine Roads Core Knowledge Training or 3 college credits in Early Childhood Education

**Level Three:**

Practitioners have a 1-year credit Certificate in ECE\*; Social Services or a related field;  
Or a Child Development Associate (CDA) or SSCBT credential and 1 year of experience;  
Or Maine's Infant Toddler Credential One and 1 year of experience;  
Or a high school diploma/GED, 3 years of experience and 90 hours of Maine Roads Core Knowledge Training or 6 college credits in Early Childhood Education.

**Level Four:**

Practitioners have an AA/AS in ECE, Social Services or a related field;  
Or AA/AS with 12 credits in ECE, Social Services or a related subject and 2 years experience;  
Or a 1-year credit Certificate in ECE, Social Services or a related field with 2 years of experience;  
Or a CDA and 3 years experience;  
Or Maine's Infant Toddler Credential One and 3 years experience;  
Or a high school diploma/GED, 5 years experience and 135 hours of Maine Roads Core Knowledge Training or 9 college credits in Early Childhood Education.

**Level Five:**

Practitioners have a BA/BS in ECE, Social Services or a related field;  
Or a BA/BS with 12 credits in ECE, Social Services, or a related subject, and 3 years experience;  
Or an AA/AS in ECE, Social Services, or a related field with 2 years experience;  
Or a 1 year credit Certificate in ECE, Social Services or related field and 5 years experience;  
Or a CDA and 6 years experience;  
Or Maine's Infant Toddler Credential One and 6 years of experience;

**Level Six:**

Practitioners have a MA/MS in ECE, Social Services or a related degree;  
Or a MA/MS with 24 credits in ECE, Social Services or related subject and 2 years experience;  
Or a BA/BS in ECE, Social Services, or a related field and 2 years experience;  
Or an AA/AS in ECE, Social Services or a related degree and 5 yrs. Experience.

**Level Seven:**

Practitioners have or a Doctorate in ECE, Social Services or a related field;  
Or a Doctorate with 30 credits in ECE, Social Services or a related subject and 2 years experience;  
Or a MA/MS in ECE, Social Services, or a related field and 2 years experience;  
Or a BA/BS in ECE, Social Services or a related subject and 5 years experience.

**Level Eight:**

Practitioners will have a Doctorate in ECE, Social Services, or related field and 2 years experience;  
Or a MA/MS in ECE, Social Services, or related subject and 5 years experience.

- Accepted course work/ degrees can be in Early Childhood Education, Child Growth and Development, Elementary Education, Early Childhood Special Education, Child & Family Studies, Child, Family and Community Relationships, and Recreation degrees applying to School- age children. Related degrees must include at least 36 college credits in the above categories.
- Psychology, Sociology and Secondary Education are not considered related degrees unless the degree includes 36 college credits in Early Childhood education. (See above)

## **5. Work Plan**











Project Code	Activity	Year 1 2012				Year 2 2013				Year 3 2014				Year 4 2015			
B1	A refined, enhanced and expanded our TQRIS to include Part B- and Part C-contracted providers and a new strand for Title 1 and public pre-school programs.	Develop a logic model via the Child Care Research Partnership (CCRP) to support the redesign model for the current TQRIS				Develop a standard for Health and Safety based upon NAEYC, NAFCC, COA and AAP practices. Include threshold measurement on ECERS, ITERS, FCCERS, SAECERS				Complete planned revisions to the existing TQRIS and ELDS to incorporate evidence-based programs, to link and align to curricula, to increase specificity of health and safety standards, and to make them linguistically and culturally competent							
		X	X	X	X	X	X	X	X	X	X	X	X				
B2	Increased participation of all ELD programs in	Re-design the TQRIS portal to improve navigation for providers, to facilitate updates to their information, and to				Complete the development of a public preschool plan for the SLDS				Embed family engagement strategies taken from Touchpoints and Strengthening Families in the TQRIS at all Steps				Develop a report card system that integrates the TQRIS and licensing data/information and is public and displayed at a			
		X	X	X	X	X	X	X	X					X	X	X	X

	<b>TQRIS.</b>	support simultaneous application to the TQRIS and professional development (MRTQ).	Launch Parent Choices and include consumer education pieces on quality, steps in QRRS and ELDS information on site.	Develop a Shared Service Assessment to look strategically at potential partners in all sectors, not just public. The purpose is to incent participation by offering greater financial incentives than just limited public funds.	Through its contracts with them MDOE will require CDS providers to be part of the TQRIS system by 2013.		providers program.
B3	<b>A refined validation and monitoring framework for the ELD programs to include benchmarks for ELL and low SES, link to the SLDS and application of ongoing research on assessment instruments demonstrating</b>	Identify and Pilot Test Program Standards for pre-K ELDP's. Revise current QRRS Standards. Validate all Standards against Scientific and Best Practice Evidence. Align all Standards by program type. Identify type of evidence needed to demonstrate quality for each Standard.	Document type of evidence presented to demonstrate quality for each Standard. Design, pilot and evaluate a quality Program Monitoring process; data collection, documentation and reporting. Implementation by regionally based teams. Final recommendations to state agency for full	Implement and evaluate full Program Monitoring process. Implement recommendations for process improvements for Year Four.	Revise current QRRS Standards. Validate all Standards against Scientific and Best Practice Evidence Align all Standards by program type. Implement and evaluate Program Monitoring process. Implement recommendations for process improvements for next year. Update description of QRRS	X X X X X X X X X X	

	<b>improved child outcomes</b>	Design, pilot and evaluate a quality Program Monitoring process; data collection, documentation and reporting. Implementation by regionally based teams.  Enhance "Search for Child Care" portion of Parent Choices web site to add licensing history (including any health and safety violations) in easy-to-understand format.	implementation.		standards on Parent Choices web site and integrate into search results												
B4	<b>Refined policies, practices and incentives for providers to improve their programs and Enhanced supports provided to working families with CHN to help them access programs to meet their needs.</b>	<table border="1"> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </table> <p>Maine will develop a compensation strategy linked to its tiered reimbursement by requiring programs to use 75% of its quality bump (% above market rate) to enhance practitioner compensation.</p> <p>Provide wage enhancements to practitioners who achieve credentials and/or certification. Establish a 50% match for programs who hire and retain these staff so that the State provides 50% of the incentive and the employee matches this. Provide the incentive for up to 5 years as long as the provider remains employed in that setting.</p>	X	X	X	X	<table border="1"> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </table> <p>Develop a Shared Service Assessment with collaborative partners that can support provision of financial incentives by the private as well as the public sector.</p>	X	X	X	X	<table border="1"> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </table> <p>Expand training and TA cross-sector to include Head Start training and technical assistance as well as public preschool training and TA.</p>	X	X	X	X	
X	X	X	X														
X	X	X	X														
X	X	X	X														



		<p>domains for child level assessment. Design data collection and reporting systems to appropriately conduct child level assessments and securely manage child level data.</p> <p>By October 1, 2012 research design approved by key stakeholders.</p>	<p>commence no later than September 2013. Final research design completed for <i>Infants and Toddlers Study</i>.</p>		
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Project Code	Activity	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015
B1	<b>A refined, enhanced and expanded our TQRIS to include Part B- and Part C-contracted providers and a new strand for Title 1 and public pre-school programs.</b>	Develop a logic model via the Child Care Research Partnership (CCRP) to support the redesign model for the current TQRIS	Develop a standard for Health and Safety based upon NAEYC, NAFCC, COA and AAP practices. Include threshold measurement on ECERS, ITERS, FCCERS, SAECCERS  Include the CLASS as a measurement tool for Steps 3 & 4 to enhance link to research base on improved child outcomes.	Complete planned revisions to the existing TQRIS and ELDS to incorporate evidence-based programs, to link and align to curricula, to increase specificity of health and safety standards, and to make them linguistically and culturally competent  Complete planned revisions to the existing TQRIS and ELDS to incorporate evidence-based programs, to link and align to curricula, to increase specificity of health and safety standards, and to make them linguistically and culturally competent.	
B2	<b>Increased participation of all ELD programs in TQRIS.</b>	Re-design the TQRIS portal to improve navigation for providers, to facilitate updates to their information, and to support simultaneous application to the TQRIS and professional development (MRTQ).	Complete the development of a public preschool plan for the SLDS Develop a Shared Service Assessment to look strategically at potential partners in all sectors, not just public. The purpose is to incent participation	Embed family engagement strategies taken from Touchpoints and Strengthening Families in the TQRIS at all Steps	Develop a report card system that integrates the TQRIS and licensing data/information and is public and displayed at a providers program.



		<p>include consumer education pieces on quality, steps in QRIS and ELDs information on site.</p>	<p>by offering greater financial incentives than just limited public funds.</p> <p>Through its contracts with them MDOE will require CDS providers to be part of the TQRIS system by 2013.</p>		
B3	<p><b>A refined validation and monitoring framework for the ELD programs to include benchmarks for ELL and low SES, link to the SLDS and application of ongoing research on assessment instruments demonstrating improved child outcomes</b></p>	<p>Identify and Pilot Test Program Standards for pre-K ELDP's.</p> <p>Revise current QRIS Standards.</p> <p>Validate all Standards against Scientific and Best Practice Evidence.</p> <p>Align all Standards by program type.</p> <p>Identify type of evidence needed to demonstrate quality for each Standard.</p> <p>Design, pilot and evaluate a quality Program Monitoring process; data collection, documentation and reporting.</p> <p>Implementation by regionally based teams.</p> <p>Enhance "Search for Child Care" portion of Parent</p>	<p>Document type of evidence presented to demonstrate quality for each Standard.</p> <p>Design, pilot and evaluate a quality Program Monitoring process; data collection, documentation and reporting.</p> <p>Implementation by regionally based teams.</p> <p>Final recommendations to state agency for full implementation.</p>	<p>Implement and evaluate full Program Monitoring process.</p> <p>Implement recommendations for process improvements for Year Four.</p>	<p>Revise current QRIS Standards.</p> <p>Validate all Standards against Scientific and Best Practice Evidence</p> <p>Align all Standards by program type.</p> <p>Implement and evaluate Program Monitoring process.</p> <p>Implement recommendations for process improvements for next year.</p> <p>Update description of QRIS standards on Parent Choices web site and integrate into search results</p>

		Choices web site to add licensing history (including any health and safety violations) in easy-to-understand format.			
B4	<p><b>Refined policies, practices and incentives for providers to improve their programs and Enhanced supports provided to working families with CHN to help them access programs to meet their needs.</b></p>	<p>Maine will develop a compensation strategy linked to its tiered reimbursement by requiring programs to use 75% of its quality bump (% above market rate) to enhance practitioner compensation.</p> <p>Provide wage enhancements to practitioners who achieve credentials and/or certification. Establish a 50% match for programs who hire and retain these staff so that the State provides 50% of the incentive and the employee matches this. Provide the incentive for up to 5 years as long as the provider remains employed in that setting.</p>	<p>Develop a Shared Service Assessment with collaborative partners that can support provision of financial incentives by the private as well as the public sector.</p>	<p>Expand training and TA cross-sector to include Head Start training and technical assistance as well as public preschool training and TA.</p>	
B5	<p><b>A validated TORIS, and a system and practice of applying the findings to improve it as well as to improve ELD</b></p>	<p>Document evidence base for new QRIS Standards and/or revised Standards.</p> <p>Identify valid measures to assess application of Standards, including introduction of the CLASS observational measure.</p>	<p>Pilot testing and implementation of new measurement approaches to increase ability to assess validity of QRIS Standards.</p> <p>Conduct evaluation of pilot and full</p>	<p>Implementation of new measurement approaches to increase ability to assess validity of QRIS Standards. Final report with recommendation to improve Monitoring Processes due no later than 30 months into project period, by June 1,</p>	<p>Document evidence base for new QRIS Standards and or revised Standards.</p> <p>Identify valid measures to assess application of Standards.</p> <p>Based on new/revised Standards, revise current approaches to</p>

<p><b>Program quality and school readiness outcomes for children ages birth to 5.</b></p>	<p>Based on new/revised Standards, revise current staff and parent self-report questionnaires through literature review and expert review and comment.</p> <p>Identify through the literature and contact with other QRIS state leaders, approaches to program monitoring based on new, revised Standards. Design an evaluation for the pilot testing and implementation of the QRIS Monitoring Process(es).</p> <p>Implement data systems to track children's attendance at the ELDP.</p> <p>Identify purpose of measuring child outcomes and the key domains for child level assessment.</p> <p>Design data collection and reporting systems to appropriately conduct child level assessments and securely manage child level data.</p> <p>By October 1, 2012 research design approved by key stakeholders.</p>	<p>implementation of the new QRIS Monitoring Process(es).</p> <p>Final report with recommendation to improve Monitoring Processes due no later than 30 months into project period.</p> <p>Pilot test and implement data collection and reporting systems to appropriately conduct child level assessments, and to securely manage child level data.</p> <p>Implement <i>Preschool and Beyond</i> child outcome study no later than July 1, 2013. Initial data collection to commence no later than September 2013.</p> <p>Final research design completed for <i>Infants and Toddlers Study</i>.</p>	<p>2014.</p> <p>Continue with program level data collection, assess data quality; <i>Preschool and Beyond</i> study. Including child level data collection at exit from study if possible.</p> <p>Implement <i>Infant and Toddler</i> study.</p> <p>Provide quarterly reports on study implementation and initial findings.</p>	<p>validation.</p> <p>Continue with data collection, assess data quality.</p> <p>Last wave of data collection, June 2015 for both studies.</p> <p>Final data cleaning and data transformations completed by September 2015.</p> <p>Draft report completed by November 2015 for review and comment.</p> <p>Final report completed by December 2015.</p>
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trainer events																				
4. Observe master and approved trainers in training delivery																				
C(1)c Work with ME DOE Prek Collaboration Coaches to create partnership with prek & k-3 teachers to align curriculum.	MRTQ CKT Director & MRTQ Center for Curriculum & Instruction staff					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C(1)d Pilot the use of Training & TA to 2 cohorts in 2 regions of the state programs serving children with high needs (TANF, CCDF, Head Start or Title 1/Public Prek funding)	Smith/Redlevske & MRTQ Director of CKT		X	X	X															
C(1)d Develop on-line resources for early childhood educators working with high need populations.	Smith, Redlevske, Jen Wiles					X	X	X	X											
Develop data collection and analysis plan for TA pilots. Use MRTQ Registry data on Teacher Quality and Link assessment data to SLDG	Lahti, Dean, Reed, Armstrong					X	X	X	X											
Use data from pilot to revise/change training & TA to other regions of the state where providers serve high-need children Add 2 regions per year until scaled-up statewide	Reed, Center for Curriculum Instruction					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
C(1)d Develop ELDS training for administrators & elementary school principals to assure "buy-in" for teachers to continue to	Dean, Director of CKTP/Reed/Smith/Redlevske											X	X							

implement strategies.																				
Pilot curriculum in regions involved in training and ta for working with high need children Scale up delivery of curriculum throughout the state as t/ta cohorts expand (2 per year)	Smith/Redlevske/PreK Collab Coaches/Master trainers			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
C(1)d Utilize the 10 current ERF classrooms in Auburn, Lewiston, Portland & S. Portland as "model sites" where teachers can observe ELDS implemented with high-need children	MRTQ Center for Curriculum and Instruction staff			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x





C(2)b iii Deliver training module on linking child assessment data to child care, Head Start, public pre-K, early intervention & home visitors	MRTQ CK Director & MRTQ Curriculum & Instruction staff				X	X	X	X	X	X	X	X	X	X	X	X	X	X	
C(2) b Expand the use of CLASS and ERS assessments to pre-k and CDS programs.	Dean ???				X	X	X	X	X	X	X	X	X	X	X	X	X	X	
C(2) b design training on use of program assessments to improve quality of care. Embed module in Leadership training (for Directors) on use of program assessments.	MRTQ CK Director & MRTQ Curriculum & Instruction staff			X		X													
C(2) c – develop pilot cross-sector assessment teams at the 2 regional pilot programs (see section c..?) to use assessment data on high need children to develop joint intervention plan in these settings.	CK Director/Reed/Redlevske					X	X												
C(2) c – evaluation pilot cross-sector assessment teams using a case study approach to document process. Develop assessment integration planning and implementation	Dean??? Lahti							X											

Kit to be use by programs serving high need children.									
C(2) c – develop plan to scale up on the same time frame as tta scale ups	CK Director/Reed/Smith/Redlevske								
C(2) d Design and implement a credit-based training on the administration of assessments (formative, Screening, environmental and teacher)and the use of assessment data at the teacher and program levels to inform program improvement activities and child-level intervention. Embed this in the teacher preparation degree program at USM and offer through Professional Development Center (continuing education) at the University of Southern Maine, and other campuses throughout the state.	??? ??? ???								
C(2)d develop and implement training on the use of curriculum-based measurements (CBM's) to inform instruction around	Reed/Smith/Redlevske				x	x	x	x	



**Work Plan – Section D RTT-EL**

**(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials**

- (a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children’s learning and development and improve child outcomes;
- (b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and
- (c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State’s Workforce Knowledge and Competency Framework.

Section D Work Plan	Who/How	Year 1	Year 2	Year 3	Year 4	Year 5
(D)(1)(a)	MRTQ, RDC’s and ECE Higher Education Committee					
	Work Group formed; report out quarterly at ECE Higher Education Committee Meetings	X	X	X	X	X
(D)(1)(b)	MRTQ, RDC’s, Maine Afterschool Network, and Maine QRIS subcommittee					
	Align Maine’s Infant Toddler, 180 Hour, and Youth Development Credentials with revised Core Knowledge and Workforce Competency Framework	X	X	X	X	X
Competency Framework	Workgroup formed; report out at Training Coordination					

Embed these credentials into the TQRIS at Steps 3 and 4	Quarterly meetings																					
(D)(1)(c) Align revised Core Knowledge and Workforce Competency Framework with Associate and Bachelor degree student competencies for degree attainment and early childhood teacher certification	MRTQ, ECE Higher Education Committee, DOE Certification Office	Work Group formed;		x	x	x	x	x	x													
		report out quarterly at ECE Higher Education Committee Meetings																				
Support a cohort of higher education programs to incorporate NAEYC teacher preparation standards into their teacher preparation programs.	Maine's Community College System Office , MRTQ and ECE Higher Education Committee Statewide Coordinator of CC Accreditation (TBD)																					
Create a Statewide Coordinator of Community College Accreditation (TBD) to facilitate cohort		See above	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Develop Common Course Numbering System	See above					x	x	x	x	x	x	x	x	x	x	x						



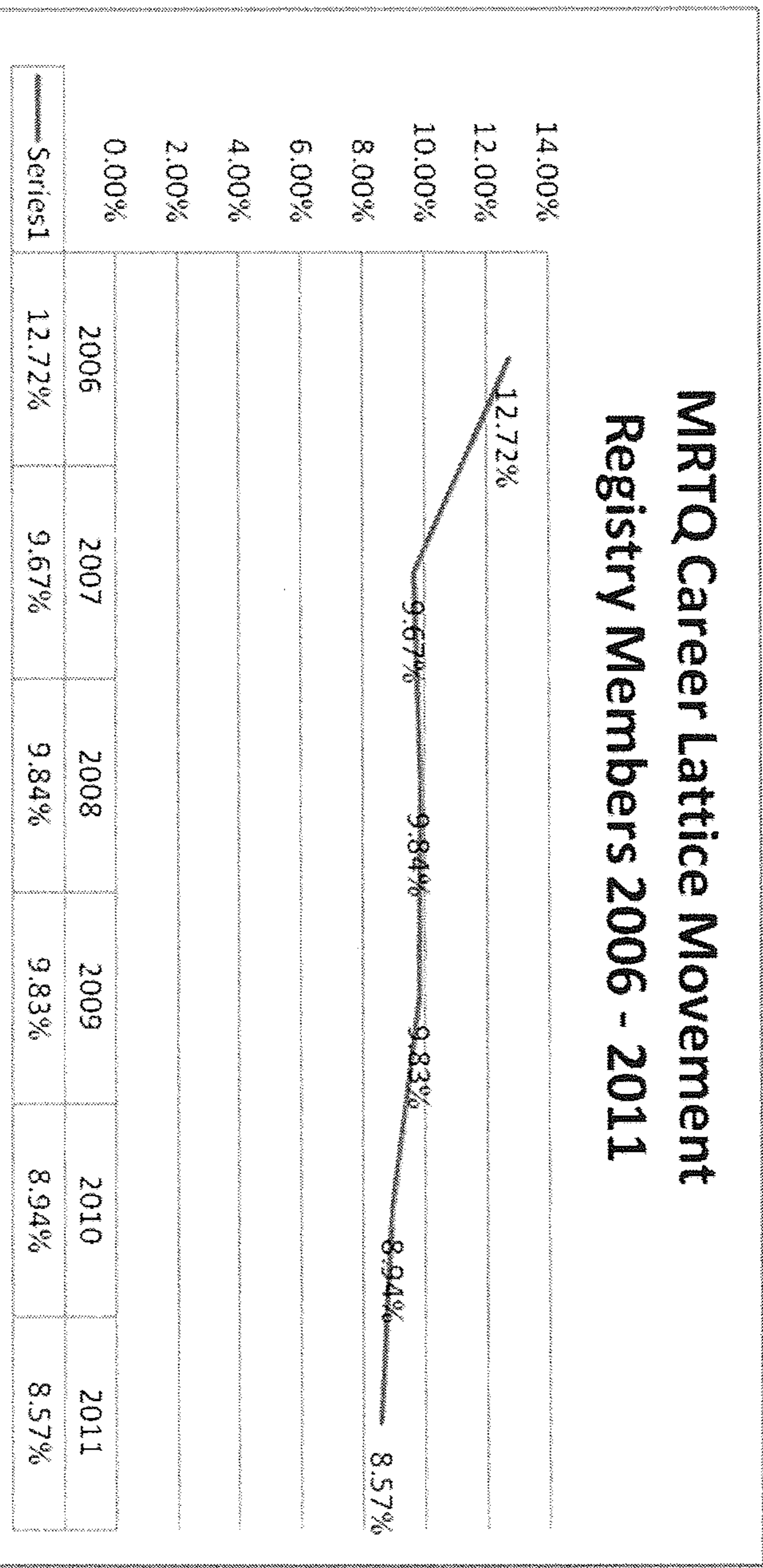
<p>Revise and strengthen Training and Trainer approval process to ensure consistency in training delivery and alignment to the Core Knowledge and Workforce Competencies</p>	<p>MRTQ Core Knowledge Training Director Statewide Master Trainers (3) MRTQ Registry</p>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<p>Expand statewide training offerings to include DOE Pre-K and CDS staff</p>	<p>MRTQ &amp; State-wide Professional Development Committee</p>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<p>(D)(2)(b) Expand MRTQ scholarship fund to include cross-sector ECE Educators who are working on an aligned credential (as described in (D)(1)(b) &amp; (c))</p>	<p>MRTQ &amp; State-wide Professional Development Committee</p>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X





Use Registry Data to report aggregates for each year on:	MRTQ & SLDS							X	X	X	X	X	X	X	X	X	X	X	X
# and % of ECE Educators achieving one of Maine's aligned credentials																			
# and % of ECE Educators remaining in the ECE work Sector																			
# and % of ECE educators attaining ECE teacher certification																			

Figure XXX



Work Plan for Section (E)(2)	Who	Year 1				Year 2				Year 3				Year 4			
		Qtr 1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
(E)(2) Expansion of existing SLDS data warehouse <ul style="list-style-type: none"> <li>Requirements definition</li> <li>Integration planning</li> <li>Development &amp; implementation</li> <li>Testing</li> </ul>	Project team DOE, DHHS SMIEs Data warehouse vendor	X	X X X	X X	X	X	X X X	X X X	X	X X X	X X X	X	X	X X X	X X X	X	X
(E)(2) Expansion of reporting system <ul style="list-style-type: none"> <li>Requirements definition</li> <li>Reports/tools design</li> <li>Testing/validation</li> <li>Development &amp; implementation</li> <li>Testing</li> </ul>	Project team Data warehouse vendor		X	X X	X	X X X	X X X	X X X	X	X X X	X X X	X	X	X X X	X X X	X	X
(E)(2) Expansion of early childhood linkage system <ul style="list-style-type: none"> <li>Requirements/design</li> <li>Development &amp; implementation</li> <li>Testing</li> </ul>	Project team	X	X X	X X	X	X X X	X X X	X X X	X	X X X	X X X	X	X	X X X	X X X	X	X
(E)(2) Integration with the SLDS professional development system <ul style="list-style-type: none"> <li>Requirements definition</li> <li>Development &amp; implementation</li> <li>Testing</li> </ul>	Project team			X	X	X X	X	X X	X	X X	X X	X	X	X X	X X	X	X

(E)(2) Stakeholder training <ul style="list-style-type: none"> <li>• Curriculum design</li> <li>• Develop modules</li> <li>• Deliver courses</li> </ul>	Project team			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
(E)(2) Research <ul style="list-style-type: none"> <li>• Initial planning &amp; research design</li> <li>• Develop &amp; publish studies</li> </ul>	MEPRI team			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

## **6. SAIEL Executive Committee Job Descriptions**

## SAIEL Executive Committee Job Descriptions

### A. Federal State Legislative Liaison:

**Job Description :** To provide consultative, professional advice and expertise to the Department on policy and regulatory development, and advocacy of state and federal legislative activity. Specifically, to oversee the federal Congressional action and the implications for the Maine Department of Education, to support the State Legislative Liaison in monitoring the State Legislative action and to facilitate the rulemaking for the certification, school construction, special education and the CDS system, which implements the Part C and Part B, Section 619 programs under IDEA. The Federal State Legislative Liaison will serve on the Executive Committee of the SAIEL which will focus on the functional, operational and administrative elements of the RTT-ELC project management.

### B. Early Childhood Consultant

**Job Description:** This is professional services work in planning, developing, coordinating, administering and evaluating early childhood initiatives, and in the development and management of public four year old programs. Responsibilities include working in partnership with local, state and federal agencies and community, business, and other organizations to promote, implement, and coordinate early childhood literacy, and educational programs and initiatives that are based on current research and best practice, and designed to assure that all students entering school can meet high standards of achievement established by Maine's *Common Core Standards*. The Early Childhood Consultant will serve on the Executive Committee of the SAIEL which will focus on the functional, operational and administrative elements of the RTT-ELC project management.

### C. TQRIS Program Specialist

**Job Description:** Primary focus is to manage an early childhood quality initiative which encompasses directly developing, overseeing, operating, analyzing and planning both organizational and administrative activities of *Quality for ME*, Maine's Early Care and Education Tiered Quality Rating and Improvement System (TQRIS) with differing levels of scope, accountability and complexity. This work aligns with the Early Childhood Division's policies, initiatives and goals. Supervision of the components of the *Quality for ME* system is exercised over a variety of personnel which includes 64 professionals throughout the State of Maine. The TQRIS Program Specialist will serve on the Executive Committee of the SAIEL which will focus on the functional, operational and administrative elements of the project management.

### D. Director of Early Childhood Initiative

**Job Description:** In order to support coordination and integration the Director of Early Childhood Initiative will provide leadership in linking programs and staff from each office in order to enhance the outcomes of shared priorities and goals, such as developmental screening of all children including those in foster care, support for

resource parents in assuring a healthy home for foster children through elimination of lead hazards and second hand smoke, and establishing a network of child care health consultants. Director of the Early Childhood Initiative will serve on the Executive Committee of the SAIEL which will focus on the functional, operational and administrative elements of the RTT-ELC project management. This director will represent the Home Visiting Program, as well as the Maine Children's Growth Council.

#### **5. Deputy Commissioner, Maine Department of Education**

**Job Description** This is executive work directing and managing internal operational activities in the Department of Education, and coordinating Department initiatives with external partners to accomplish the mission of the organization. Responsibilities include making day-to-day operational management decisions; providing advice and assistance to superintendents of schools and school boards on general school laws and procedures and exercising decision making advice and authority related to finance and budget matters. Management is exercised over a large staff of managerial, professional, technical and clerical employees. The Deputy will serve on the Executive Committee of the SAIEL which will focus on the functional, operational and administrative elements of the RTT-ELC project management.

## **7. SAIEL Executive Committee Resumes**

## *JOANNE (JACI) C. HOLMES*

(b)(6)

### EDUCATION

- 1976 Master of Science in Education  
Wheelock College, Boston, Massachusetts
- 1973 Bachelor of Science in Education  
Wheelock College, Boston, Massachusetts
- 1972 Perspectives on the British Education System  
Based in London, England - Spent seven weeks observing and evaluating educational environments. Lived with a North London family while teaching in the Hempstead Garden Suburb Primary School gaining insight as to the interplay between family, school and community
- 1972 Harvard Graduate School of Education  
Cambridge, Massachusetts

### PROFESSIONAL EXPERIENCE

- 2002-Present Federal State Legislative Liaison –  
Federal Focus: Work with Maine's Congressional delegation tracking federal legislation that impacts the Maine Department of Education, Maine schools, and Maine students
- Actively participated in the federal hearings for the reauthorization of the Individuals with Disabilities Education Act [IDEA] 1998 and 2003
  - Worked with Senator Collins' education staff on the Reading First statutory language contained in the No Child Left Behind Act of 2001
  - Worked with Senator Collins' staff on a number of statutory sections of language in the American Recovery and Reinvestment Act [ARRA]
  - Worked with Maine's Congressional staff on the implications of the Education Jobs Fund
  - On a yearly basis, work with the Maine congressional staff on the priorities in the federal budgets and the implications for Maine
  - Participate in the Federal Liaison Network of the Council of Chief State School Officers [CCSSO] organization. Served as Chair 2004-2005 and will resume the Chairmanship November 2010-2011
  - Served on two national task forces for CCSSO on Special Education [2003]



and the Elementary and Secondary Reauthorization [2005-2006]

State Legislative Focus:

- Work with the Department's Legislative Liaison in preparation of Department legislation for each legislative session (track the development of testimony, and participate in public hearings and work sessions as a principal Department representative)
- Staff legislative Task Forces, such as the PreK – 20 Task Force; the Stakeholder Group to Review the Child Development Services System; the Task Force to Review of Certain Provisions of the Maine Unified Special Education Regulations, and the Task Force on Diploma Requirements
- Work with the Leadership Team in the development of the Department's budgetary proposals on a yearly basis

Department of Education Focus:

- Coordinate all the rulemaking for the State Board of Education's Certification regulations and the Department's Special Education regulations
- Work as the Department's representative in interdepartmental review and revision of the State's Department of Health and Human Services Medicaid policies which have implications for the funding of many special education and related services for eligible children age birth through twenty
- Serve as a member of the Reorganization Management Team reviewing all required plans for school consolidation
- Serve as the Department's coordinator for the grant awarding, reporting and internal controls for the federal American Recovery and Reinvestment Act [ARRA] funds (February 2009 onward)
- Serve as the Department's coordinator of the federal Education Jobs Fund, coordinating the development of the grant workbook and provision of guidance to the school administrative units
- Develop and submit the federal IDEA grant applications on a yearly basis
- Participate, as needed, in higher education on-site program reviews, for review of early childhood education programs

- 1989-2003 Early Childhood Consultant to the Maine Department of Education - Served as a member of the State Level staff implementing the Part H (age birth through 2) and Part B Section 619 (3 through 5) Programs of IDEA. Prepared state statutory and regulatory provisions for the Child Development Services System, as well as the respective federal applications for these federal grant programs.
- 1995-2000 IDEA, Part C (formerly Part H) Board Member to the Federal Interagency Coordinating Council—Washington, DC; Chair, Legislative Subcommittee
- 1987 - 1989 Instrumentation Team Member, Project AIMS. Federal Grant Project to develop Family Infant Mental Health Assessment Instruments

- 1986 - 1988 Maine Health Consortium - Curriculum development for prevention of developmental disabilities for presentation to family practice physicians, obstetricians, gynecologists, and allied health professionals statewide
- Aug.1985-89 Department Chair, Early Childhood Education Program  
Westbrook College, Portland, Maine
- Aug.1982-89 Assistant Professor, Department of Education  
Westbrook College, Portland, Maine
- 1985 Observation and analysis of Taiwan Day Care System. Interviews regarding the current state of day care in Hong Kong and Japan. Exploration of the outdoor play equipment for Chinese and Japanese children
- 1975 - 1976 Instructor  
Wheelock College Graduate School  
Boston, Massachusetts
- 1973 - 1975 Charles River School, Dover, Massachusetts  
First Grade and Kindergarten positions - Managed aspects of instruction for children in a self-contained classroom. Implemented innovative teaching techniques to meet the specific needs of each child

## RESEARCH

Gender Definition, Funded through an Academic Equity Grant, Westbrook College

## PUBLICATIONS

- Dec. 1990 "Maine's Experience with Early Childhood Personnel Policies," Early Childhood Reporter, LRP Publications
- Aug. 1994 "Maine's Statewide Computer System," Early Childhood Reporter, LRP Publications

## PRESENTATIONS

- 2002- Present Ongoing regional and statewide presentations to School Administrative Unit staff on MaineCare (interface with education), Special Education Regulations, ARRA Guidance, Federal Reauthorization Updates, etc.
- 1989-Present Ongoing regional, statewide trainings on the Individualized Family Service Plan, Personnel Standards for Early Childhood Services Providers, and the Structure and Implementation of Maine's Early Intervention System

- 2001 Panel, Collecting Part C Exit Data, Part C Data Meeting, Washington, DC (July)
- 2000 Maine's Center for Inquiry on Early Literacy, NEC\*TAS Combined Meeting, Washington, DC (February)
- 1998 Maine's Funding of the Part H Program, Issue du Jour, NASDSE, Alexandria, VA (January)
- Federal Section 619 Preschool Funding Formula, FICC Meeting , Washington, DC (January)
- 1997 Maine's Seamless Service Delivery System, NEC\*TAS Combined Meeting, Washington, DC (March)
- 1996 Consultative Service Delivery Model, NEC\*TAS Conference, Sante Fe, NM (July)
- "Maine's Tribal Interagency Agreement", First Navajo Nation Conference, Albuquerque, NM (October)
- 1994 "Maine's Implementation of the Individualized Family Service Plan," Issues Du Jour, NASDE, Alexandria, VA (April)
- 1993 Panel, "Maintaining a Data System Through Restructuring," Part H Data Meeting, Alexandria, VA (May)
- Panel, "Developing Interagency Agreements with Native American Tribes," Part H Data Meeting, Alexandria, VA ( May)
- 1992 Panel, "The Role of Health Care Professionals in Early Intervention," Combined Part H, Section 619 Meeting, , Baltimore, MD (January)
- Panel "State Model IFSP Form," Combined Part H, Section 619 Meeting, Baltimore, MD (January)
- Panel "Implementation of Birth Through Five Individualized Family Service Plans," Partnerships for Progress Meeting, Washington, DC (August)
- 1990 Panel, "Maine's Early Intervention System," Partnerships for Progress Conference, NEC\*TAS, Washington, DC (August)
- 1982-1989 "Parent Teacher Communications," Presented at Maine Education of Young Teacher Conferences, Bangor, ME (March)

# Janine Blatt

(b)(6)

## EDUCATION/CREDENTIALS

<b>MS.Ed</b>	University of Southern Maine, Early Childhood Education
<b>B.A.</b>	University of New York @Binghamton, NY, Anthropology
<b>Child Care Design Institute</b>	For Children: Designing Day Care, Medical, and Educational Facilities Harvard University Graduate School of Design and Tufts University
<b>Certification</b>	State of Maine Teacher Certificate, General, K-8
<b>Registered Trainer</b>	Edmund S. Muskie School of Public Service Maine Roads to Quality Child Care and Early Education Career Development Center

## SKILLS

### Teaching

- Design/Implementation of developmental early childhood environments and curriculum
- Observation, assessment and evaluation skills
- Team teaching
- Experience with diverse populations; age groups (infants through adults)
- Staff Development
- Volunteer Training Programs
- Parent Education Programs

### Administrative/Organizational

- Fiscal planning, implementation, management
- Program and policy development, implementation and evaluation
- Grant writing and fundraising
- Program and fiscal coordination
- Hiring, training, supervision and evaluation of professional and paraprofessional staff
- Team Building
- Parent involvement and advocacy
- Volunteer and Board Development
- Community outreach and organization
- Agency liaison and representation
- Political advocacy

## **EXPERIENCE**

**Early Childhood  
Consultant**  
July 2004 - Present

**Maine Department of Education**  
State House Station 146  
Augusta, ME 04333

Responsible for planning, developing, coordinating, administering and evaluating early childhood initiatives, and in the management of public four year old programs, to include working in partnership with local, state and federal agencies and community, business, and other organizations to promote educational programs and initiatives that are based on current research.

**Program Officer**  
Sept 2003-March 2004

**Maine Humanities Council/Born To Read**  
674 Brighton Avenue, Portland, ME 04102

A statewide, early literacy program designed to ensure that Maine's youngest children are read aloud to daily. Outreach includes trainings, curriculum collections, volunteer reader program, advocacy and partnerships.

**Adjunct Faculty Member**  
Fall 2001

**Southern Maine Technical College**  
**Early Childhood Program**  
Fort Road, South Portland, ME 04106

**Director**  
May 1982-June 2001

**Peaks Island Children's Workshop**  
PO Box 80, Peaks Island, ME 04108

A non-profit year round child care center, accredited by the National Association for the Education of Young Children, serving children in a multi-aged environment. The center is an integral part of the infrastructure of an island community as a family and community resource and support system. Accomplishments include the design and funding of a \$400,000 child care facility and national NAEYC accreditation

**Director/Teacher**  
1979 - 1982

**Gorham Cooperative Preschool**  
Gorham, ME 04038

A non-profit parent cooperative

**Teacher**  
1975 - 1978

**West Genesee Children's Center**  
Syracuse, NY

A developmental child care center serving children eighteen months to six years.

**Coordinator**  
1974 - 1975

**BOCES/Syracuse University Mainstream Project**  
Syracuse, NY

Project assessed needs of gifted and talented children in Onondaga County public schools and implemented workshops for administrators, teachers, parents.

**Editorial Assistant**  
1973 - 1974

**Stein and Day Publishers**  
Briarcliff Manor, NY

# SHERYL PEAVEY

(b)(6)

## RECENT WORK EXPERIENCE

2004-Present Maine Department of Health and Human Services (DHHS), Augusta, ME

### ***Director, Early Childhood Systems Initiative***

Primary duties include:

- Lead/coordinate the development/implementation of a plan for a comprehensive and family-centered system of services throughout the Maine DHHS and other Executive Branch departments of Maine government.
- Coordinate and staff the Maine Children's Growth Council and the Governor's Business Roundtable on Early Childhood Investment.
- Advocate for Maternal and Child Health populations through presentations, participation/leadership on committees/organizations, written materials, and individual contracts.
- Share information regarding state Early Childhood activities. Inform and engage key stakeholders about the indicators, goals and objectives of the Early Childhood Comprehensive Systems (ECCS) state plan.
- Seek and support funding for existing/new initiatives that enhance the Maine ECCS work.

Additional responsibilities:

*Project Director, Early Childhood Comprehensive Systems Grant.* Maternal and Child Health Bureau, Health Resources and Services Administration, US DHHS, Grant No.H25MC00266 (2004-present).

*Principal Investigator, First Time Motherhood/New Family Initiative.* Maternal and Child Health Bureau, Health Resources and Services Administration, US DHHS, Grant No. H5MMC10868 (2008-2010)

*Co-Principal Investigator, Child Care Research Capacity Project.* Office of Planning, Research, and Evaluation (OPRE), Administration for Children and Families, US DHHS, Grant No. 90YE0105 (2009-2011)

*Project Director, Maternal, Infant, and Early Childhood Home Visiting.* Maternal and Child Health Bureau, Health Resources and Services Administration, US DHHS, Grant No. X02MC19424 (2010-present); Grant No. X02MC23108-01-00 (2011-present); Grant No. D89MC23149-01-00 (2011-present)

*Project Coordinator, Early Childhood State Advisory Council.* Administration for Children and Families, US DHHS. ARRA Award No. 90SC003901 (2010-Present)

*State Administrator, Maine Families Home Visiting Program* (2007-present)

*State Administrator, Maine Child Abuse and Neglect Prevention Councils* (2008-present).

*Public Health – Child Welfare Liaison* (Maine DHHS)

*Co-Chair, Abusive Head Trauma Workgroup and Safe Sleep Coalition* (Public-Private Coalitions)

*Co-Chair, Home Visiting Coalition* (Public-Private Coalition)

*Member, LAUNCH State Advisory Partnership* (Public-Private Coalition)

*Co-Chair, Strengthening Maine Families* (Maine DHHS-Maine Children's Trust Partnership)

2002–2004 Hornby Zeller Associates, Inc., Portland, ME

**Policy Analyst/Evaluator**

Manage evaluation project for Maine’s Universal Home Visiting programs for the Maine Center for Disease Control and Prevention (former Bureau of Health). Provide training and technical support for performance contracting measurement and Home Visiting Automated Tracking System development. Conduct literature reviews, data collection, data analysis and evaluation feedback. Conduct site visits statewide with case management audits. Additional projects include:

- ONE ME Evaluation and Technical Assistance, Maine BDS, Office of Substance Abuse;
- Child and Family Services Review Analysis, Pennsylvania Office of Children, Youth & Families;
- Child Welfare Case Record Review Instruments Development, New Jersey DHS;
- United Cerebral Palsy of Maine Facilitation, United Cerebral Palsy of Maine;
- Dual Diagnosis (Co-Occuring Disorders) Evaluation, Maine BDS;
- Eastern Alliance for Science and Technology (EAST) Project, Spurwink Institute and USM;
- TANF Families with Multiple Barriers to Employment, Maine Medical Center.

1996-2002 ARAMARK Work/Life Partnerships, Golden, CO

**National Manager, Client Services**

Generate new business and networking opportunities in national and local forums for employer-sponsored child care solutions. Maintain corporate proficiency in Federal procurement and Department of Defense child care regulations. With CFO and other senior management, develop proforma budgets for assumption of management and new business analysis for center- and community-based child care. Write/produce proposal responses and represent corporation at formal bid presentations. Provide ongoing operations support and client services for new business. Maintain ongoing proficiency in early childhood development and quality standards of child care, including NAEYC and Reggio Emilia approaches.

**EDUCATION**

*Brandeis University, Waltham, MA*

- B.A., Cum Laude with High Honors, German Language and Literature, 1990

*University of Denver, Daniels College, Denver, CO*

- Master of Science in Education Management, Candidate

**HONORS/PROFESSIONAL APPOINTMENTS**

2010 Steering Committee Member, Child Care Policy Research Consortium (OPRE)

2009—Present Secretary, Founding Board of Directors, Central Maine Youth Football and Cheering League (non-profit corporation), China, ME

2009--Present Elected District 4 Representative, Town of China, Budget Committee, China, ME

2007 Board Member, Maine Association for Infant Mental Health, Augusta,

2007—Present Board Member, Maine Association for Infant Mental Health, Augusta, ME

2007 State Agency Partner for Child Abuse and Neglect Prevention, Maine Children’s Trust

2002—2004 President, Board of Directors, Yarmouth Day Care, Yarmouth, ME

2002 Parent Spokesperson, Colorado Children’s Campaign/Educare Colorado, Denver, CO

2001 “Excellence in Sales” Award, ARAMARK Work/Life Partnerships

2000 “115% of Plan Achievement” Award, ARAMARK Work/Life Partnerships

1998 “Employee of the Year” Award, ARAMARK Work/Life Partnerships

1996—1997 Elected Community Representative, Wilmot Council, Wilmot Elementary School, Evergreen, CO

***SELECTED PUBLICATIONS***

Forstadt, L. and Peavey, S., Guest Editors. *Maine Policy Review: Early Childhood Special Edition*. Orono, ME: Margaret Chase Smith Policy Center at the University of Maine, 2010

Forstadt, L. and Peavey, S. Introduction to Early Childhood Special Edition, *Maine Policy Review: Vol 18, No. 1*. Orono, ME: Margaret Chase Smith Policy Center at the University of Maine, 2010.

Sterling, L.; Peavey, S., and Burke, M. *Educare: A Catalyst for Change*. *Maine Policy Review*. Vol. 19, No. 1. Orono, ME: Margaret Chase Smith Policy Center at the University of Maine, 2010.

Overcash, D. and Peavey, S. *Report of Priority Recommendations for Early Childhood Investments in Maine*. Augusta, ME: Department of Health and Human Services, 2008.

Morrison, T. and Peavey, S. *Creating Family Centered Practice in Maine: A Future Search for Child and Family Services*. Augusta, ME: DHHS and Muskie School of Public Service, 2006.

Peavey, S. *Invest Early in Maine: State Plan for Humane Early Childhood Systems*. Augusta, ME: DHHS, 2006, 2007 & 2008.

Peavey, S. *The Economics of Maine Families (Issue Brief for the Maine Governor's Economic Summit on Early Childhood)*. Augusta, ME: DHHS, 2007.

Peavey, S. *The Economics of Healthy Maine Children (Issue Brief for the Maine Governor's Economic Summit on Early Childhood)*. Augusta, ME: DHHS, 2007.

Peavey, S. *The Economics of Maine Early Care and Education (Issue Brief for the Maine Governor's Economic Summit on Early Childhood)*. Augusta, ME: DHHS, 2007.

Joint Authorship. *One ME—Stand United for Prevention, Guide to Assessing Needs and Resources and Selecting Science Based Programs*. Prepared for Maine Office of Substance Abuse. Augusta, ME. 2003.

Hornby, H. and Peavey, S. *TANF Families with Multiple Barriers to Employment: Conference Proceedings*. Portland, ME: Maine Medical Center. 2002.


***CURRENT MEMBERSHIPS***

- Association of Maternal and Child Health Programs
- Maine Public Health Association
- Maine Association for Infant Mental Health
- Future Search Network



# *Kristopher D. Michaud*

(b)(6)



## *Education*

***M.Ed., Special Education, Summa Cum Laude, University of Maine at Orono***

***B.A., Psychology, University of Maine at Orono***

## *Experience*

***Early Childhood Quality Initiative Specialist, Maine Department of Health and Human Services, 5/2010-Present***

*My primary focus is to manage an early childhood quality initiative which encompasses directly developing, overseeing, operating, analyzing and planning both organizational and administrative activities of Quality for ME, Maine's Early Care and Education Rating System with differing levels of scope, accountability and complexity. Supervision of the components of the Quality for ME system is exercised over a variety of personnel which includes 64 professionals throughout the State of Maine and being responsible for over 5.5 million dollars in state and federal funding.*

***Early Childhood Consultant, FIND, Inc., 9/2009-5/2010***

*Aide this agency in program enrichment by providing guidance in a collaborative consultative framework that focuses on family centered practice. Duties focus on helping the program better understand DOE and DHHS regulatory and licensing requirements, IDEA, Best Practice in Education and reliable and valid assessment, curriculum and intervention tools. In addition, I began a coaching model for staff development and integrated action plans for the educational needs of the program staff. Also, conduct classroom assessment, child assessment and Routine Based Intervention plans.*

***Coordinator of Day Habilitation Services, UCP of Maine, 2006 -2008***

*Orchestrate direct and indirect supervision of Behavioral Health Professionals*

*who support children with autism or mental retardation in the home and community to help assist clients with independence using an Applied Behavioral Analysis protocol. Furthermore, the coordinator exhibits an understanding and acceptance of people with diverse and multiple challenges to enable positive interactions and working relations with colleagues, families, community people, and other service providers. Develop, monitor and analyze treatment plans, intervention plans and Functional Behavioral Assessments along with conducting ongoing performance reviews with staff. Direct monthly staff meetings and bi weekly individual supervision sessions with staff. Provide on going training on autism, applied behavioral analysis and communication strategies.*

***Case Manager, UCP of Maine, 2006***

*I assisted families in gaining access to and making effective use of services and resources available to their children. As a case manager, I supported families in acquiring the skills to advocate for their children as well as confidence to access and coordinate their child's services. Attended PET and ECT meetings and successfully learned Chapter 101 regulations. I met with families and other team members at least monthly. Developed comprehensive assessments and was trained on using the CAFAS, CALOCUS and CHAT assessment tools. I attended weekly clinical supervision to gain knowledge in helping families and clients.*

***Lead Teacher, Bridges Early Intervention Program, UCP of Maine 1999-2006.***

*Provided direct and indirect supervision to developmental therapists along with engaging in direct service to children with autism in an ABA protocol center and home based early intervention program. Helped to expand the program from a one to two classroom facility in the spring of 2004 and was awarded the 2001 Autism Society of Maine outstanding program acknowledgement. Developed, monitored and analyzed program data to support the Individual Education Programs of each student. I collaborated with psychologists, speech language pathologists, occupational therapists and CDS personnel through ECT and collateral meetings. Provided training to staff and conducted annual performance reviews. Met with families' weekly-monthly to develop home based programs for skill generalization and supervised developmental therapists who conducted programming in the home.*

***Behavioral Consultant, Eastern Maine Counseling and Testing Services 2002-2005***

*Supervised developmental therapists in the home and community within an Applied Behavioral Analysis format to coincide with centered base objectives for generalization of skills. Worked with Dr. Tim Rogers, psychologist in developing*

*plans and monitoring data for progress in evidence based intervention model.*

***Behavioral Specialist, UCP of Maine 1996-1999***

*Provided support to children with autism and mental health diagnosis in the home and community to increase adaptive living, communication, and socialization skills. Participated in group clinical supervision and implemented Individual Treatment Plans and collected ongoing data to support goal progress.*

# James E. Rier, Jr.

(b)(6)

## Professional Experience

2003 – Present      Maine Department of Education      Augusta, ME

### **Director of Finance and Operations**

Reporting directly to the Commissioner of Education - responsibilities include implementation and management of the Essential Programs and Services Funding Model and 2005 School Funding Law, all School Facilities programs, School Transportation/bus program, School Nutrition program, School Audits, Data Management and all state and federal reporting, and Teacher Certification. Current Organizational Chart Attached.

2001 – 2003      Visual Resolutions      Machias, ME

### **Consultant/Mediator**

Using visual techniques and technology to facilitate understanding and resolution of complex issues, i.e. public policy or property disputes. Experiences have ranged from facilitation toward resolution of a decade-long three-party legal dispute over building rights to early resolution of a dispute over a property easement avoiding lengthy and expensive litigation.

1998 – 2001      Bangor Hydro Electric Co.      Bangor, ME

### **Director**

Bangor Hydro is an electric utility serving a population of about 192,000 in eastern and east coast Maine. Served on the Board's Audit Committee through the sale of BHE's generating assets in February of '99 and the sale of the Company to Nova Scotia Power in October 2001.

1975 – 2000      Rier Motors Co.      Machias, ME

### **President**

Owner operator of a small Chevrolet, Buick, Pontiac, Oldsmobile, and GMC Truck dealership, a family business founded in 1948 by my father. Dealership received numerous regional and national awards for customer satisfaction.

1969 – 1975      Buick Motor Division      Flint, MI

### **Senior Project Engineer**

Responsibilities included: Chassis Engineering, Design, and Development at General Motors Proving Grounds, Forward Planning Group strategies for vehicle size and weight reduction for improved fuel economy and lower emissions, and Advanced Fuel System Design and Development with oversight for Federal certification on certain engines for Buick Division

**Education**

2001 University of Maine Orono, ME  
**Mediation: Its Premises and Practices**

1964 – 1969 General Motors Institute Flint, MI  
**Bachelor of Mechanical Engineering**  
Five-year mechanical engineering cooperative program  
with Buick Motor Division Product Design Department

1976 General Motors Institute Flint, MI  
**Dealership Management Development Program**

**Civic and  
Professional  
Activities**

1995 - 2003  
**Maine State Board of Education**  
Appointed by Governor Angus King in 1995 and re-appointed in 2000. Term ended  
in 2003 with appointment to current Department of Education role of Director of  
Finance and Operations by then Commissioner Susan Gendron

**Chairman of the State Board of Education (1997-2000)**

**School Cost-Sharing Committee – Chair (2000-2001)**

Legislative assignment. Recommendations became legislation that was  
enacted in May 2001 to allow new methods and voting procedures for cost  
sharing between municipalities in School Administrative Units

**School Governance Committee – Chair (1999-2000)**

Legislative assignment. Recommendations led to comprehensive legislation  
enacted in April, 2000, that allows a new process for annual school budget  
consideration and adoption

**Alternative Project Delivery Methods – Chair (1998-1999)**

Recommendations resulted in legislative changes enacted in April, 2000,  
to allow Design-Build and Construction Management for school construction

**Governors School Facilities Commission – Chair (1997-1998)**

Executive Order. Work led to comprehensive legislation, which passed  
unanimously in both the Maine House and Senate and signed by Governor  
King in April 1998. The legislation completely restructured how Maine provides  
support for school facilities needs and has led to a commitment by the Maine  
Legislature of over 1 billion in school facilities improvements since its  
enactment

**National Association of State Boards of Education (1995 – 2003)**

Governmental Affairs Committee – Chair (1998 – 2003)

Leadership in NASBE to strengthen the federal role and support for safe and  
healthy school facilities, and special education

**AFFILIATED ASSIGNMENTS**

Maine Coalition for Excellence in Education – Director (1997 – 2003)

Maine Leadership Consortium – Director (1997 – 2003)

State Education Policy Network (U.S. Department of Education – NCLB Act)

2001 – 2003

**Maine Community Foundation – Director**

MCF is a nonprofit public foundation working in partnership with its donors to provide permanent but flexible charitable resources to improve the quality of life in Maine. Served on the Donor Relations & Marketing Committee

2001 - 2003

**Regional Medical Center at Lubec - Director**

RMCL is a rural health center serving Downeast Maine. It has become the largest regional health center in Maine over the past 30 years despite serving a small and diverse population. RMCL pioneered telemedicine in Maine and now operates from 200 sites throughout the state

1998 - 2003

**Washington County Education & Economic Development Alliance – Chair**

WCEEDA was a broad coalition of stakeholders working together to improve education and workforce opportunities in Washington County. Provided leadership and advocacy for planning and development resources for the Alliance.

**Awards  
Received**

2010

**William Twarog Manager of the Year Award** –by GOVERNOR JOHN BALDACCI for outstanding service to the State of Maine for executive leadership skills in the Department of Education - Commissioner nomination

2007

**William Twarog Manager of the Year Award** – by GOVERNOR JOHN BALDACCI for outstanding service to the State of Maine for Finance & Operations Team leadership in the Department of Education – Team nomination.

2001

**Special Recognition Award** – by the Maine Municipal Association  
For efforts to promote and enhance school municipal relations and to provide more efficient and effective programs for school construction and school governance

2000

**Excellence in Leadership**–by the Maine Coalition for Excellence in Education  
Presented for outstanding leadership for education in Maine

1998

**Huddleston Award** – by the American Lung Association  
Presented for outstanding volunteer service to improve the health of Maine people by providing leadership to improve air quality in Maine's public schools

1997

**Distinguished Service Award**–by the Maine School Superintendents Assoc.  
Presented for outstanding service to education in Maine

## **8. MOUs**

**Race to the Top Early Learning Challenge  
Memorandum of Understanding Between the  
Maine Department of Education and the Maine  
Department of Health and Human Services**

**Memorandum of Understanding Between the  
State Agency Interdepartmental Early Learning  
(SAIEL) Team and the Maine Children's Growth  
Council**

**RACE TO THE TOP EARLY LEARNING CHALLENGE MEMORANDUM OF UNDERSTANDING BETWEEN THE MAINE DEPARTMENT OF EDUCATION AND THE MAINE DEPARTMENT OF HEALTH AND HUMAN SERVICES**

This Memorandum of Understanding (“MOU”) is entered into by and between the Maine Department of Education (“Lead Agency”) and the Maine Department of Health and Human Services (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Has been an integral part of the interagency team developing the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will work with the Lead Agency to provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan);
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99); and
- 7) Understands that these assurances are a requirement for state eligibility for Race to the Top-Early Learning Challenge grant funds.

**II. PROJECT ADMINISTRATION**

**A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Contribute to and abide by the governance structure outlined in the State Plan;



- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

## **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 6) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 7) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 8) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.
- 9) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 10) Identify sources of technical assistance for the project.

## **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint designated personnel to participate in the State Agency Innovation in Early Learning and Development Team ("SAIEL") that reports jointly to the Lead Agency Commissioner and the Participating State Agency Commissioner.
- 2) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant, who also participates in the State Agency Innovation in Early Learning and Development Team ("SAIEL") as a member of the Executive Committee.

- 3) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure (SAIEL).
- 4) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 5) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect either the Lead Agency or the Participating State Agency, or when the Lead Agency's or Participating State Agency's Scope of Work requires modifications.

**D. STATE RECOURSE IN THE EVENT OF EITHER AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. Because the Lead Agency and the Participating State Agency view this relationship as collegial and under shared governance and responsibility, if the Participating State Agency determines that the Lead Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, we will use the terms of the dispute resolution in the existing Memorandum of Understanding between said agencies regarding Early Childhood Special Education.

**III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

**IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period, renewable as both parties deem appropriate.

**V. SIGNATURES**

**Authorized Representative of Lead Agency:**

	10/12/11
Signature	Date
Stephen Bowen	Commissioner
Print Name	Title

**Authorized Representative of Participating State Agency:**

	10/12/11
Signature	Date
Mary Mayhew	Commissioner MDHHS
Print Name	Title

**EXHIBIT I – LEAD and PARTICIPATING STATE AGENCY SCOPE OF WORK**

**Maine Race to the Top Early Learning Challenge Scope of Work**

The Lead Agency and the Participating State Agency hereby agree to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>Lead Agency Key Contact Person</b>	Jaci Holmes, Federal State Legislative Liaison	Contact information: <a href="mailto:Jaci.holmes@maine.gov">Jaci.holmes@maine.gov</a> Phone 207-624-6669
<b>Participating State Agency Key Contact Person</b>	Sheryl Peavey Director, Early Childhood Initiative	Contact information: <a href="mailto:Sheryl.peavey@maine.gov">Sheryl.peavey@maine.gov</a> Phone 207-624-7992
<b>(A)(3) Governance Lead Agency</b>	Federal State Legislative Liaison* Early Childhood Preschool Consultant* Deputy Commissioner* Title I State Coordinator	Serve on the SAIEL (*and its Executive Committee) to provide project management, recommendations for the repurposing of state funds, joint policy alignment/development, alignment of competing priorities, support for Zero Based Budgeting, and fiscal accountability for all project activities.
<b>(A)(3) Governance Participating State Agency</b>	Director, Early Childhood Initiative* TQRIS Program Specialist* Chief Financial Officer or designee* State Child Care Administrator Head Start Collaboration Coordinator MCH Director Licensing Director TANF Director MaineCare Policy Director Office of Information Technology Director OSA Prevention or Treatment Team Specialist Audit Analyst	
<b>(A)(4) Sustainability Lead Agency</b>	Federal State Legislative Liaison Early Childhood Preschool Consultant	<ul style="list-style-type: none"> <li>• Support development of ELD Sustainability Plan</li> </ul>
<b>(A)(4) Sustainability Participating State Agency</b>	Director, Early Childhood Initiative  State Child Care Administrator TQRIS Program Specialist	<ul style="list-style-type: none"> <li>• Develop ELD Sustainability Plan</li> <li>• Pilot evidence based parent education public private partnership</li> <li>• Align CCDF, TANF, CW child</li> </ul>

Selection Criterion	Participating Party	Type of Participation
	Chief Financial Officer or designee TANF Director	care subsidies
<b>(B)(1) TQRIS Expansion Lead Agency</b>	<p data-bbox="563 525 1028 622">Early Childhood Preschool Consultant</p> <p data-bbox="563 773 1164 871">IDEA Director of Early Childhood Special Education</p> <p data-bbox="563 1173 690 1213">SAIEL</p>	<p data-bbox="1203 525 1886 716">Work with QRIS Program Specialist to develop the new strand and begin the pilots of that strand for the public Pre-k programs.</p> <p data-bbox="1203 773 1886 1116">Work with QRIS Program Specialist to develop the new strand for the Child Development Services contracted providers. IDEA Director will develop the appropriate instrument, ie contract term, to ensure that the providers will begin to enroll in the QRIS system.</p> <p data-bbox="1203 1173 1524 1213">Support efforts to:</p> <p data-bbox="1203 1222 1480 1262">Lead Efforts to:</p> <ul data-bbox="1203 1270 1886 2576" style="list-style-type: none"> <li data-bbox="1203 1270 1886 1670">• Complete revision of QRIS to strengthen an intentional approach to curriculum linked to early learning guidelines, to increase specificity of health and safety standards, and to promote evidence-based parent engagement strategies.</li> <li data-bbox="1203 1679 1734 1776">• Revise Early Learning and Development Standards</li> <li data-bbox="1203 1785 1886 1927">• Explore Compensation and retention initiatives tied to progression along the career lattice</li> <li data-bbox="1203 1936 1886 2127">• Embed family engagement strategies of Touchpoints and Strengthening Families in the QRIS at all Steps.</li> <li data-bbox="1203 2136 1886 2430">• Develop a stand-alone standard for Health and Safety based upon NAEYC, NAFCC, COA and AAP practices. Include threshold measurement on ECERS, ITERS, FCCERS, SAECERS as validation.</li> <li data-bbox="1203 2439 1886 2576">• Include the CLASS as a measurement tool for Steps 3 &amp; 4 to enhance link to research base on</li> </ul>

Selection Criterion	Participating Party	Type of Participation
		improved child outcomes.
<b>(B)(1)</b> <b><i>TQRIS</i></b> <b><i>Expansion</i></b> <b>Participating</b> <b>State Agency</b>	TQRIS Program Specialist  TQRIS Program Specialist and SAIEL	Work with the Early Childhood Preschool Consultant and the IDEA Director of Early Childhood Special Education to develop the new strands for the public Pre-K programs and the Child Development Services contracted providers. Lead Efforts to: <ul style="list-style-type: none"> <li>• Complete revision of QRIS to strengthen an intentional approach to curriculum linked to early learning guidelines, to increase specificity of health and safety standards, and to promote evidence-based parent engagement strategies.</li> <li>• Explore Compensation and retention initiatives tied to progression along the career lattice</li> <li>• Embed family engagement strategies of Touchpoints and Strengthening Families in the QRIS at all Steps.</li> <li>• Develop a stand-alone standard for Health and Safety based upon NAEYC, NAFCC, COA and AAP practices. Include threshold measurement on ECERS, ITERS, FCCERS, SAECERS as validation.</li> <li>• Include the CLASS as a measurement tool for Steps 3 &amp; 4 to enhance link to research base on improved child outcomes.</li> </ul>
<b>(B)(2) Promote</b> <b><i>Participation</i></b> <b>Lead Agency</b>	Early Childhood Consultant  IDEA Director of Early Childhood Special Education	Work with the QRIS Program specialist to begin participation in the new strands  Work with the QRIS Program specialist to begin participation in the system for all of the early intervention and early childhood special education providers
<b>(B)(2) Promote</b>	TQRIS Program Specialist	Lead Efforts to:

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b><i>Participation Participating State Agency</i></b>	and SAIEL	<ul style="list-style-type: none"> <li>• Develop a Shared Service Assessment to strategically look at collaborative partners that can support this in all sectors, not just public.</li> <li>• Re-design the QRIS portal for easier navigation for providers with direction on why they are entering the portal.</li> <li>• Re-Design portal so providers can apply for MRTQ and Quality for ME at the same time.</li> <li>• Explore ways to allow them to update specific information rather than the whole document.</li> <li>• Develop a report card system that is public and displayed at a providers program that integrates the QRIS and licensing data/information.</li> <li>• Launch Parent Choices and include consumer education pieces on quality, steps in QRIS and ELG information on site.</li> </ul>
<b><i>(B)(3) Rating &amp; Monitoring Lead Agency</i></b>	Early Childhood Consultant  IDEA Director of Early Childhood Special Education	<ul style="list-style-type: none"> <li>• Contract with collaborations coaches that will serve technical assistance supports and will monitor the pre-K programs</li> <li>• Randomly review contracted providers to determine status of their participation on TQRIS and to provide technical assistance.</li> <li>• Coordinate efforts to link TQRIS Data systems with SLDS</li> </ul>
<b><i>(B)(3) Rating &amp; Monitoring Participating State Agency</i></b>	TQRIS Program Specialist  and SAIEL	<ul style="list-style-type: none"> <li>• Upon completion of the validation study, explore utilizing the research team to continue to monitor programs in the QRIS that is separate from the State Administration and TA delivery system.</li> <li>• Design a system to monitor benchmarks for low SES, and ELL children.</li> <li>• Include the CLASS as a measurement tool for Steps 3 &amp; 4 to enhance link to research base on improved child outcomes.</li> </ul>

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>(B)(4) Access Lead Agency</b>	Early Childhood Consultant  IDEA Director of Early Childhood Special Education	Work with the QRIS Program Specialist to develop and implement training and technical assistance protocols to support public pre-k programs Work with the QRIS program Specialist to develop and implement training and technical assistance protocols to support CDS contracted providers.
<b>(B)(4) Access Participating State Agency</b>	TQRIS Program Specialist and SAIEL	<ul style="list-style-type: none"> <li>• Expand training and technical assistance cross-sector to include Head Start training and technical assistance as well as public pre-k training and TA.</li> <li>• Develop a system that has quality control mechanisms around consistent delivery of TA based on evidence based models.</li> <li>• Specific project around QI case management to better support providers with QI activities and to limit confusion and redundancy.</li> </ul>
<b>(B)(5) Validation Lead Agency</b>	Early Childhood Consultant and the Federal State Legislative Liaison	Review with staff at DHHS the validation of the QRIS system
<b>(B)(5) Validation Participating State Agency</b>	TQRIS Program Specialist	<ul style="list-style-type: none"> <li>• Complete the validation study of the TQRIS</li> <li>• Undertake a study that seeks to test the feasibility and value of adding an additional classroom observation measure, the CLASS (Pianta, LaParo, &amp; Hamre, 2007) to the current measures, the ERSs (ECERS-R, FCCERS-R, etc.).</li> <li>• Provide research support to the Standards design and review process described in Section (B)(3).</li> <li>• Design and implement a study that investigates the extent to which the outputs of the rating process, Step Levels, are related to progress in children's learning, development, and school readiness.</li> </ul>

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>(C)(1)</b> <i>Standards</i> <b>Lead Agency</b>	Early Childhood Consultant and the Federal State Legislative Liaison	<p>The Early Childhood consultant will facilitate the Early Learning guidelines work group to ensure that the refinements are completed by the Summer of 2012. The Federal State Legislative Liaison will participate in the work group as the guidelines are refined, are aligned with the infant toddler standards as well as the Common core for k-12, and to ensure that appropriate on line curriculum resources are linked to the early learning standards.</p> <p>Both will:</p> <ul style="list-style-type: none"> <li>• Work with the Maine Roads to Quality staff to refine the targeted training and technical assistance on the revised early learning guidelines.</li> <li>• Work with the Maine Roads to Quality staff to develop an abbreviated version of the early learning guidelines training for early childhood program administrators and elementary school principals to assure “buy in “ and support for teachers to continue to implement strategies and plan curriculum after the training ends.</li> </ul>
<b>(C)(1)</b> <i>Standards</i> <b>Participating State Agency</b>	TQRIS Program Specialist	<ul style="list-style-type: none"> <li>• Refine the targeted training and technical assistance on the revised early learning guidelines.</li> <li>• Work with the DOE to develop an abbreviated version of the early learning guidelines training for early childhood program administrators and elementary school principals to assure “buy in “ and support for teachers to continue to implement strategies and plan curriculum after the training ends.</li> </ul>
<b>(C)(2)</b>	Early Childhood Consultant and	<ul style="list-style-type: none"> <li>• Work with the subcommittee of the</li> </ul>



<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>CAS Lead Agency</b>	the Federal State Legislative Liaison	<p>early Learning Guidelines Workgroup to ensure that the State has identified all screening and assessment data collected from across programs( CDS, Head Start, CCDF programs, Home visiting and Public pre-K and to identify a common set of indicators of child’s learning and development from these to include in the State Longitudinal Data System.</p> <ul style="list-style-type: none"> <li>• Work with the subcommittee to design the training on the ongoing use of assessment data.</li> </ul> <p>Review with the SAIEL the instruments that are used across the early learning and development programs, review the common set of indicators for inclusion in the SLDS and, where it is prudent to do so, determine what the recommended types of instruments will be utilized across the early system for each of the elements of the comprehensive assessment system.</p> <p>As members of the SAIEL, review the credit based professional development and the preservice course alignment across the institutions of higher education, with a particular focus on the ongoing use of data on early learning and development guidelines for differentiating instruction and adapting environments to meet the needs of all children, as well as on the use of assessment data at the teacher and program level to inform program improvement activities.</p>
<b>(C)(2) CAS Participating State Agency</b>	TQRIS Program Specialist and SAIEL	Review with the SAIEL the instruments that are used across the early learning and development programs, review the common set of indicators for inclusion in the SLDS

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
		<p>and, where it is prudent to do so, determine what the recommended types of instruments will be utilized across the early system for each of the elements of the comprehensive assessment system.</p> <p>As members of the SAIEL, review the credit based professional development and the preservice course alignment across the institutions of higher education, with a particular focus on the ongoing use of data on early learning and development guidelines for differentiating instruction and adapting environments to meet the needs of all children, as well as on the use of assessment data at the teacher and program level to inform program improvement activities.</p>
<p><b>(D)(1)</b> <b><i>Workforce Framework</i></b> <b>Lead Agency</b></p>	<p>Early Childhood Consultant and the Federal State Legislative Liaison</p>	<ul style="list-style-type: none"> <li>• Align revised Core Knowledge and Workforce Competency Framework with Associate and Bachelor degree student competencies for degree attainment and early childhood teacher certification.</li> <li>• Support a cohort of higher education programs to incorporate NAEYC teacher preparation standards into their teacher preparation programs.</li> <li>• Create a Statewide Coordinator of Community College Accreditation (TBD) to facilitate cohort.</li> <li>• Develop Common Articulation agreements for transferring between credential, certification, community college and University System.</li> <li>• Develop a common coursework numbering system.</li> <li>• Work with TQRIS Program Specialist to revise Core Knowledge Workforce and</li> </ul>

Selection Criterion	Participating Party	Type of Participation
		<p>Competency Framework to include revised ELDS which address the competencies for working with children with high needs.</p> <ul style="list-style-type: none"> <li>• Work with TQRIS Program Specialist to align Maine’s Infant Toddler, 180 Hour, and Youth Development Credentials with revised Core Knowledge and Workforce Competency Framework. Embed these credentials into the TQRIS at Steps 3 and 4.</li> </ul>
<p><b>(D)(1)</b> <i>Workforce Framework</i> <b>Participating State Agency</b></p>	<p>TQRIS Program Specialist</p>	<ul style="list-style-type: none"> <li>• Revise Core Knowledge Workforce and Competency Framework to include revised ELDS which address competencies for working with children with high needs.</li> <li>• Align Maine’s Infant Toddler, 180 Hour, and Youth Development Credentials with revised Core Knowledge and Workforce Competency Framework. Embed these credentials into the TQRIS at Steps 3 and 4.</li> <li>• Work with MDOE to align training and TA with the revised core knowledge and competency framework through a statewide training approval system.</li> <li>• Work with MDOE to: <ul style="list-style-type: none"> <li>○ Align revised Core Knowledge and Workforce Competency Framework with Associate and Bachelor degree student competencies for degree attainment and early childhood teacher certification.</li> <li>○ Support a cohort of higher education programs to incorporate NAEYC teacher preparation standards into</li> </ul> </li> </ul>

Selection Criterion	Participating Party	Type of Participation
		<p>their teacher preparation programs.</p> <ul style="list-style-type: none"> <li>○ Create a Statewide Coordinator of Community College Accreditation (TBD) to facilitate cohort.</li> <li>○ Develop Common Articulation agreements for transferring between credential, certification, community college and University System.</li> </ul>
<p><b>(D)(2) Higher Education Lead Agency</b></p>	<p>Early Childhood Consultant and the Federal State Legislative Liaison</p>	<p>Align:</p> <ul style="list-style-type: none"> <li>● Training and technical assistance with core knowledge and workforce competencies.</li> <li>● B-5 and K-3 Teacher certification with core knowledge and workforce competencies.</li> </ul> <p>Expand:</p> <ul style="list-style-type: none"> <li>● Training and technical assistance to include cross-sector opportunities for B-8 practitioners.</li> <li>● Membership of Registry to include all licensed practitioners as well as all public pre-k practitioners and all CDS program approval practitioners.</li> </ul> <p>Develop:</p> <ul style="list-style-type: none"> <li>● 4 year teacher preparation degree with a focus on teaching students with high needs (low SES, ELL, disabilities).</li> <li>● Compensation strategy linked to its tiered reimbursement by requiring programs to use 75% of its quality bump (% above market rate) to enhance practitioner compensation.</li> </ul> <p>Provide:</p> <ul style="list-style-type: none"> <li>● Higher Ed cohort incentives to include release time for faculty working on NAEYC Accreditation.</li> <li>● Monthly TA to cohort members to ensure consistency in course</li> </ul>

Selection Criterion	Participating Party	Type of Participation
		<p>objectives, numbering and student outcomes across associate degree programs.</p> <ul style="list-style-type: none"> <li>• Wage enhancements to practitioners who achieve credentials and/or certification</li> </ul> <p>Establish:</p> <ul style="list-style-type: none"> <li>• Trainer and training approval processes in Maine to ensure consistency in training delivery as well as alignment to the core knowledge and competency framework.</li> <li>• 50% match for programs who hire and retain these staff so that the State provides 50% of the incentive and the employee matches this. Provide the incentive for up to 5 years as long as the provider remains employed in that setting.</li> </ul>
<p><b>(D)(2) Higher Education Participating State Agency</b></p>	<p>TQRIS Program Specialist and SAIEL</p>	<p>Work with MDOE to...</p> <p>Align:</p> <ul style="list-style-type: none"> <li>• Training and technical assistance with core knowledge and workforce competencies.</li> <li>• B-5 and K-3 Teacher certification with core knowledge and workforce competencies.</li> </ul> <p>Expand:</p> <ul style="list-style-type: none"> <li>• Training and technical assistance to include cross-sector opportunities for B-8 practitioners.</li> <li>• Membership of Registry to include all licensed practitioners as well as all public pre-k practitioners and all CDS program approval practitioners.</li> </ul> <p>Develop:</p> <ul style="list-style-type: none"> <li>• 4 year teacher preparation degree with a focus on teaching students with high needs (low SES, ELL, disabilities).</li> <li>• Compensation strategy linked to its</li> </ul>

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
		<p>tiered reimbursement by requiring programs to use 75% of its quality bump (% above market rate) to enhance practitioner compensation.</p> <p>Provide:</p> <ul style="list-style-type: none"> <li>• Higher Ed cohort incentives to include release time for faculty working on NAEYC Accreditation.</li> <li>• Monthly TA to cohort members to ensure consistency in course objectives, numbering and student outcomes across associate degree programs.</li> <li>• Wage enhancements to practitioners who achieve credentials and/or certification</li> </ul> <p>Establish:</p> <ul style="list-style-type: none"> <li>• Trainer and training approval processes in Maine to ensure consistency in training delivery as well as alignment to the core knowledge and competency framework.</li> <li>• 50% match for programs who hire and retain these staff so that the State provides 50% of the incentive and the employee matches this. Provide the incentive for up to 5 years as long as the provider remains employed in that setting.</li> </ul>
<b>(E)(2) Data Lead Agency</b>	Early Childhood Consultant and the Federal State Legislative Liaison	<p>Take an active role in the development, review and monitoring of the following work:</p> <ul style="list-style-type: none"> <li>• Refinements to SLDS include the greater cadre of ELD programs, beyond HS, CDS, Pre-K</li> <li>• Refinements to add health, immunization data, etc. or to better coordinate with the various data systems employed by DHHS</li> </ul>
<b>(E)(2) Data Participating State Agency</b>	Director, Early Childhood Initiative TQRIS Program Specialist	<p>Take an active role in the development, review and monitoring of the following work:</p>

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
	MDHHS SAIEL	<ul style="list-style-type: none"> <li>• Refinements to SLDS include the greater cadre of ELD programs, beyond HS, CDS, Pre-K</li> <li>• Refinements to add health, immunization data, etc. or to better coordinate with the various data systems employed by DHHS</li> <li>• Explore coordination with eligibility software</li> </ul>

**MEMORANDUM OF UNDERSTANDING**  
**between the**  
**STATE AGENCY INTERDEPARTMENTAL EARLY LEARNING AND**  
**DEVELOPMENT TEAM (SAIEL)**  
**and the**  
**MAINE CHILDREN'S GROWTH COUNCIL (MCGC)**

This Memorandum of Understanding (“MOU”) is entered into by and between the State Agency Interdepartmental Early Learning and Development Team (“SAIEL”) and the Maine Children’s Growth Council (“MCGC”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the interdepartmental implementation of an approved Race to the Top-Early Learning Challenge grant project.

**1) FUNCTIONS**

- a) The **SAIEL** is a sub-agency whose purpose is to serve as the administrative governance structure between the Department of Education and the Department of Health and Human Services to ensure interagency coordination, streamline decision-making, allocate resources effectively, incorporate findings from the various demonstration projects statewide, and create long term sustainability for its early learning and development reform.
- b) The **Maine Children's Growth Council** was created in PL 2007, chapter 683 to develop, maintain and evaluate a plan for sustainable social and financial investment in the healthy development of the State's young children and their families. The Children’s Growth Council works with a broad group of stakeholders to implement the plan for a unified, statewide early childhood services system.

**2) SHARED ASSUMPTIONS**

- a) The SAIEL and the MCGC agree that our collective work must address the universal population of young children and their families, while maintaining a focus on those who are vulnerable due to risks and identified needs.
- b) We acknowledge that we are not “creating” an early childhood unified system, we are reshaping and unifying a system of systems focused on early learning and development including the following components:
  - (1) infrastructure,
  - (2) shared governance,
  - (3) purposeful data collection to inform policy and establish accountability, and
  - (4) services coordinating parent education/ family support, health (physical, mental, social/emotional), early care and education, communication and financing.
- c) We must build on and leverage to the maximum extent possible existing early childhood partnerships and structures to implement and improve this early learning and development system.
- d) Our work must be guided and informed by evidence and research, cultural awareness, common principles, local priorities, and best practices emerging from Maine communities.



- e) We agree to and seek new ways of working amongst ourselves and with each other in order to meet shared goals.

### **3) SAIEL ASSURANCES**

- a) SAIEL hereby certifies and represents that it has shared and enlisted the input of the MCGC in its Race to the Top-Early Learning Challenge grant application and recognizes the MCGC support and commitment to working on all applicable portions of the State Plan.
- b) SAIEL agrees to function as the intermediary between state level advisory councils and their constituents and the executive branch of state government.
- c) SAIEL agrees to provide funding, if awarded, to the MCGC for clerical support to staff the Council.
- d) SAIEL commits to active participation on the Council as outlined in statute and will identify no less than one member of its Executive Committee to serve as a non-voting member of the MCGC Executive Committee.
- e) SAIEL certifies that its Race to the Top Early Learning Challenge application embraces the following and acknowledges the work of MCGC and its partners to make the SAIEL Early Learning and Development Reform Agenda ambitious and achievable:
  - i) A set of statewide Early Learning and Development Standards;
  - ii) A set of statewide Program Standards;
  - iii) A statewide Tiered Quality Rating and Improvement System; and
  - iv) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- f) SAIEL will provide feedback on MCGC updates, reports, and project plans and products.
- g) SAIEL will maintain frequent communication with the MCGC to facilitate cooperation under this MOU, consistent with its ELD Reform agenda and its attendant governance structure.

### **4) MCGC ASSURANCES**


- a) The MCGC hereby certifies and represents that it is familiar with SAIEL's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan .
- b) The MCGC recognizes the SAIEL as the intermediary between state level advisory councils and their constituents and the executive branch of state government.
- c) The MCGC will continue its statutory obligations and commits to sharing its reports, findings, and recommendations with SAIEL for the purpose of improving policy, practice, accountability and financing of early learning and development programs in Maine.
- d) MCGC agrees to accept SAIEL funding, if awarded, for clerical support to staff the Council.
- e) MCGC agrees that no less than one member of the SAIEL Executive Committee will serve as a non-voting member of the MCGC Executive Committee.
- f) MCGC will maintain frequent communication with SAIEL to facilitate cooperation under this MOU, consistent with its Invest Early State Plan and its attendant governance structure.
- g) MCGC will provide feedback on SAIEL reports, and project plans and products.

**5) DURATION**


This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the SAIEL, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

**6) SIGNATURES**

**Authorized Representatives of SAIEL:**

  
\_\_\_\_\_  
Commissioner Stephen Bowen  
Maine Department of Education

10/19/11  
Date

  
\_\_\_\_\_  
Commissioner Mary Mayhew  
Maine Department of Health and Human Services

10/17/11  
Date

**Authorized Representatives of MCGC:**

(b)(6)  
\_\_\_\_\_  
William P. Braun  
Co-Chair, Maine Children's Growth Council

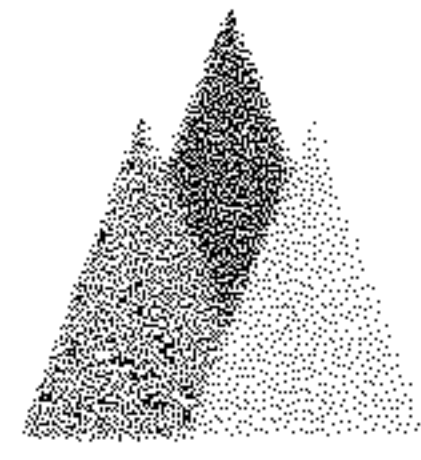
10/14/11  
Date

(b)(6)  
\_\_\_\_\_  
Edmund Cervone  
Co-Chair, Maine Children's Growth Council

10/14/11  
Date

## **9. Intermediary Letters of Support and Intent**

<b>Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)</b>	
<b>List every Intermediary Organization and local early learning council (if applicable) in the State</b>	<b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b>
Regional Resource Centers	<b>Y</b>
State Head Start Association	<b>Y</b>
Child Care Advisory	<b>Y</b>
Maine AEYC	<b>Y</b>
Maine Association of Special Education Directors	<b>Y</b>
Kim Gore – America’s Edge Maine	<b>Y</b>
Fight Crime Invest In Kids	<b>Y</b>
Maine Children’s Alliance	<b>Y</b>
Child Development Services Directors	<b>Y</b>
Maine Family Literacy Initiative	<b>Y</b>
United Ways of Maine	<b>Y, signed by 10 agencies</b>
State Board Of Education	<b>Y</b>
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>	



# MRDC

Maine's Network of Child Care Resource Development Centers  
www.mainerdc.org

**Androscoggin, Franklin, Oxford Counties**  
Finders/Seekers RDC

**Hancock/Washington Counties**  
Child Care Opportunities RDC

**Penobscot/Piscataquis Counties**  
Penquis RDC

**Aroostook County**  
Aroostook County Action Program RDC

**Kennebec/Somerset Counties**  
Child Care Options RDC

**York County**  
Carelink RDC

**Cumberland County**  
Child Care Connections RDC

**Knox, Lincoln, Sagadahoc, Waldo Counties**  
Mid-Coast RDC

Commissioner Mary Mayhew  
ME Department of Health and Human Services  
11 State House Station  
Augusta, ME 04333-0011

Commissioner Steven Bowen  
ME Department of Health and Human Services  
23 State House Station  
Augusta, ME 04333-0023

Re: Race to the Top-Early Learning Challenge

Dear Commissioner Mayhew and Commissioner Bowen:

MRDC, Maine's Resource Development Centers (RDCs), the network of Child Care Resource and Referral Agencies strongly support the Race to the Top-Early Learning Challenge application submitted by Maine Departments of Health and Human Services and Education. The early childhood system in Maine has long supported and believed that the future prosperity of our state lies in providing quality early learning for all children birth through five years old. The RDCs provide a strong local presence and voice raising awareness of the value of early care and education. We connect with business, civic, and municipal organizations to advocate for the needs of young children and their families. The goals outlined in the Race to the Top-Early Learning Challenge are consistent with the vision that MRDC has had in place since 1988. We understand the uniqueness of each region in Maine and we are proud to be an integral part of the achievements that Maine has already made, using resources effectively and efficiently. MRDC looks forward to working together in supporting all early learning and development programs which improve outcomes for our young children.

#### **Family Engagement:**

- As the link between parents and the child care community we are very pleased that parent involvement in their child's out of home care is included in this grant. We have been providing child care resource and referral information to families in Maine for over two decades.
- Child care is one of the most important decisions families make and over the last year Maine RDCs have provided 3,203 child care referrals to families looking for guidance in choosing quality child care. We inform parents of the types of care available and quality indicators in choosing care.
- Along with the referrals there have been 3,382 consumer education calls informing parents of Quality for ME, Maine's Quality Rating and Improvement System (QRIS); and licensing information along with information on community resources. The RDCs provide enhanced referrals for families of children with special needs.

#### **Professional Development for a great early childhood education workforce:**

- Maine Roads to Quality the professional development system in Maine has been in place since 1999. As an original partner in this system the RDCs are the local connection for early care and education professionals in delivering professional development activities and providing technical assistance in applying this learning to sustain quality programming for children. We stand ready to continue our long standing joint efforts to improve the quality of early childhood education and to expand access to early learning among low-income children as part of a coordinated and collaborative early childhood system for children birth through five years old.
- The RDC network and the Maine Roads to Quality Early Care and Education Career Development Center work in concert to deliver a Core Knowledge and Competency training program in a wide range of areas: healthy, safe

environments, observation and assessment, child development, developmentally appropriate practice, guidance, relationships with families, individual and cultural diversity, and business and professional development. Funding from this grant will strengthen and expand this work which Maine developed over a decade ago.

- During the last year Maine RDCs have delivered 3,183 hours of Core Knowledge training to early care and education professionals including *Maine's Infant Toddler Guidelines for Learning and Development* for children birth to 3 years and training to support the *State of Maine Early Childhood Learning Guidelines* for children ages three to five years. These curricula are delivered by instructors who hold a Master's Degree in Early Childhood Education or a related field.
- Strong collaborative efforts among RDCs and Center for Community Inclusion and Disabilities Studies (CCIDS), Child Care plus ME Early Childhood Consultants have yielded measurable improvement in program practices to include and accommodate all children including those with high needs for individualized support.
- Maine has a committed workforce of early care and education professionals and this grant will provide the supports both financially and educationally to improve the effectiveness and the retention of a strong, competent early childhood workforce.

**Tiered Quality Rating and Improvement System:**

- Maine's QRIS standards provide structure and guidance for a **tiered system of quality improvement** across dimensions of family involvement; individual child assessment and curriculum planning; program evaluation; professional development; and administrative policies and procedures. Early Childhood Consultants employed by regional RDC's, deliver technical assistance on-site, by telephone and/or e-mail, to support the self-assessment and step improvement process. Technical assistance links knowledge acquired in training with practices in the early childhood center based or family child care setting. Statewide, **553 Family Child Care Providers** and **454 Center Based Providers** have already enrolled in Quality for ME with technical assistance from the RDCs.
- Maine has developed **comprehensive birth to five strategies** including in-depth learning and development guidelines for all age groups. The Infant /Toddler and Early Childhood Learning Guidelines are directly woven into Quality for ME standards for assessment and curriculum planning and for employee professional development.

The Race to the Top-Early Learning Challenge grant presents a great opportunity for the State of Maine and its young children. Data from the RDC's provides strong evidence of Maine's commitment to and capacity for building a **great early childhood education workforce and supporting families in choosing quality early care and education for their children**. MRDC, Maine's Network of Resource Development Centers looks forward to this collaboration with Maine Department of Health and Human Services and Maine Department of Education to ensure that ALL children in Maine have access to quality early learning settings especially those from low-income families.

Sincerely,

(b)(5)

Eileen McAvoy, Penquis RDC, MRDC Chairperson

Rita Fullerton, Child Care Options RDC

Andrea Howe, Finders/Seekers RDC

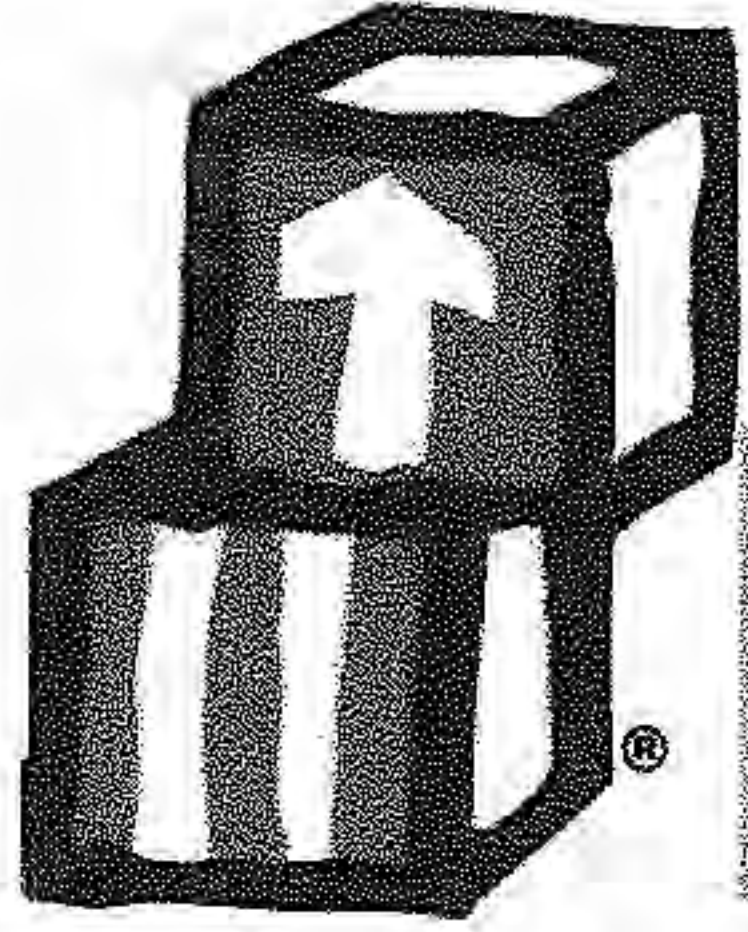
Candice Carpenter, Mid-Coast RDC

Charlie Zeph, Child Care Opportunities RDC

Nicole Fournier, ACAP RDC

Cheryl O'Neil, Carelink RDC

Margaret Cushing, Child Care Connections RDC



# Maine Head Start Directors Association

Kathryn Colfer, Chairperson  
Kennebec Valley Community Action Program, 97 Water Street, Waterville, ME 04901  
Ph (207) 859-1618

October 3, 2011

Commissioner Stephen Bowen  
Department of Education  
23 State House Station  
Augusta, Maine 04333-0023

Commissioner Mary Mayhew  
Department of Health and Human Services  
221 State Street  
Augusta, ME 04333

Dear Commissioners Bowen and Mayhew:

I am writing today to offer Maine Head Start Director Association's (hereinafter Association) support for Maine's Race to the Top application. We feel this unprecedented opportunity will strategically build upon current systems and collaborations to ensure that our most at risk children enter school ready to learn.

The Association recognizes the need for expansion of high quality services. An educated early care workforce that provides expert education supports and comprehensive services will maximize development of all children, but particularly the most vulnerable. To that end, the Association looks forward to working across the early care and education field with the Department of Education and higher education, with a focus on building a seamless education system from cradle to career.

Robust collaborations continue to be a cornerstone of Maine's success. Many members of the Association enjoy numerous partnerships with public schools within individual service areas. We are excited about the opportunity to expand community collaborations, including the refinement of Maine's Early Learning Guidelines and alignment with Maine's Core Knowledge and NAEYC early childhood standards. These system enhancements, coupled with comprehensive assessments and services, will ensure positive outcomes for children and families.

The Association is also particularly supportive of the State of Maine's efforts to build a state longitudinal data system. Capturing service and outcome data across early learning and development programs will inform service and system improvements that will lead to greater outcomes for vulnerable children and families.

We look forward to a collaborative partnership with Maine's Departments of Education and Health and Human Services to improve quality and accountability within all parts of the system.

Sincerely,

(b)(6)

Kathryn Colfer  
Chairperson, Maine Head Start Directors



*Maine Child Care Advisory Council*

October 7, 2011

Commissioner Mary Mayhew  
Department of Health and Human Services  
221 State Street  
Augusta, ME 04333

Commissioner Stephen Bowen  
Department of Education  
23 State House Station  
Augusta, ME 04333-0023

Dear Commissioners Mayhew and Bowen:

On behalf of the Child Care Advisory Council I am writing to express our support for Maine's Race to the Top Grant Application. Maine's Child Care Advisory Council membership represents a cross-sector group of Department of Education and Department of Health and Human Services staff, representatives from the Maine Legislature, Child Care and Head Start Providers, Parents, and others who are committed to improving access to responsive, high quality child care arrangements that meet the needs of Maine's families. Our work is primarily focused on working in partnership with both DOE and DHHS to inform the policies and practices that aid families in need as they access supports necessary for the healthy development of their children. Because of this focus, we are very excited at the opportunities that Maine's Race to the Top grant applications offers for furthering our cross-sector work.

Beginning in 2008, the Child Care Advisory Council has made several recommendations to impact a more unified system approach to serving the needs of children and families. Specifically we recommended the unification of the state's child care subsidy policies and systems toward improving the quality of care across all settings serving Maine's high need children. This work has moved forward in the past three years and much has been done to ready our system to implement the additional cross-sector work outlined in this grant application including:

- Expanding enrollment in Maine's QRIS to include all settings in which young children are cared for
- Increasing outreach and education about Maine's QRIS to families with young children
- Providing quality supports such as tiered reimbursement, training and technical assistance to improve the quality of care across the myriad of programs that parents access for child care in Maine

These activities outlined in Maine's Race to the Top grant application will build upon the recommendations of the Child Care Advisory Council, and help improve access to responsive, high quality child care settings for families in Maine. We look forward to supporting this work.

Sincerely,

(b)(6)

Allyson Dean, Interim Chair, Maine Child Care Advisory Council





PO Box 1065, Bath, Maine 04530

September 30, 2011

MaineAEYC Board of Directors

Re: Departments of Health and Human Services and Education, Race to the Top grant submission

Dear Commissioner Mary Mayhew and Commissioner Stephen Bowen,

The MaineAEYC Board heartily endorses the components of the Maine, Race to the Top application. “The purpose of the Maine Association for the Education of Young Children is to serve and act on the behalf of the needs, rights, and well-being of all young children in Maine and their families, with special emphasis on developmental and educational services and resources and fostering the growth and development of the membership in their work with, and on behalf of, young children”. As a NAEYC affiliate we are pleased to support endeavors that align with our mission and the Race to the Top (RTTT) grant submission for Maine clearly aligns. The focus of the RTTT is children of high need. We recognize and support efforts to strengthen the services to children of high need in the state of Maine as we know doing so will ultimately support all children and families thus improving and strengthening Maine communities as a whole.

We view this grant as an optimum way to strengthen our current ECE system. MaineAEYC is ecstatic to lend supports towards a successful implementation of the grant in the State of Maine. MaineAEYC has a long, positive relationship with the early childhood systems in Maine. Our membership partakes in the current ECE system including, but not limited to, college coursework, training and technical assistance, the Maine registry, and Quality for Me. From where we sit, Maine has the infrastructure and the enthusiasm to move the current system to the next level which will transform and strengthen early learning programs. Through improving linking and aligning quality measures and accountability the infrastructure will be further

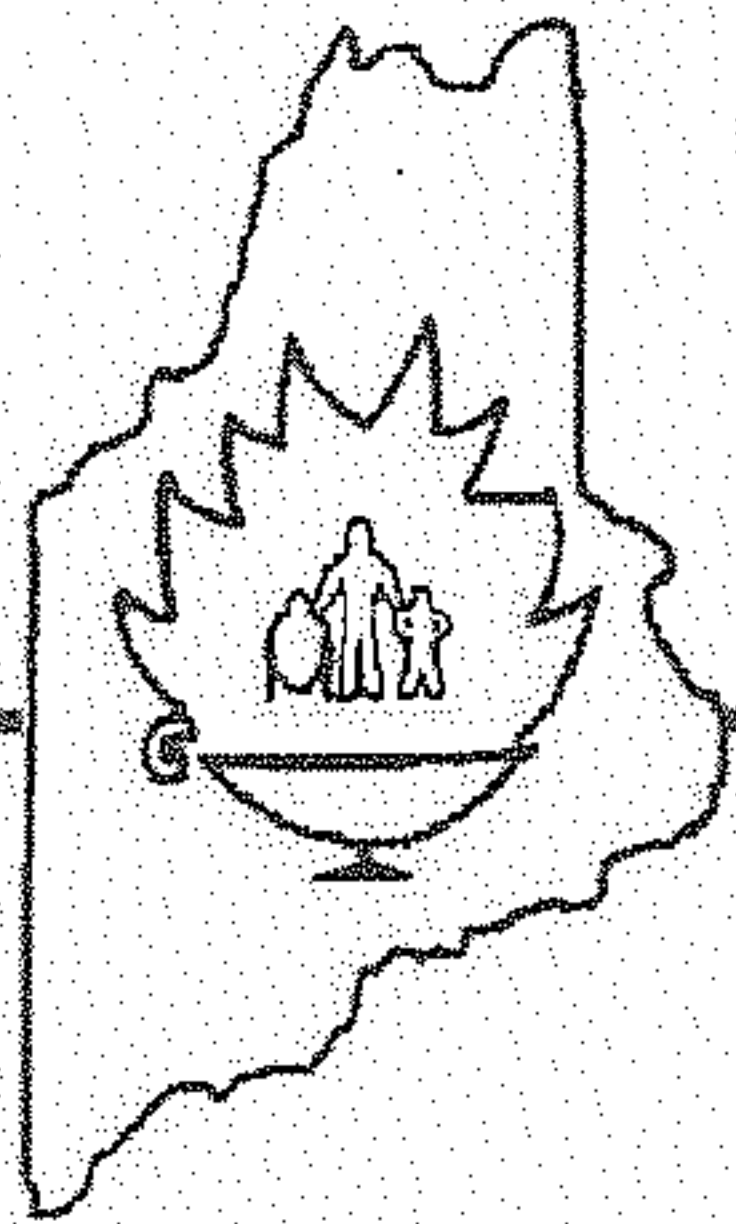
strengthened. Maine has all the components in place and can implement the priorities outlined in the Race to the Top grant. We will be happy to survey and share the thoughts of the MaineAEYC membership to aid the creation of a strong system which integrates and aligns resources across all the state agencies that administer public funds related to early learning and development, building on the strengths of programs and services that coexist in our state. MaineAEYC is devoted to the continual improvement of the practitioner's professional development. We know an educated and informed birth through grade 3 workforce is integral to positive child and family outcomes. Obtaining this grant and implementing the goals in our state will give us the end result of an educated workforce, supporting high needs children ready to learn, in quality settings.

As the board of directors of MaineAEYC, we are ready to support Race to the Top in any way deemed helpful by grant committee and the MaineAEYC board. It is without hesitation that we wholeheartedly support Maine's Race to the Top Early Learning Challenge Team grant application.

Respectfully,

*Sonja Howard*

On behalf of the MaineAEYC board



# MADSEC

## Maine Administrators of Services for Children with Disabilities

Kennebec Centre • 675 Western Avenue, Suite 2 • Manchester, ME 04351 • (207) 626-3380 • FAX (207) 626-3347  
Web: [www.madsec.org](http://www.madsec.org) • E-Mail: [info@madsec.org](mailto:info@madsec.org) • [jadams@madsec.org](mailto:jadams@madsec.org)

### Officers 2011-2012:

#### President

Timothy Luff  
MSAD #17

#### President-Elect

Laurie Lemieux  
Auburn Sch. Dept.

#### Vice President

#### Secretary

Sharon Goguen  
MSAD #56

#### Treasurer

Will Burrow  
RSU #4

#### Past-President

Beth Lorigan  
School Union #60

### Staff:

#### Executive Director

Jill V. Adams

#### Administrative Asst.

Pamela W. Ouellette

October 14, 2011

Commissioner Stephen Bowen  
Maine Department of Education  
State House Station #23  
Augusta, ME 04333

Commissioner Mary Mayhew  
Maine Department of Health  
and Human Services  
State House Station # 11  
Augusta, ME 04333

Dear Commissioners Bowen and Mayhew:

I am writing this letter for the Maine Administrators of Services for Children with Disabilities. MADSEC appreciates the opportunity to support Maine's application for the Race To The Top – Early Learning Challenge. As Special Education Administrators and Child Development Services Directors, we are very aware of the importance of quality early learning services for children. This grant would build on Maine's successes so that more children with high needs have access to quality early learning programs.

This grant opportunity will build a strong infrastructure for early learning in the state of Maine with efficiencies through collaboration of all state agencies who serve this age population of high needs children. MADSEC is especially interested in the following portions of the plan:

- Tiered Quality Rating so that all programs providing early learning will be of quality.
- Early Learning Guideline revisions that will align with K-3 outcome standards that include a comprehensive assessment system.
- Pre-Service and Professional Development for individuals working in the early childhood field that has equitable access across the state and is based on evidence based practices for early childhood education.

As an association, MADSEC is committed to participating in the implementation of the work of this grant. We see this as an opportunity to further enhance and expand quality early programming for all children in Maine with an emphasis on our most vulnerable high needs children. Again, thank you for the opportunity to write this letter of support.

Sincerely,

Jill Adams  
Executive Director

October 4, 2011

Commissioner Mary Mayhew  
Maine Department of Health and Human Services  
221 State Street  
Augusta, ME 04333

Commissioner Steve Bowen  
Maine Department of Education  
State House Station 23  
Augusta, ME 04333

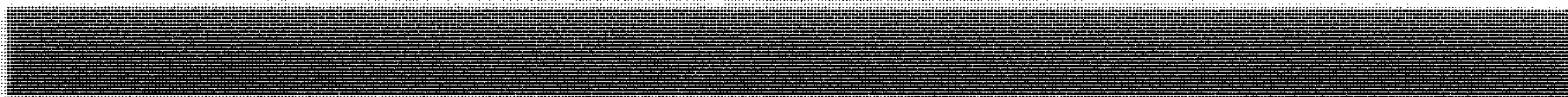
Dear Commissioner Mayhew and Commissioner Bowen:

AMERICA'S EDGE MAINE is writing to support Maine's Race to the Top-Early Learning Challenge application.

AMERICA'S EDGE MAINE is a nonprofit organization made up of 80 business leaders committed to working to strengthen American businesses and our state's economy through proven investments in Maine's youngest children. We support high-quality early learning programs because we know, and research shows, such programs have a real impact on our businesses and our economy both today and tomorrow.

First, early learning funding will spur immediate economic development when Maine needs it most. Second are the long-term economic benefits: investments in quality early care and education have a return on investment that is unmatched by almost any other public investment – as much as \$16 for every \$1 invested. These programs help young children develop the critical skills to be successful throughout their lives, ensuring a future workforce with the 21<sup>st</sup> century skills businesses need, as well as increasing graduation rates and the earnings of these children when they are adults.

Every child who is denied access to high-quality early learning represents a lost opportunity to strengthen our businesses, contribute to our state's economic security, and maintain our competitive edge in a global marketplace. We will work to educate and inform the public about the Tiered Quality Rating Improvement system as the vehicle to understanding the capacity of each program's ability to offer a quality experience for our state's most vulnerable children. We will work to increase the number of programs that participate in this system by using our collective voice to inform the public about this mechanism.



AMERICA'S EDGE MAINE will continue to advocate not only for increased funding for high-quality early education programs, but also for state policies to improve teacher preparation, increased access for at-risk youngsters, program equity across all rural and urban settings, and the much needed interagency coordination of these programs that will ensure access to quality programs for high needs children. We offer an unexpected voice to the statewide movement dedicated to assuring that Maine expands our investments in coordinated, high-quality birth-to-five programs. If granted, we will work with others across the state to see that the requirements of the RTT-ELC grant are successfully implemented.

Sincerely,

(b)(6)

**Steve Austin**  
*President*  
*Austin Associates*

(b)(6)

**Marcia Benner**  
*Vice President*  
*Damariscotta Bank & Trust Co.*

(b)(6)

**Meredith Burgess**  
*CEO*  
*Burgess Advertising*

(b)(6)

**Peter Cianchette**  
*Vice President*  
*Cianbro*

(b)(6)

**Arthur Comstock**  
*Senior Vice President (Retired)*  
*Camden National Bank*

(b)(6)

**Bob Davis**  
*CFO*  
*Border Trust*

(b)(6)

**Jon Hiltz**  
*Financial Planner*  
*Baystate Financial Services*

(b)(6)

**Charlie Ault**  
*Vice President*  
*Border Trust*

(b)(6)

**John Bragg**  
*President*  
*N.H. Bragg & Sons*

(b)(6)

**Susan Chaar**  
*Client Relationship Manager*  
*Concentra Medical*

(b)(6)

**Jim Clair**  
*CEO*  
*Goold Health Systems*

(b)(6)

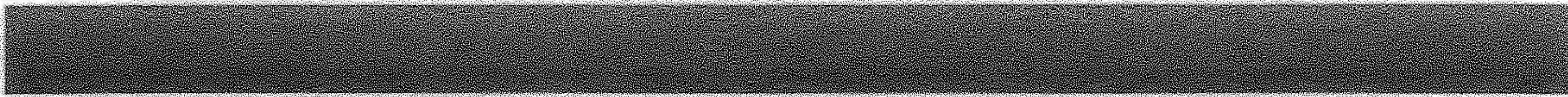
**Stephanie Cotsirilos**  
*Owner*  
*Cotsirilos Consulting*

(b)(6)

**P. Andrew Hamilton**  
*Attorney*  
*Eaton Peabody*

(b)(6)

**Michael Hopkins**  
*Director of Security*  
*Hollywood Slots & Raceway*



(b)(6)

**Glenn Hutchinson**  
President & CEO  
Bath Savings Institution

(b)(6)

**Laurie Lachance**  
President & CEO  
Maine Development Foundation

(b)(6)

**Raymond Martel**  
President  
Spillers

(b)(6)

**Bill Miller**  
Owner  
Miller's Drug Store

(b)(6)

**Steve Musica**  
Managing Partner  
1 Group, Inc.

(b)(6)

**Doug Orville**  
Executive Director  
Child & Family Opportunities, Inc.

(b)(6)

**John Porter**  
President & CEO  
Bangor Regional Chamber of Commerce

(b)(6)

**John Rohman**  
Chair of the Board  
WBRC Architects

(b)(6)

**Connie Justice**  
President  
Planson International Corp.

(b)(6)

**Irv Masters**  
President  
Bangor Letter Shop

(b)(6)

**Jon McLaughlin**  
Executive Director  
Southern Aroostook Development Corp.  
(SADC)

(b)(6)

**Charles Morrison**  
President  
Androscoggin County Chamber of  
Commerce

(b)(6)

**John Oliver**  
Vice President Public Affairs  
L.L. Bean

(b)(6)

**John Peters**  
President  
Downeast Energy

(b)(6)

**Kerri Prescott**  
State Representative/Small Business  
Owner

(b)(6)

**Steve Rowe**  
Counsel  
Verrill Dana LLP



SENIOR STAFF  
**President**  
David Kass  
**National Director**  
Miriam A. Rollin, J.D.  
**Vice Presidents**  
Amy Dawson Taggart  
Jeff Kirsch



Police Chiefs, Sheriffs, Prosecutors,  
other Law Enforcement Leaders, and  
Violence Survivors Preventing Crime  
and Violence

October 7, 2011

STATE DIRECTORS  
**California**  
Barrie Becker, J.D.  
415-762-8270  
**Illinois**  
Tim Carpenter  
312-265-2260  
**Maine**  
Kim Gore  
207-725-5946  
**Michigan**  
K.P. Pelleran  
517-371-3565  
**Montana**  
David Curry  
406-558-4732  
**New York**  
Meredith Wiley, J.D.  
518-465-5462  
**Ohio**  
Cyndy Rees  
614-264-6662  
**Oregon**  
Martha Brooks  
503-649-2068  
**Pennsylvania**  
Bruce Clash  
717-233-1520  
**Tennessee**  
Mark Rogers  
615-662-4666  
**Washington**  
Laura Wells  
206-664-7110

Commissioner Mary Mayhew  
Maine Department of Health and Human Services  
221 State Street  
Augusta, ME 04333

Commissioner Steve Bowen  
Maine Department of Education  
State House Station 23  
Augusta, ME 04333

Dear Commissioner Mayhew and Commissioner Bowen:

The members of FIGHT CRIME: INVEST IN KIDS MAINE would like to express our support for Maine's Race to the Top-Early Learning Challenge application.

FIGHT CRIME: INVEST IN KIDS MAINE is an organization of the top law enforcement leaders from every corner of the state who believe that high-quality early learning is a very powerful crime prevention tool. This includes our State Attorney General, every elected sheriff, the majority of our elected district attorneys and ninety percent of our police chiefs. We do not run or fund any programs, nor do we accept any government funding. Our role is to advocate for proven crime prevention programs.

Research confirms what we in law enforcement know from our own experiences on the front lines against crime: when at-risk kids have access to high-quality early learning beginning at birth (or earlier) they are far more likely to enter school ready to succeed and graduate and far less likely to commit violent crimes as juveniles and adults.

Since 2004, FIGHT CRIME: INVEST IN KIDS MAINE has advocated for increased early learning funding, for policies to improve access to, and the quality of, early learning for at-risk youngsters, and to ensure program equity across all regions of our state, both rural and urban. We have also called for interagency coordination of high-quality program expectations and the ability to assess the quality of programs that high-needs children attend. We will continue to raise our voice to assure that our state maintains and expands its investment in these high-quality and coordinated birth-to-five programs to comply with the requirements of the RTT-ELC grant should our application be successful.

Thank you for this opportunity to express our strong support and for your consideration of Maine's application.

Sincerely,

Stephanie Anderson  
*District Attorney*  
*Cumberland County*

Todd Brackett  
*Sheriff*  
*Lincoln County*



Police Chiefs, Sheriffs, Prosecutors,  
other Law Enforcement Leaders, and  
Violence Survivors Preventing Crime  
and Violence

Douglas Bracy  
Chief of Police  
York

David T. Brooks  
Chief of Police  
Lisbon

Michael J. Bussiere  
Chief of Police  
Lewiston

Joseph J. Charron  
Chief of Police  
Cumberland

William F. Clark  
Sheriff  
Hancock County

Michael A. Coty  
Director of Court Security  
Maine Judiciary

Guy Desjardins  
Sheriff  
Androscoggin County

Dennis Dyer  
Chief of Police  
Dover-Foxcroft

Michael J. Emmons  
Chief of Police  
Skowhegan

Jeffrey Fenlason  
Chief of Police  
Winslow

Evert Fowle  
District Attorney  
Kennebec & Somerset Counties

Michael W. Gahagan  
Chief of Police  
Caribou

Wayne J. Gallant  
Sheriff  
Oxford County

Ronald K. Gastia  
Chief of Police  
Bangor

Sean Geagan  
Chief of Police  
Bucksport

Edward Googins  
Chief of Police  
South Portland

Kevin Joyce  
Sheriff  
Cumberland County

Roland LaCroix  
Chief of Police  
University of Maine





Police Chiefs, Sheriffs, Prosecutors,  
other Law Enforcement Leaders, and  
Violence Survivors Preventing Crime  
and Violence

Richard LaHaye, Jr.  
Chief of Police  
Searsport

Mark Leonard  
Chief of Police  
Veazie

Christopher A. Lewis  
Lieutenant  
Tosham Police Department

Richard B. Lewsen, Jr.  
Chief of Police  
Windham

James P. Madore  
Sheriff  
Aroostook County

Joseph L. Massey  
Chief of Police  
Waterville

Joel A. Merry  
Sheriff  
Sagadahoc County

Michael E. Morrill  
Chief of Police  
Yarmouth

Bradley S. Paul  
Chief of Police  
Saco

Richard A. Pickett  
Chief of Police  
Dixfield

Geoff Rushlau  
District Attorney  
Knox, Lincoln, Sagadahoc and Waldo  
Counties

Ronald Shepard  
Chief of Police  
Gorham

Donald Smith  
Sheriff  
Washington County

Brett Strout  
Chief Deputy  
Sagadahoc County Sheriff's Office

Edward J. Tolan  
Chief of Police  
Falmouth

Mark A. Westrum  
Correctional Administrator  
Two Bridge Regional Jail  
Authority

Philip Weymouth  
Chief of Police  
Fryeburg

Joseph Young  
Chief of Police  
Winthrop



Police Chiefs, Sheriffs, Prosecutors,  
other Law Enforcement Leaders, and  
Violence Survivors Preventing Crime  
and Violence

Nathan W. Young  
*Chief of Police*  
*Bar Harbor*

Ronald S. Young  
*Chief of Police*  
*Lincolnton*

# Maine Children's Alliance



VOICES FOR MAINE'S CHILDREN

Friday, October 7, 2011

TO: Commissioner Mary Mayhew, Maine Department of Health and Human Services  
Commissioner Steve Bowen, Maine Department of Education

Dear Commissioners Mayhew and Bowen:

The Maine Children's Alliance (MCA) is pleased to write a letter of support for Maine's Race to the Top Early Learning Challenge. MCA is a nonpartisan, data-focused advocate for public policies that improve the lives of Maine's children, youth and families.

We believe that the overarching principles for an effective early childhood system are:

- a. *High quality services to targeted populations*
- b. *Integrated funding streams and program mandates*
- c. *Quality standards that are consistently reviewed and updated to match the most recent scientific evidence*
- d. *Program evaluation based on consistent longitudinal data*

The Maine team responsible for writing this Race to the Top application has developed a strong plan for advancing these priorities. MCA specifically supports the shared governance plan developed in this grant proposal, as the best systems are only as good as the structures designed to implement them.

Sincerely,

A handwritten signature in black ink that reads "Dean Crocker". The signature is written in a cursive, flowing style.

Dean Crocker  
President



**child  
development  
services**

State Intermediate Educational Unit-146 State House Station,  
Augusta, ME 04333 Telephone (207) 624-6660-Fax (207) 624-  
6661-TTY-1- 888-577-6690

Commissioner Stephen Bowen  
Maine Department of Education  
State House Station #23  
Augusta, Maine 04333

Commissioner Mary Mayhew  
Maine Department of Health and Human Services  
State House Station #  
Augusta, Maine 04333

Commissioner Stephen Bowen and Commissioner Mary Mayhew,

I am writing this letter to strongly support Maine's application for the Race to the Top – Early Learning Challenge. This is an extraordinary opportunity for the Maine Departments of Education and Health and Human Services to move early childhood systems change, to align resources and policies across participating state agencies, to design and implement a common, statewide tiered quality rating and improvement system that can support all early care and education programs, and moving towards a common definition of quality, based on a common set of Early Learning and Development Standards. The recently developed State Agency Interdepartmental Early Learning (SAIEL) Office will serve as a pivotal governance structure to assess effective and efficient cross department policies, procedures and budgeting which will increase the quality of programs for children with high needs so they enter kindergarten prepared for success.


Maine's clear intent is to respect the unique communities in Maine and to build on successes so that more children with high needs have access to quality early learning programs. Maine has a long interdepartmental history of serving young children. The plan includes:

- Revisions to the Early Learning Guidelines developed in 2004 to better reflect cultural and linguistic diversity and current research on early literacy and numeracy, as well as aligning outcomes with K-3 standards. This work will include the development of a comprehensive assessment system that includes screening measures, formative assessments, measures of environmental quality, and measures of adult / child interactions.
- The capacity to educate programs and provide training on the purposes, uses, and interpretations of assessment systems.

- Expansion of a technical assistance network that can offer training, coaching and mentoring towards effective curriculum practice and adult interactions with young children and families as well as facilitating local early learning communities that respect the unique needs of each Maine community.
- Enhanced alignment of course offerings among community and four year degree colleges so that teachers, throughout the state, have equitable access to the content and practice necessary to serve Maine's most vulnerable children and that all individuals working in the early childhood field have a clear pathway of professional development. Professional development will include increased utilization of technology to increase access to the coursework across the state.
- Strengthening the communication and practice between community programs and schools as children transition to kindergarten.
- Building on the state's current Longitudinal Data System to include all early learning and development programs so that we can better understand the types of support programs need in serving our most vulnerable children.

This grant opportunity will build on Maine's strong foundation of a tiered quality rating improvement system, early learning and development standards, assessment analysis, Maine Roads to Quality career framework and training, the work of the higher education committee examining coursework, and the State Longitudinal Data System. Maine will be able to scale up these efforts to further enhance the early learning and development system.

Sincerely and on behalf of the Maine Child Development Services system.



Cindy L. Husson Brown  
Interim State CDS Director

CLHB/sk

# The Maine Family Literacy Initiative

A Program of the Barbara Bush Foundation for Family Literacy

Mrs. Barbara Bush, Honorary Chair  
Benita Somerfield, Executive Director  
Becky Dyer, MEFLI Director

October 4, 2011

Mary Mayhew, Commissioner  
Maine Department of Health and Human Services  
State House Station #11  
Augusta, Maine 04333-0011

Stephen Bowen, Commissioner  
Maine Department of Education  
State House Station 23  
Augusta ME 04333

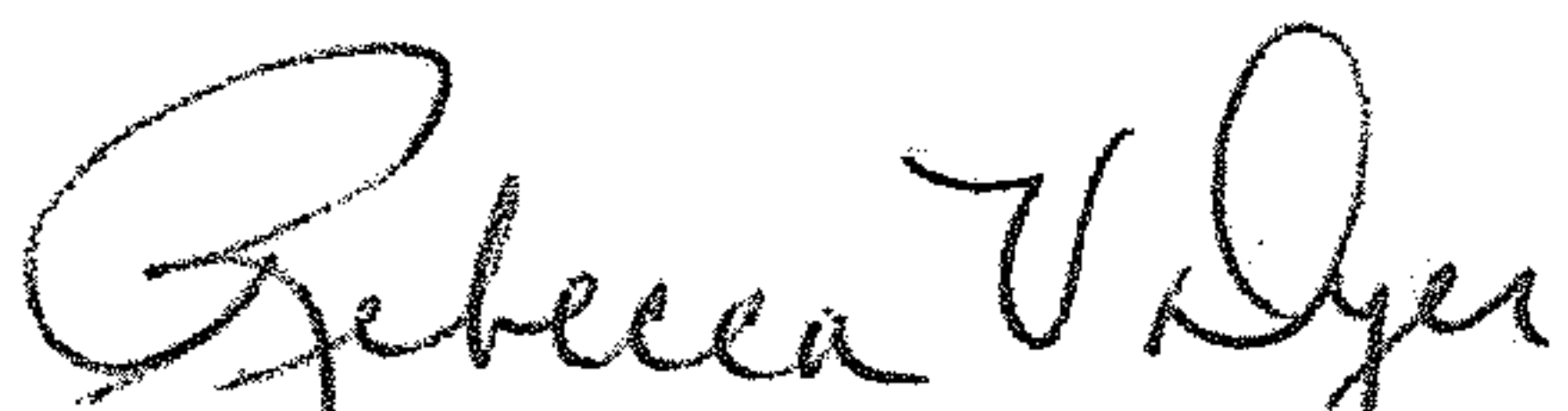
Dear Commissioners Mayhew and Bowen:

I am pleased to write this letter in support of Maine's Race to the Top application. The Maine Family Literacy Initiative (MEFLI), a program of the Barbara Bush Foundation for Family Literacy, provides funding for family literacy programs in Maine that integrate parental, early childhood, and interactive literacy activities for low-literacy, low-income families. We support the intent of this application to design and implement a common, statewide, tiered quality rating and improvement system that can support all early learning programs.

Should Maine's application be funded, the Maine Family Literacy Initiative intends to participate in the State's efforts to integrate early education programming by participating in the development and delivery of program standards on family engagement, as well as training for providers. We will take part in the development of a comprehensive assessment system and will require our programs to participate. We will also work to strengthen the communication and practice between our community-based programs and the public schools.

As a member of the Maine Children's Growth Council, I value our ongoing public/private partnership and am excited to work with you to promote school readiness for children with high needs.

Sincerely,



Rebecca V. Dyer, Director  
Maine Family Literacy Initiative



October 7, 2011

Dear DOE Commissioner Stephen Bowen and DHHS Commissioner Mary Mayhew,

On behalf of the United Ways of Maine, we support your application for the Race to the Top - Early Learning Challenge grant. We are excited that this funding would increase the quality of programs for high needs children and build on our various state systems that currently support quality early childhood programming.

The ten United Ways across the state that make up the United Ways of Maine each provide funding to programs that support young children and families. We have sponsored community forums and smaller regional business summits to engage our communities in the issue of early childhood. In 2009 the ten United Ways decided that early childhood is one of two statewide priorities for the United Ways of Maine. In addition, in 2010 in collaboration with the Maine Philanthropy Center and the Sam L. Cohen Foundation, we helped to convene an Early Childhood Funders group that has brought together representatives from various foundations interested in these issues and to discuss how they can participate in public-private partnerships.

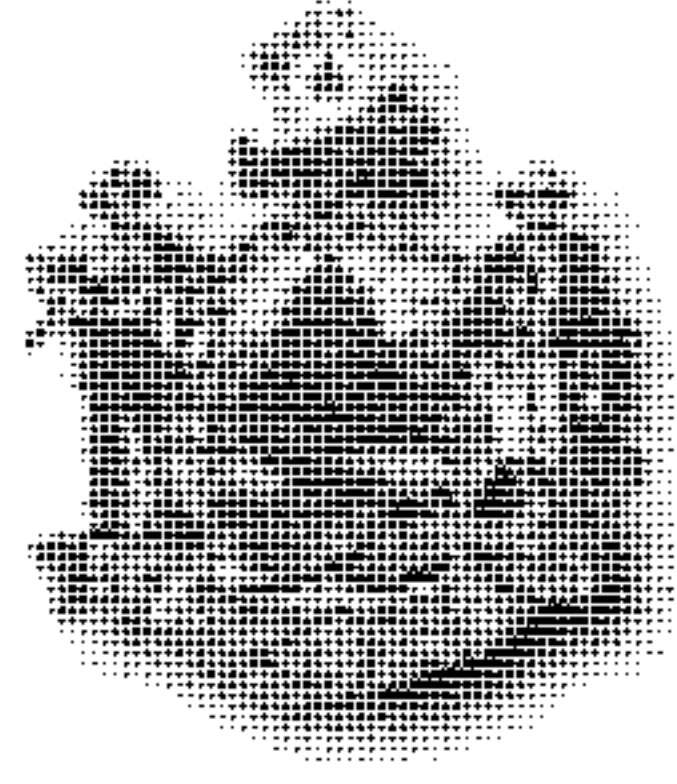
In all of this work, we have partnered with the State of Maine. In the fall of 2007, we successfully partnered with the Governor's office for the statewide Governor's Economic Summit on Early Childhood by convening teams of business and community leaders to attend the summit. In 2009, the Maine Legislature enacted and the Governor signed an act creating the Maine Children's Growth Council. The Governor then appointed Peter Lindsay, Director of Community Impact and *Success By 6* at the United Way of Mid Coast Maine as a member of this new Council, representing the ten United Ways in the state. This Council will be key in implementing the governance of these Race to the Top initiatives in Maine and United Ways of Maine is committed to continuing to participate in the Council's deliberations and work, and to provide assistance as needed.

We are committed to continue to work with the State of Maine on raising public awareness, on developing public-private partnerships that strengthen early childhood investments, and on making the links between local community initiatives and this statewide work on early childhood. We strongly support the state's application and look forward to working with the various departments and programs both locally and through our participation on the Maine Children's Growth Council.

Sincerely,

*Lisa Laflin*

Lisa Laflin, Chair, United Ways of Maine  
Executive Director, United of the Tri-Valley Area  
PO Box 126  
Farmington, ME 04938-0126



STATE BOARD OF EDUCATION  
23 STATE HOUSE STATION  
AUGUSTA, ME 04333-0023  
TEL: (207) 624-6616

October 12, 2011

Commissioner Stephen Bowen  
Maine Department of Education  
State House Station #23  
Augusta, Maine 04333

Commissioner Mary Mayhew  
Maine Department of Health and Human Services  
State House Station #  
Augusta, Maine 04333

Commissioner Stephen Bowen and Commissioner Mary Mayhew,

I am writing in strong support for Maine's application for the Race To The Top – Early Learning Challenge. This is an exciting opportunity for the Maine Department of Education and Health and Human Services to move early childhood systems change to align resources and policies across participating state agencies and to design and implement a common, statewide tiered quality rating and improvement system that can support all early learning and development programs moving towards a common definition of quality, based on a common set of Early Learning and Development Standards. The recently developed State Agency Interdepartmental Early Learning (SAIEL) Office will serve as a pivotal governance structure to assess effective and efficient cross department policies, procedures and budgeting which will increase the quality of programs for children with high needs so they enter kindergarten prepared for success.

Maine's clear intent is to respect the uniqueness of Maine communities and build on successes so that more children with high needs have access to quality early learning programs. Maine has a long interdepartmental history of serving young children. The plan includes:

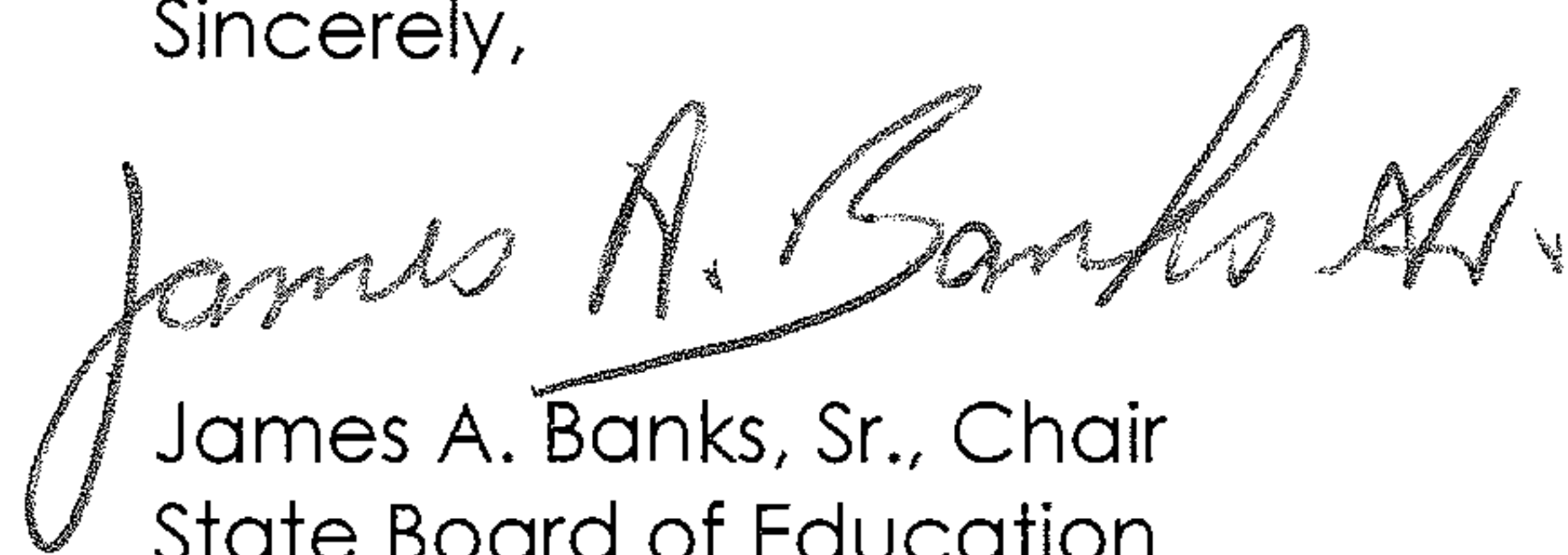
- Revisions to the Early Learning Guidelines developed in 2004 to better reflect cultural and linguistic diversity and current research on early literacy and numeracy, as well as aligning outcomes with K-3 standards. This work will include the development of a comprehensive assessment system that includes screening measures, formative assessments, measures of environmental quality, and measures of adult / child interactions.
- The capacity to educate programs and provide training on the purposes, uses, and interpretations of assessment systems.
- Expansion of a technical assistance network that can offer training, coaching and mentoring towards effective curriculum practice and adult interactions with young children and families as well as facilitating local early learning communities that respect the unique needs of each Maine community.



- Enhanced alignment of course offerings among community and four year degree colleges so that teachers, throughout the state, have equitable access to the content and practice necessary to serve Maine's most vulnerable children and that all individuals working in the early childhood field have a clear pathway of professional development. Professional development will include increased utilization of technology to increase access to the coursework across the state.
- Strengthening the communication and practice between community programs and schools as children transition to kindergarten.
- Building on the state's current Longitudinal Data System to include all early learning and development programs so that we can better understand the types of support programs need in serving our most vulnerable children.

This grant opportunity will build on Maine's strong foundation of a tiered quality rating improvement system, early learning and development standards, assessment analysis, Maine Roads to Quality career framework and training, the work of the higher education committee examining coursework, and the State Longitudinal Data System. Maine will be able to scale up these efforts to further enhance the early learning and development system. In particular the State Board will participate in the review of Department of Education certifications and their relationship to the career lattice.

Sincerely,

A handwritten signature in black ink that reads "James A. Banks, Sr." with a stylized flourish at the end.

James A. Banks, Sr., Chair  
State Board of Education

## **10. Other Letters of Support and Intent**

<b>Table (A)(3)-2: Other Letters of Support and Intent (if applicable)</b>	
<b>List Organization or local early learning or educator type (if applicable) in the State</b>	<b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b>
Maine Congressional delegation	<b>Y (4) Senator Snowe, Senator Collins, Congressman Michaud, Congresswoman Pingree</b>
Superintendent – Portland, SAD 17, SAD 4, South Portland, Auburn, Lewiston, Waterville, Otis, RSU 19	<b>Y (9)</b>
Higher Education Committee members	<b>Y</b>
Early Childhood Teachers	<b>Y, Androscoggin Head Start, Peoples Regional Opportunities Program – PROP (2), Hall Dale Elementary School</b>
Maine Juvenile Justice Advisory Group	<b>Y</b>
Center for Community Inclusion	<b>Y</b>
Maine’s Expanding Opportunities Initiative	<b>Y</b>
President , University of Southern Maine	<b>Y</b>
Touchpoints	<b>Y</b>
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>	

OLYMPIA J. SNOWE  
MAINE

154 RUSSELL SENATE OFFICE BUILDING  
(202) 224-5344

Web Site: <http://snowe.senate.gov>  
DEPUTY WHIP

# United States Senate

WASHINGTON, DC 20510-1903

COMMITTEES:  
COMMERCE, SCIENCE, AND  
TRANSPORTATION

FISHERIES AND COAST GUARD  
SUBCOMMITTEE

FINANCE

INTELLIGENCE

RANKING MEMBER, SMALL BUSINESS

October 14, 2011

Commissioner Stephen Bowen  
Maine Department of Education  
23 State House Station  
Augusta, Maine 04333

Commissioner Mary Mayhew  
Maine Department of Health and Human Services  
221 State Street  
Augusta, Maine 04333

Dear Commissioner Bowen and Commissioner Mayhew:

I am writing in support of Maine's application for the Race to the Top- Early Learning Challenge grant program. As an advocate for the necessity of comprehensive early childhood education programs and increased support for early childhood educators, I believe that we must maintain a commitment to ensuring that every individual has the opportunity to pursue a quality education.

The Race to the Top- Early Learning Challenge would provide the Maine Department of Education and Health and Human Services an opportunity expand access to high-quality early learning programs to better prepare high-needs children for kindergarten, thus narrowing the education gap between them and their peers. In addition, it would provide Maine the ability to align resources and policies across participating state agencies and design and implement a common, statewide tiered quality rating and improvement system that can support all early learning and development programs. The recently developed State Agency Interdepartmental Early Learning (SAIEL) Office will provide a pivotal governance structure to assess effective and efficient cross department policies, procedures and budgeting.

Maine's application builds upon its long history of serving young children with high needs and ensuring they have access to quality early education programs that lead to lasting positive outcomes. Maine's plan includes:

- Revisions to the Early Learning Guidelines developed in 2004 to better reflect cultural and linguistic diversity and current research on early literacy and numeracy, as well as aligning outcomes with K-3 standards. This work will include the development of a comprehensive assessment system that includes screening measures, formative assessments, measures of environmental quality, and measures of adult / child interactions.
- Expansion of a technical assistance network to offer training, coaching, and mentoring aimed at improving effective curriculum practice and adult interactions with young children and families. This network will be able to incorporate the unique needs of each Maine community.

AUBURN  
TWO GREAT FALLS PLAZA  
SUITE 7B  
AUBURN, ME 04210  
(207) 786-2451

AUGUSTA  
40 WESTERN AVENUE, SUITE 408C  
AUGUSTA, ME 04330  
(207) 622-8292

BANGOR  
ONE CUMBERLAND PLACE, SUITE 306  
BANGOR, ME 04401  
(207) 945-0432

BIDDEFORD  
227 MAIN STREET  
BIDDEFORD, ME 04005  
(207) 282-4144

PORTLAND  
3 CANAL PLAZA, SUITE 601  
PORTLAND, ME 04101  
(207) 874-0883  
MAINE RELAY SERVICE  
TDD 1-955-3323

PRESQUE ISLE  
169 ACADEMY STREET, SUITE 3  
PRESQUE ISLE, ME 04769  
(207) 764-5124

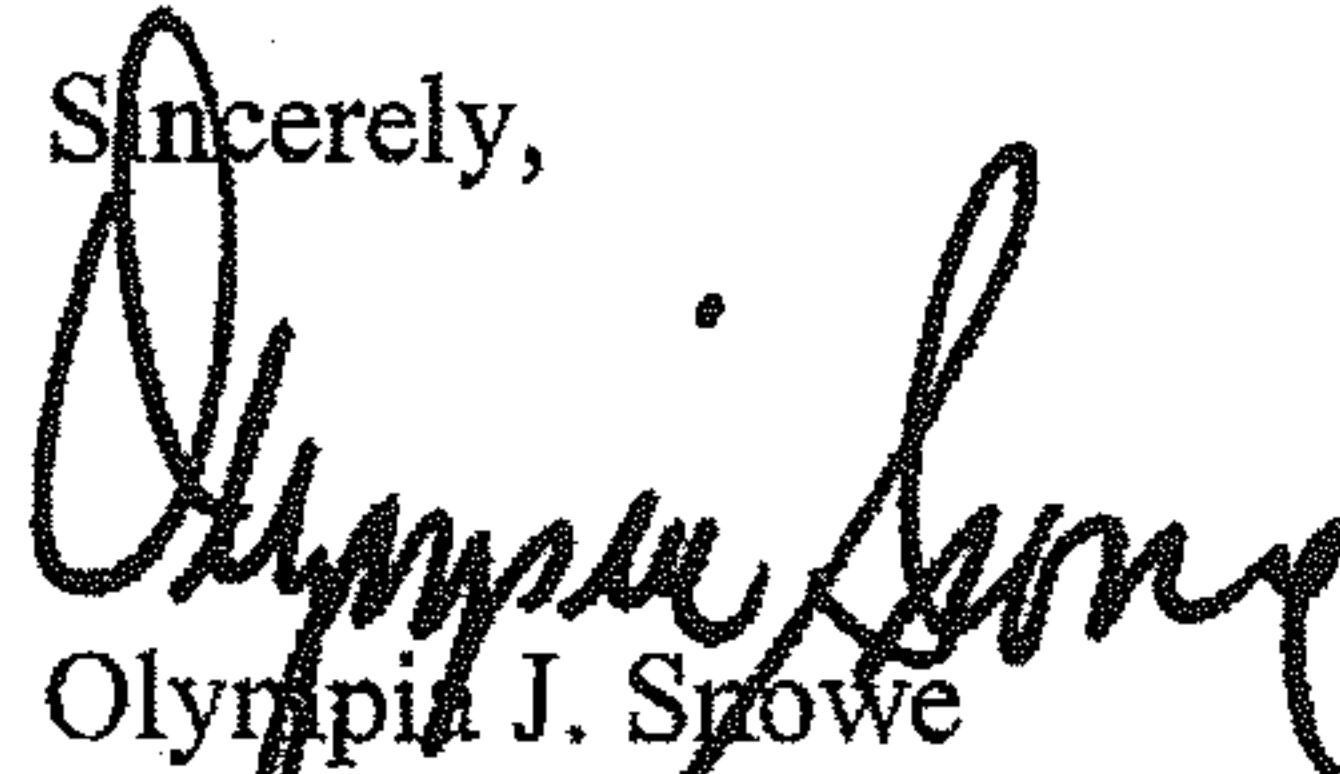
IN MAINE CALL TOLL-FREE 1-800-432-1599

PRINTED ON RECYCLED PAPER

- Enhanced alignment of course offerings among community and four year degree colleges so that teachers throughout the state have equitable access to the training necessary to serve Maine's most vulnerable children, and that all individuals working in early childhood have a clear pathway for professional development. Professional development will include increased utilization of technology to improve access to this coursework throughout the state.
- Strengthening the relationship between community programs and schools as children transition to kindergarten.
- Building on the state's current Longitudinal Data System to include all early learning and development programs so that we can better understand the types of support programs needed to serve our most vulnerable children.

Furthermore, the Race to the Top- Early Learning Challenge program would provide Maine the chance to further build upon a solid foundation of tiered quality improvement system while developing bold and comprehensive plans to bolster workforce training, creating core development standards and better analyze assessments. I believe the Maine Departments of Education and Health and Human Services are committed to this essential work, and I look forward to our continued partnership as we work to ensure all students have the opportunity to succeed in the global economy of the 21st Century.

Sincerely,



Olympia J. Snowe  
United States Senator

SUSAN M. COLLINS  
MAINE

413 DIRKSEN SENATE OFFICE BUILDING  
WASHINGTON, DC 20510-1904  
(202) 224-2523  
(202) 224-2883 (FAX)

## United States Senate

WASHINGTON, DC 20510-1904

COMMITTEES:  
HOMELAND SECURITY AND  
GOVERNMENTAL AFFAIRS,  
RANKING MEMBER  
APPROPRIATIONS  
ARMED SERVICES  
SPECIAL COMMITTEE  
ON AGING

October 11, 2011

Commissioner Stephen Bowen  
Maine Department of Education  
State House Station #23  
Augusta, Maine 04333

Commissioner Mary Mayhew  
Maine Department of Health and Human Services  
221 State Street  
Augusta, Maine 04333

Dear Commissioners Bowen and Mayhew:

I am pleased to offer my strong support for Maine's application for the Race To The Top – Early Learning Challenge program. This is an exciting opportunity for the Maine Departments of Education and Health and Human Services to promote early childhood education. The funding provided by the Race to The Top Fund would allow the Departments to align resources and design and implement a statewide quality rating and improvement system that can support all early learning and development programs.

Maine has a long history of interdepartmental cooperation to serve young children, and I support the goal of strengthening quality early childhood education programs in Maine. This proposal would address the needs of Maine communities while allowing more children access to quality early learning programs. This grant opportunity would build on Maine's strong foundation of a tiered, quality rating improvement system, early learning and development standards, assessment analysis, career training and more. Maine would be able to scale up these efforts to further enhance the early learning and development system.

Again, I am pleased to support this application and urge the U.S Department of Education to give it every appropriate consideration subject to all applicable laws and regulations.

Sincerely,



Susan M. Collins  
United States Senator

MICHAEL H. MICHAUD  
2ND DISTRICT, MAINE

WASHINGTON OFFICE  
1724 LONGWORTH HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
PHONE: (202) 225-6306  
FAX: (202) 225-2943

[www.michaud.house.gov](http://www.michaud.house.gov)

**Congress of the United States**  
**House of Representatives**  
Washington, DC 20515

COMMITTEES:  
**VETERANS' AFFAIRS**  
SUBCOMMITTEE ON HEALTH  
CHAIRMAN  
**TRANSPORTATION AND INFRASTRUCTURE**  
SUBCOMMITTEE ON HIGHWAYS AND TRANSIT  
SUBCOMMITTEE ON RAILROAD, PIPELINES  
AND HAZARDOUS MATERIALS  
SUBCOMMITTEE ON ECONOMIC DEVELOPMENT,  
PUBLIC BUILDINGS AND  
EMERGENCY MANAGEMENT  
**SMALL BUSINESS**  
SUBCOMMITTEE ON RURAL AND URBAN  
ENTERPRENEURSHIP  
SUBCOMMITTEE ON FINANCE AND TAX

October 7, 2011

Commissioner Stephen Bowen  
Maine Department of Education  
23 State House Station  
Augusta, Maine 04333

Commissioner Mary Mayhew  
Maine Department of Health and Human Services  
221 State Street  
Augusta, Maine 04333

Dear Commissioner Bowen and Commissioner Mayhew:

I am writing in strong support for Maine's application for the Race To The Top – Early Learning Challenge. This is an exciting opportunity for the Maine Departments of Education and Health and Human Services to make innovative reforms that align early childhood systems' resources and polices across participating state agencies.

The State of Maine's proposed application will design and implement a common, statewide tiered quality rating and improvement system that can support all early learning and development programs in the state. This will allow the state to create a common definition of quality within the early learning and development community to increase the quality of programs for children with high needs so they enter kindergarten prepared for success. The recently developed State Agency Interdepartmental Early Learning (SAIEL) Office will serve as a pivotal governance structure to assess effective and efficient cross-departmental policies, procedures, and budgeting.

Maine's application recognizes the uniqueness of Maine's diverse communities and builds upon the successes in these communities so that more children with high needs have access to quality early learning programs. Maine's plan will include:

- Revisions to the Early Learning Guidelines developed in 2004 to better reflect cultural and linguistic diversity and current research on early literacy and numeracy, as well as aligning outcomes with K-3 standards. This work will include the development of a comprehensive assessment system that includes screening measures, formative assessments, measures of environmental quality, and measures of adult / child interactions.
- Expansion of a technical assistance network to offer training, coaching, and mentoring aimed at improving effective curriculum practice and adult interactions with young children and families. This network will be able to incorporate the unique needs of each Maine community.

BANGOR:  
6 STATE STREET, SUITE 101  
BANGOR, ME 04401  
PHONE: (207) 942-6935  
FAX: (207) 942-5907

LEWISTON:  
179 LISBON STREET, GROUND FLOOR  
LEWISTON, ME 04240  
PHONE: (207) 782-3704  
FAX: (207) 782-5330

PRESQUE ISLE:  
445 MAIN STREET  
PRESQUE ISLE, ME 04769  
PHONE: (207) 764-1036  
FAX: (207) 764-1060

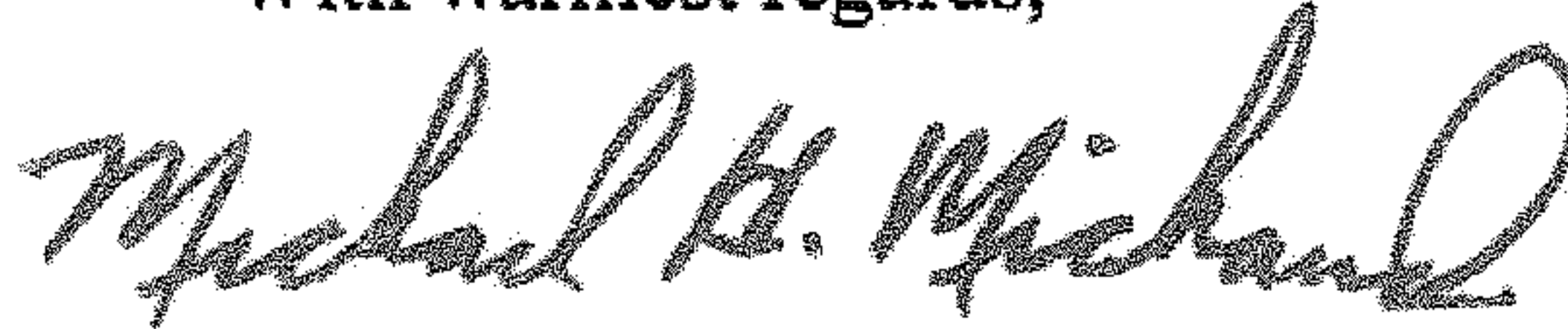
WATERVILLE:  
16 COMMON STREET  
WATERVILLE, ME 04901  
PHONE: (207) 873-5713  
FAX: (207) 873-5717



- Enhanced alignment of course offerings among community and four year degree colleges so that teachers throughout the state have equitable access to the training necessary to serve Maine's most vulnerable children, and that all individuals working in early childhood have a clear pathway for professional development. Professional development will include increased utilization of technology to improve access to this coursework throughout the state.
- Strengthening the relationship between community programs and schools as children transition to kindergarten.
- Building on the state's current Longitudinal Data System to include all early learning and development programs so that we can better understand the types of support programs needed to serve our most vulnerable children.

The Race To The Top grant program presents a unique opportunity for the State of Maine to make reforms in its education system. The Early Learning Challenge will allow Maine to build upon a strong foundation to further enhance its early learning quality improvement system. The Maine Departments of Education and Health and Human Services are committed to this essential work, and I look forward to our continued partnership with the Departments as we better prepare our students for the future.

With warmest regards,

A handwritten signature in cursive script that reads "Michael H. Michaud". The signature is written in dark ink and is positioned above the printed name.

Michael H. Michaud  
Member of Congress



CONGRESSWOMAN  
CHELLIE PINGREE

1ST DISTRICT  
MAINE



COMMITTEE ON AGRICULTURE  
SUBCOMMITTEE ON NUTRITION AND HORTICULTURE  
SUBCOMMITTEE ON CONSERVATION ENERGY  
AND FORESTRY

COMMITTEE ON ARMED SERVICES  
SUBCOMMITTEE ON PERSONNEL  
SUBCOMMITTEE ON SEAPOWER AND  
EXPEDITIONARY FORCES

CONGRESS OF THE UNITED STATES  
HOUSE OF REPRESENTATIVES

October 12, 2011

Secretary Kathleen Sebelius  
The U S Department of Health and Human Services  
200 Independence Avenue, S.W  
Washington, D.C 20201

Secretary Arne Duncan  
U S. Department of Education  
400 Maryland Avenue, SW  
Washington, D C. 20202

Secretary Kathleen Sebelius and Secretary Arne Duncan:

I am writing in strong support for Maine's application for the *Race to the Top – Early Learning Challenge*. This is an exciting opportunity for the Maine Department of Education and Health and Human Services to move early childhood systems change and align resources and policies across participating state agencies. In addition, I am impressed with the goal of designing and implementing a common, statewide, tiered quality rating and improvement system that can support all early learning and development programs. This will move us toward a common definition of quality based on a common set of Early Learning and Development Standards.

A governance structure utilizing the recently developed State Agency Interdepartmental Early Learning (SAIEL) Office is pivotal. This will enable assessment of effective and efficient cross department policies, procedures and budgeting which will increase the quality of programs for children with high needs so they enter kindergarten prepared for success.

Maine has a long interdepartmental history of serving young children. The clear intention of this grant is to respect the uniqueness of Maine communities and build on successes so that more children with high needs have access to quality early-learning programs. The plan includes:

- Revisions to the Early Learning Guidelines developed in 2004 to better reflect cultural and linguistic diversity and current research on early literacy and numeracy, as well as aligning outcomes with K-3 standards. This work will include the development of a comprehensive assessment system that involves screening measures, formative assessments, measures of environmental quality, and measures of adult / child interactions.

1318 LONGWORTH BUILDING  
WASHINGTON, DC 20515  
202-225-6116  
202-225-5590 FAX

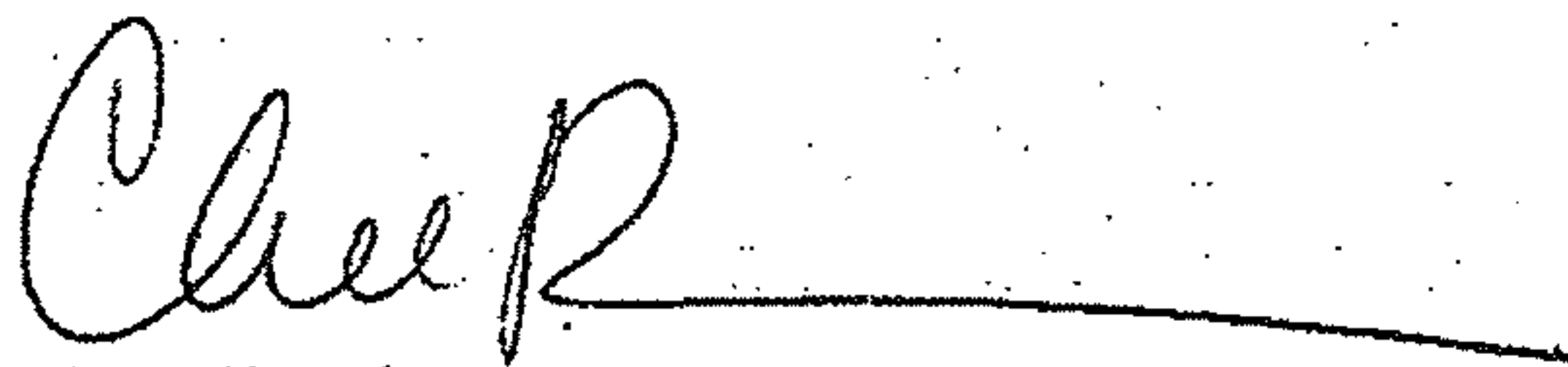


2 PORTLAND FISH PIER  
SUITE 304  
PORTLAND, ME 04101  
207-774-5019  
207-871-0720 FAX

- Expansion of a technical assistance network that can offer training, coaching, and mentoring towards effective curriculum practice and adult interactions with young children and families as well as facilitating local early learning communities that respect the unique needs of each Maine community.
- Enhanced alignment of course offerings among community and four -year degree colleges so that teachers throughout the state have equitable access to the content and practice necessary to serve Maine's most vulnerable children and so that all individuals working in the early childhood field have a clear pathway of professional development. Professional development will include expanded utilization of technology to increase access to the coursework across the state.
- Strengthening the communication and practice between community programs and schools as children transition to kindergarten
- Building on the state's current Longitudinal Data System to include all early learning and development programs so that we can better understand the types of support programs need in serving our most vulnerable children.

This grant opportunity will build on Maine's strong foundation of a tiered quality rating improvement system, early learning and development standards, assessment analysis, Maine Roads to Quality career framework and training, the work of the higher education committee examining coursework, and the State Longitudinal Data System. Maine will be able to scale up these efforts to further enhance the early learning and development system. I urge your careful consideration of this important proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Chellie R", with a long horizontal line extending to the right.

Chellie Pingree  
Member of Congress

# Portland Public Schools

Learning to Succeed

## Administration

*Dr. James C. Morse, Sr., Superintendent*

*David Galin, Chief Academic Officer*

*Michael Wilson, Chief Financial Officer*

196 Allen Avenue, Portland, Maine 04103  
(207) 874-8100

October 5, 2011

Commissioner Stephen Bowen, Maine Department of Education  
Commissioner Mary Mayhew, Maine Department of Health and Human Services

In care of:

Janine Blatt, Early Childhood Consultant, Maine Department of Education  
23 State House Station  
Augusta, Maine 04333-0023

Dear Commissioners,

I am writing in full support of our state's application for the Race To The Top Early Learning Challenge Grant. As the Superintendent of the state's largest school district I see on a daily basis the multitude of challenges that are faced by our youngest children and their families as they make the transition to our schools, now starting for some at age four.

In Portland we have schools that range in rates of poverty from 18% to 80%. Our English Language Learning population ranges from 17% to 53 %, and special needs children comprise 11% to 19% of our school population. We are currently mounting a major effort to reduce our school dropout rate of 5.4%. There is no doubt in my mind that after decades of research we have solid evidence that high quality early childhood programming addresses and reduces the effects from all of these systemic blocks to learning faced by our children and their families. The challenge to our community, as it also exists elsewhere in the state, is to create a system of cost effective and directed early childhood programming in a multiagency environment that incorporates both best practices and fits the diverse needs of our early childhood providers and families.

For two years now, Portland has engaged in a self study and dialogue around how best to partner with community agencies for the delivery of four year old services. This year we are educating about 10% of our district four year olds, and hope to make universal access a reality for fours by the 2016 school year. It has taken a major amount of work to so, and many challenges lie ahead. The district would benefit greatly from RTT support in some key areas.

First we need to sustain and further extend our communication and practice with community programs. I intend to present a Five Year Plan to our school board this fall that prioritizes this activity. With diminished funding across the board it simply makes sense to look closely at multiple streams of funding and to eliminate duplication of services.

Next, as Portland schools expands into four year old programming, areas of staff development, program standards, and curriculum alignment will present particular challenges as the developmental needs of four year olds are distinctly different from the traditional school age population. There are additional challenges in before and after school care for working parents, and the need for enhanced services for vulnerable and needy children. We also need to find more effective ways to reach out to partner with parents, especially in families that may lack the financial and social capital required for successful parenting.

Finally, support from this grant may also present opportunities for the district to take a comprehensive look at services to children in our community from birth to age 5 and to rethink the role of traditional schooling during these early years. This would also involve an examination of our preK-3 curriculum with the opportunity to align curriculum across the developmental spectrum in order to make a smoother transition for children from preK to K and beyond. It will also mean that we challenge our community partners to step up and join us in curriculum reform efforts as



Equal Opportunity Employer  
[www.portlandschools.org](http://www.portlandschools.org)

# Portland Public Schools

Learning to Succeed

## Administration

*Dr. James C. Morse, Sr., Superintendent*

*David Galin, Chief Academic Officer*

*Michael Wilson, Chief Financial Officer*

196 Allen Avenue, Portland, Maine 04103

(207) 874-8100

applied to our most vulnerable children and high risk families. We are fortunate that many in the provider community have already undertaken this effort in activities like Early Reading First training, teacher certification, additional training in special needs, and program accreditation through the National Association for the Education of Young Children. There is a high level of experience and expertise in our Early Education community that our school district continues to access. The RTT funds would help us to institute and maintain conversations between the school district and preK providers in a regular, systematized and ongoing basis in ways that have never happened before.

Should Maine be selected in the Race to the Top Early Learning Challenge I assure you the Portland Schools is fully committed to supporting the effective dissemination and implementation of this grant.

Sincerely,



Dr. James C. Morse, Sr.,  
Superintendent



Equal Opportunity Employer  
[www.portlandschools.org](http://www.portlandschools.org)

# The Oxford Hills School District

## M.S.A.D. #17

Richard Colpitts, *Superintendent of Schools*  
Patrick Hartnett, *Assistant Superintendent*  
Kathryn Elkins, *Director of Curriculum*



1570 Main St., Suite 11 Oxford, Maine 04270  
Phone (207) 743-8972 fax (207) 743-2878  
[www.sad17.k12.me.us](http://www.sad17.k12.me.us)

Jaci / NTA

Timothy Luff, *Director of Special Services*  
Catherine Fanjoy Coffey, *Business Manager*

Harrison \* Hebron \* Norway \* Otisfield \* Oxford \* Paris \* Waterford \* West Paris

DOE Commissioner Stephen Bowen  
Maine Department of Education  
23 State House Station  
Augusta, ME 04333

DHHS Commissioner Mary Mayhew  
35 Anthony Avenue  
11 State House Station  
Augusta, ME 04333

September 30, 2011

Dear Commissioners,

The Oxford Hills School District believes that early childhood education is the most powerful and efficient educational intervention one can implement. We have eight elementary schools in eight diverse towns with a free/reduced lunch rate ranging from 41% to 71% with a K-12 district average of 60%.

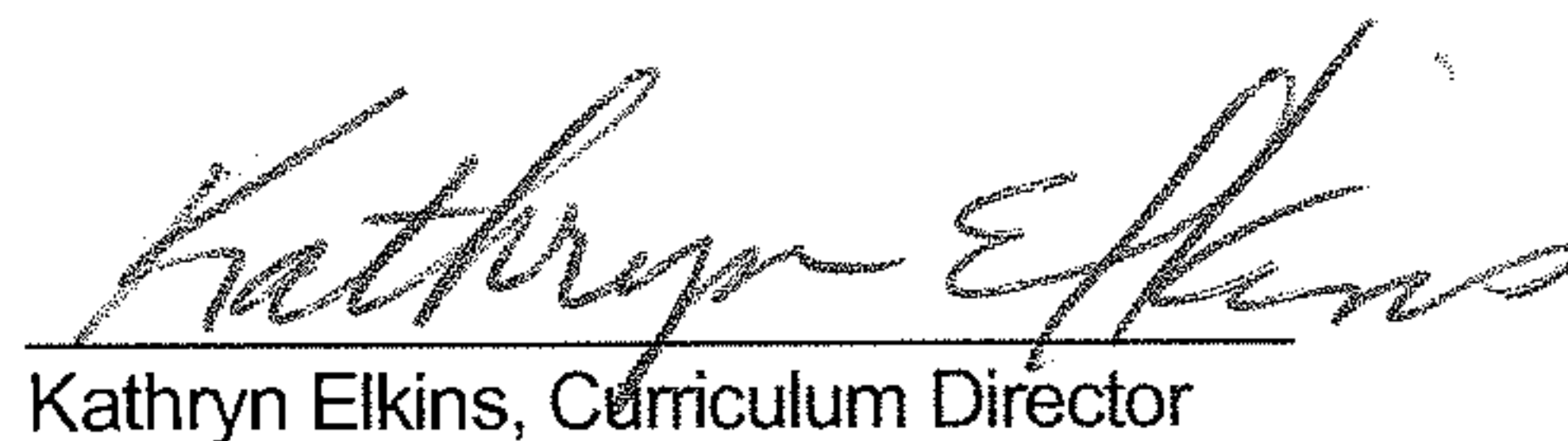
Students entering our kindergarten classrooms have significant differences in social and academic skills. We spend valuable time trying to catch up many students on skills that were typically learned in rich literacy-based homes. For the past three years, we have partnered with Community Concepts to offer a Head Start designed program to approximately 36 students per year at our Paris Elementary School. The baseline data collected as these students enter Kindergarten is very encouraging. Students who have participated in our quality pre-K programs have strong background knowledge around concepts about print, number sense, letter ID, and appropriate social skills, as compared to other students. Since the Common Core State Standards have extremely high expectations, it is imperative that there be consistent early childhood standards that support K-12 expectations.

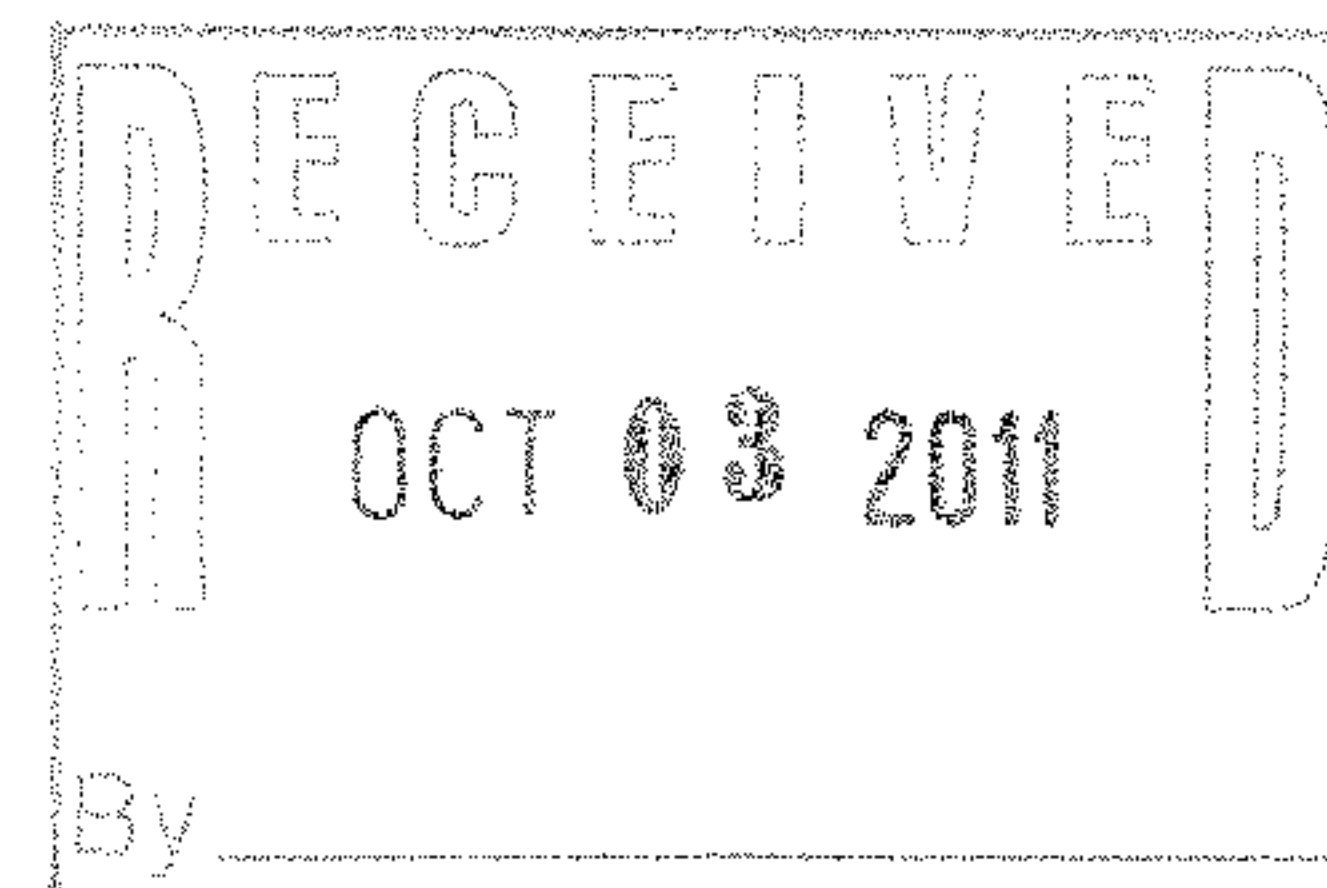
Our district does not have enough available programming for all of our 4-year-olds to attend pre-K. In FY11, we were able to add three additional programs. For FY12, we added two more pre-K sections. Out of a total population of 269Kindergarteners, we currently have 95 students who attended our pre-K programs. Our budgets or existing space will not allow us to initiate more new programs. We would love to see ways to increase access for high quality pre-K programming which includes partnering with our district, Head Start, and existing day care centers.

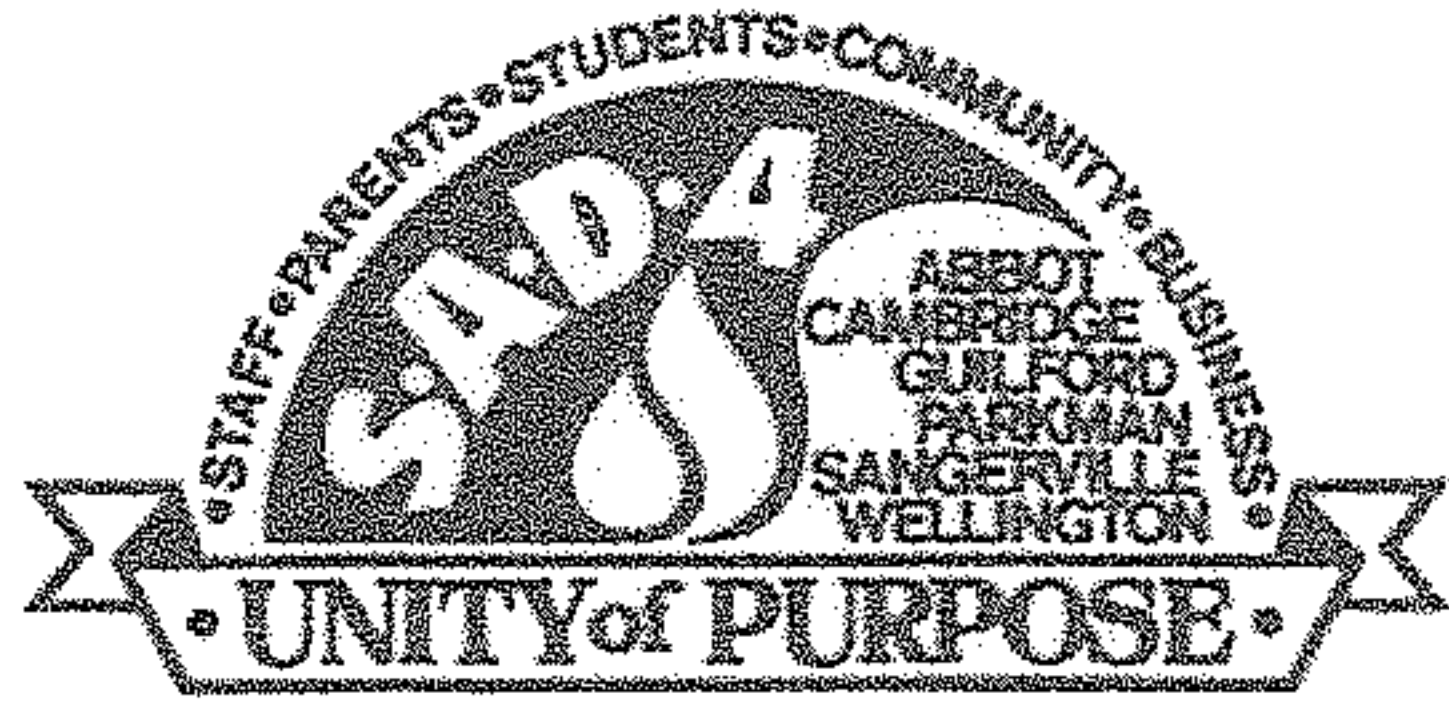
Our Early Childhood Department has been extremely helpful in guiding us through the pre-K application process and promotion. Districts across the state need consistent program guidelines that maximize participation, promote high quality learning and are not financially prohibitive. If this does not happen, our Kindergarten teachers will spend inordinate amounts of time "catching students up" instead of working on Common Core State Standards grade-level criteria. We strongly support Maine's Race to the Top Early Learning Challenge.

Sincerely,

  
Richard Colpitts, Superintendent

  
Kathryn Elkins, Curriculum Director





Superintendent of Schools  
School Administrative District #4  
25 Campus Drive, Drop #2  
Guilford, Maine 04443  
www.sad4.com  
(207) 876-3444 • Fax: (207) 876-3446

October 3, 2011

Commissioner Stephen Bowen  
Maine Department of Education  
23 State House Station  
Augusta, Maine 04333

Commissioner Mary Mayhew  
Maine Department of Health and Human Services  
23 State House Station  
Augusta, Maine 04333

Dear Commissioner's Mayhew and Bowen,

I am writing to express our unqualified support for Maine's application for Early Learning Challenge Grant funds. Our school system believes very strongly in investing our scarce resources in Early Childhood Educational Programming. We have the data to quantify the need, as well as political will, and community support to invest in programming for our Pre-Kindergarten students.

ARRA funds made it possible for us to give our young parents hope and opportunity that their youngsters would have a great start to their formal education. Every 4 year-old in the district now has an opportunity to attend school. In a school system with almost 70% eligible for free and reduced lunch, these types of initiatives are difficult to sustain. With Early Learning Challenge funds, we would be able to make meaningful headway at bringing all of our existing resources together to form a seamless and high quality system that would serve our most important clientele in a way that will lead to greater levels of success, achievement, and quality of life.

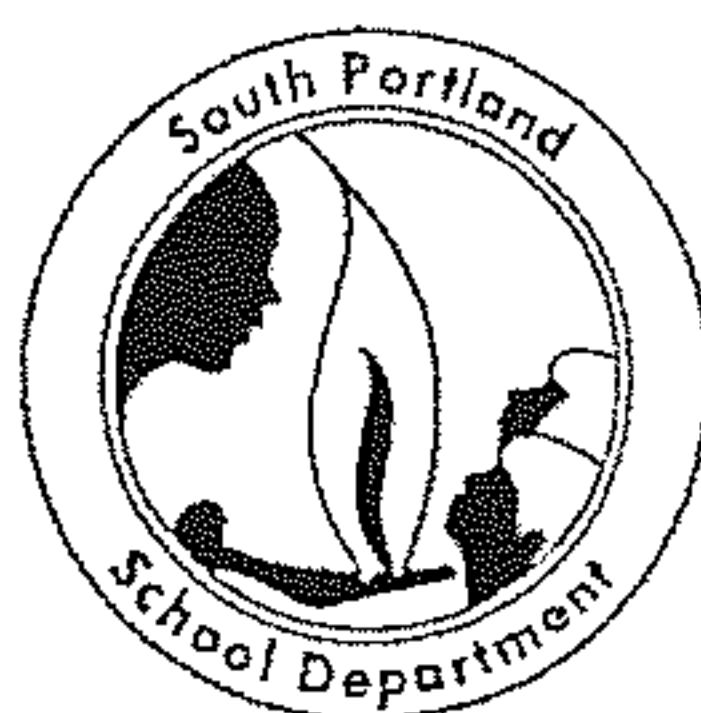
Please let me know if can be of assistance in any way.

Sincerely,

Paul Stearns  
MSAD #4 Superintendent of Schools

**OFFICE OF THE SUPERINTENDENT  
130 WESCOTT ROAD  
SOUTH PORTLAND, MAINE 04106-3442**

Suzanne T. Godin, Superintendent of Schools  
Kathryn Germani, Assistant Superintendent  
Rolfe Forland, Director of Finance,  
Human Resources, and Operations



Kathleen Cox, Director of Instructional Support  
Dianne Paton, Assistant Director of Instructional Support  
Faye Gmeiner, Instructional Support Administrator

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October 4, 2011

Commissioner Stephen L. Bowen  
Department of Education  
23 State House Station  
Augusta, Maine 04333

Commissioner Mary Mayhew  
Department of Health and Human Services  
221 State Street  
Augusta, Maine 04333

Dear Commissioners Bowen and Mayhew:

On behalf of the South Portland Public Schools, we are writing in support of the Maine Department of Education/Department of Health and Human Services Race to the Top-Early Learning Challenge grant application.

The first step toward our vision of universal access to high quality public preschool for all South Portland 4-year olds has been the creation of a model demonstration site using the groundwork of The Muskie School's Early Reading First project for classroom and curriculum practice. The first South Portland School Department public preschool classroom opened during the 2010-2011 school year as a community based program in the Youth Alternatives Ingraham (YI) Family Center at 50 Lydia Lane.

As part of our on-going data collection system we have witnessed a significant demographic change in South Portland. The number of families residing in our city who do not have the literacy skills necessary to navigate successfully through our text-heavy daily world and provide a literacy-rich home has grown. This includes both native-born families and a growing number of English Language Learners. At the same time our data also indicates a high truancy rate for Kindergarten students as well as higher than normal concentrations of students who have dropped out of school or are involved in the Juvenile Correction system. With a high percentage of families not able to access private preschool programming, the result is a significant number of students entering Kindergarten already at-risk of school failure. We have seen the achievement gap widen between students entering Kindergarten who have had and have not had a formal early childhood experience. Our primary goal is to reverse these statistics by preparing students early on for school success.

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*"ENRICHING LIVES THROUGH QUALITY LEARNING FOR ALL"*

Bowen/Mayhew  
10.04.11  
Page 2 of 2

One of the activities proposed in the Race to the Top-Early Learning Challenge grant is the creation of a Bachelors of Science degree program at the University of Southern Maine that will prepare teachers to work with culturally and linguistically diverse students and high-risk populations. This program would prepare teachers toward eligibility for 081 certification. Components of the program will include field work and practicum sites for students in the degree program. As a model demonstration site for Early Reading First and the evidence-based OWL curriculum, South Portland is excited to support the development of this program and share our knowledge of early childhood education with aspiring early childhood teachers.


We strongly urge you to support this application. Please feel free to contact us if you have questions or need further information.

Sincerely,



Suzanne T. Godin  
Superintendent of Schools

(b)(6)



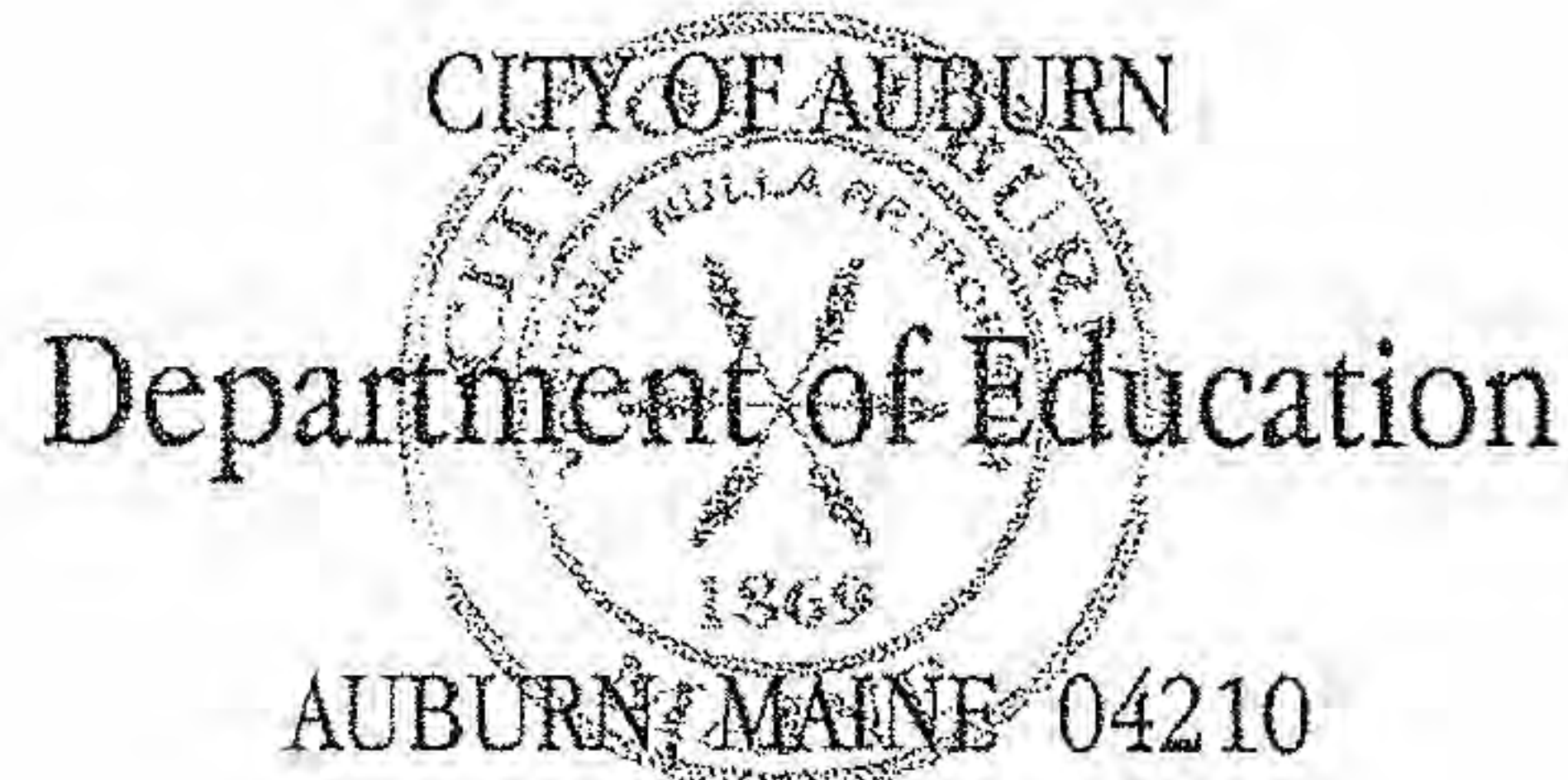
Jodelle Austin  
Preschool Teacher



Superintendent  
Katherine Grondin

Assistant Superintendent  
Keith Laser

Business Manager  
Jude G. Cyr



60 Court Street 4th Floor  
Post Office Box 800  
Auburn, ME 04212-0800  
Fax: 207-333-6628  
207-784-6431

<http://www.auburnschl.edu>

October 3, 2011

Department of Education Commissioner Stephen Bowen  
and  
Department of Health and Human Services Commissioner Mary Mayhew

Dear Commissioners,

It is with a great deal of respect and excitement that I submit this letter of support for the team who is applying for the Race To The Top – Early Learning Challenge (RTTT) grant. In my work with the public four-year-old programs in the Auburn School Department, I have found the support needed to create a quality program for the four-year-olds in our city. Yet, there remains much to be accomplished in assuring the three A's of accessibility, affordability, and availability of quality programming for the youngest learners in our state. As the state of education in Maine continues to be reviewed and refined in order to assure high performance, the youngest of our population needs the same intensity of attention.

The Auburn School Department has led the way in our area in providing the best professional development for our Pre K team, but that opportunity has not been afforded to all providers throughout the state. As we strive to make the birth to five population secure in being prepared for futures that are yet to be imagined, the providers of early care and education must be given exceptional training opportunities to learn the latest in best practice initiatives, current brain development research, and assessment and planning methods. The work that would be accomplished in securing RTTT funds would support this kind of effort and ensure that children of Maine are given the very best the state has to offer.

Alignment of practice, quality measures, outcomes and assessments included in the focus of this grant request will implement a quality improvement system that will benefit children and providers. Maine has already been involved with several initiatives that speak to the desire for alignment and quality rating. The work has indeed begun, but is in need of refinement, coordination, and moving toward a common definition of quality.

As Consulting Teacher for Early Childhood for the Auburn School Department, I support the reform agenda being designed. I stand ready to work with the DOE and DHHS in the important work that will be afforded by this grant.

Sincerely,

(b)(6)

Linda C. Leiva,  
Consulting Teacher for Early Childhood



**LEWISTON**  
**PUBLIC SCHOOLS**

36 Oak Street  
Lewiston, Maine 04240

Tel: 207-795-4100  
Fax: 207-795-4177

October 7, 2011

Bill Webster, Jr.  
Superintendent  
207-795-4100

Dear Commissioner Stephen Bowen and Commissioner Mary Mayheew;

Janice Plourde  
Curriculum &  
Instruction  
207-795-4103

The Lewiston School Department is pleased to support the state Race to the Top-Early learning Challenge application. We have worked closely with the Early Childhood division of the Maine Department of Education in starting up and expanding our Pre-K program. This is an exciting, yet challenging time in the field of early childhood education.

Thomas E Jarvis  
Human Resources  
207-795-4100

Here in Lewiston, we have a large Somali refugee population and we need strong teacher competencies to meet the needs of our birth to five children. We would like schools to be an integral part of the birth to five early community and work with other programs to help children transition to public school.

George Veilleux  
Special Education  
207-795-4108

We have Pre-K programs in four of our schools. Currently they have their own curriculum. There is a need to align the preschool efforts with those of the K-3 programs to ensure not only smooth transitions, but to also maximize learning.

Dean Flanagan  
Business Manager  
207-795-4104

As part of our support of the application for this grant, we also intend to participate in pilot activities for public preschool towards quality improvement.

Sincerely,

(b)(6)

Pat Kordalski  
Literacy Specialist and Pre-K Coordinator

**KVCS-AOS #92**  
*{Vassalboro, Waterville, Winslow}*  
25 Messalonskee Avenue  
Waterville, Maine 04901-5437  
Tel (207) 873-4281 – Fax (207) 872-5531  
[www.aos92.org](http://www.aos92.org)

*Eric L. Haley*  
*Superintendent of Schools*

*Peter A. Thiboutot*  
*Assistant Superintendent*

*Paula M. Pooler*  
*Finance Director*

*Ellen T. Whitcomb*  
*Special Education Administrator*

October 6, 2011

Commissioner Stephen Bowen  
Maine Department of Education  
State House Station #23  
Augusta, ME 04333

Commissioner Mary Mayhew  
Maine Department of Health and Human Services  
State House Station #23  
Augusta, ME 04333

Commissioner Stephen Bowen and Commissioner Mary Mayhew,

I am writing to affirm my district's willingness to be involved in Maine's Race to The Top – Early Learning Challenge reform agenda that builds on successful systems initiatives in our state. As the school district partner in Educare Central Maine, I well understand the significance and importance of building quality capacity for high-needs children throughout the state. Every high-needs child in Maine deserves access to accountable programs based on evidence based tenets of high quality curriculum practice, family engagement, and learner outcomes.

Educare Central Maine is the first Educare site in New England and is designed to serve between 150 and 200 mostly low-income children from before they are born to age 5. The goals of our program are aligned with Maine's reform agenda goals, and we stand ready to participate in activities at a local level that can advance or validate Maine's statewide goals.

The alignment of resources and policies at a state level will remove the complexities of partnering multiple resources and policies and procedures at a local level. We are committed to sharing our experiences to help this process. We are also committed to providing information about program quality that will enhance and build on Maine's current Tiered Quality Rating and Improvement system to include public preschool, as well as being an advocate throughout the network of Maine superintendents.

As a private/public partnership, Educare Central Maine enjoys shared leadership among and between four primary entities: Waterville Public Schools, Kennebec Valley Community Action Program (KVCAP, the local Head Start grantee), the William and Joan Alford Foundation, and the Buffett Early Childhood Fund. Together their role is to:

- Ensure meaningful collaboration and decision-making between the school district, Head Start, and private philanthropy committing them to long-term support, quality assurances, and ongoing evaluation;
- Provide assistance to replication opportunities in partnership with the state and emerging Educare community partnerships;

- Support and promote a vision to better prepare disadvantaged children to succeed in school and in life.

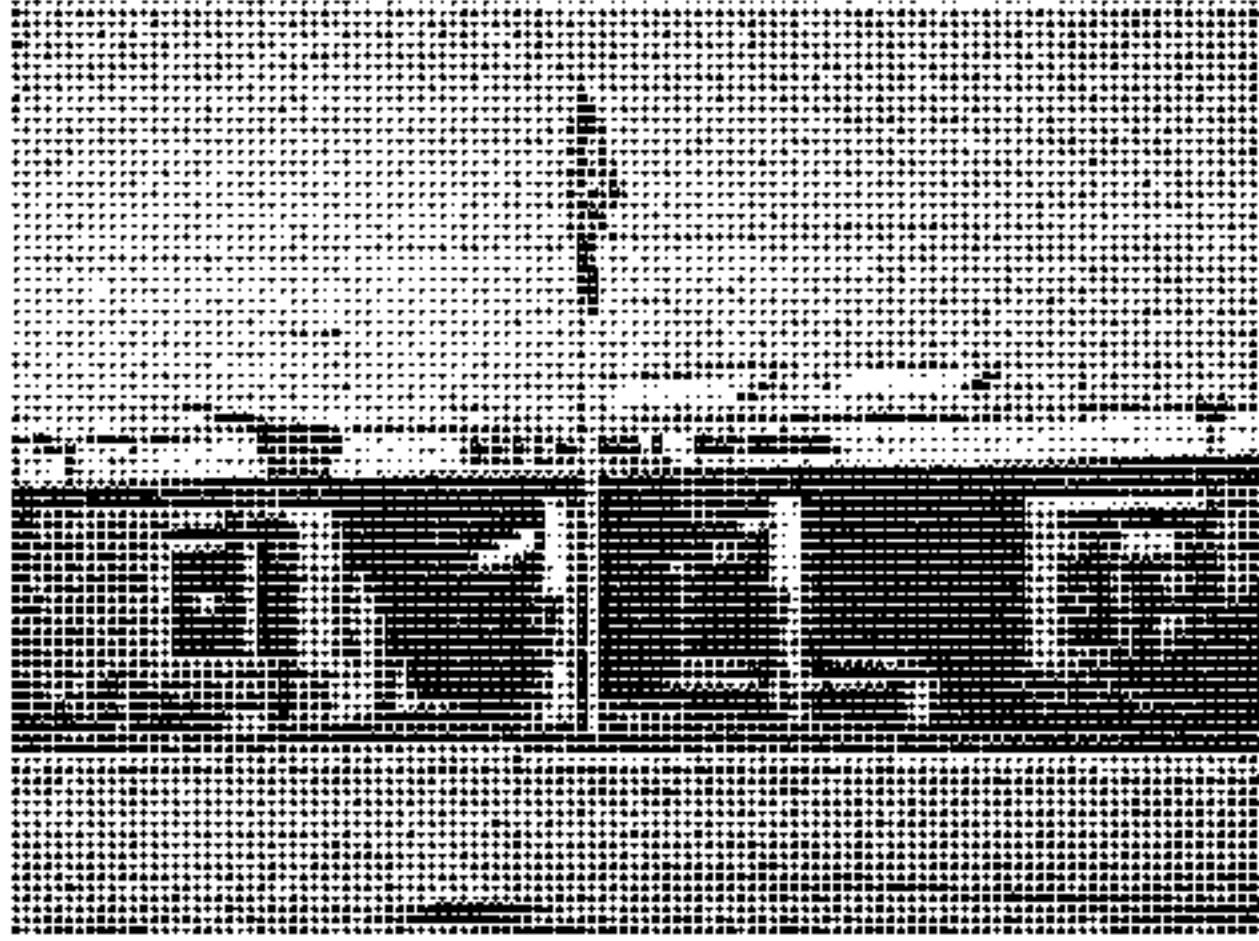
Educare Central Maine serves as a state-of-the-art professional development and resource center for child care professionals across the state, as well as a teaching lab for students seeking an early childhood degree in Maine. We affirm our intent to be part of Maine's statewide efforts that include

- The capacity to educate programs and provide training on the purposes, uses, and interpretations of assessment systems.
- Expansion of a technical assistance network that can offer training, coaching and mentoring towards effective curriculum practice and adult interactions with young children and families as well as facilitating local early learning communities that respect the unique needs of each Maine community.
- Enhanced alignment of course offerings among community and four year degree colleges so that teachers, throughout the state, have equitable access to the content and practice necessary to serve Maine's most vulnerable children and that all individuals working in the early childhood field have a clear pathway of professional development. Professional development will include increased utilization of technology to increase access to the coursework across the state.
- Strengthening the communication and practice between community programs and schools as children transition to kindergarten.
- Building on the state's current Longitudinal Data System to include all early learning and development programs so that we can better understand the types of support programs need in serving our most vulnerable children.

Sincerely,

(b)(6)

Eric L. Haley



## **BEECH HILL SCHOOL**

---

105 Otis Road, Otis, Maine 04605 • 207-537-2203 • FAX – 207-537-3127  
Tom Leonard – Superintendent • Susan Campbell – Administrative Assistant

Tuesday, October 11, 2011

To Whom It May Concern:

I am writing in support of the plan devised by the Early Childhood Learning Division of the Maine Department of Education. Janine and her staff have been so helpful to our school in establishing a new Four-Year-Old Program. She and her team have also helped us to make sure that the program meets the unique needs of these students.

When I reviewed the plan I was excited to see that the Early Learning Guidelines developed in 2004 will be revised to better reflect the cultural and linguistic diversity of our state. Specifically the development of a comprehensive assessment system, so there are consistent expectations in all Four-Year-Old programs in the state is exciting. I am also glad to see that the team will be working with our secondary education institutions to provide more appropriate and targeted course work for our Early Childhood Educators.

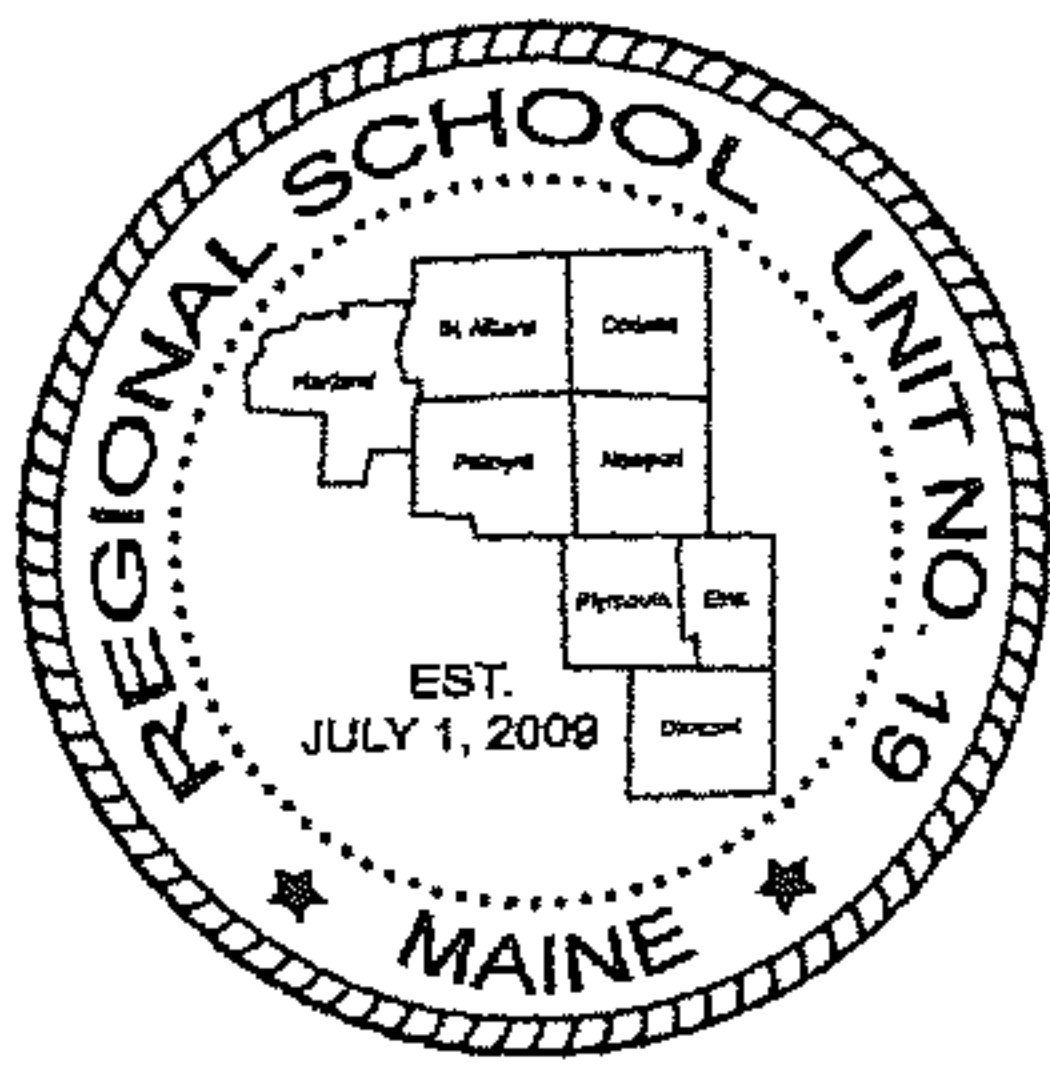
On that note, we have benefited a great deal from the technical and coaching network. Chris Rudd, has come to work with our new teacher and has provided valuable support and encouragement. Chris's support and mentoring has allowed our Early Childhood Teacher to develop a successful program from the very beginning. I believe that her support will continue to be valuable, even after this year, as we reflect on our program, and seek to make improvements to it.

I am also hopeful in knowing that the most current research and best practices will be used to revise the current Early Childhood Guidelines. Our state has learned a great deal over the last decade regarding Early Childhood Education and using all of this hard won experience to provide better and more plentiful opportunities for all students will be vital to our entire public education system's ongoing development. I also believe adding the Four-Year-Old students to our state's longitudinal data system will provide a wealth of information regarding the effectiveness of Maine's public education programs.

I cannot sing the praises of the Early Childhood Team at the Maine Department of Education. They are an amazing resource. They also reach out and support programs, because they have a passion for Early Childhood Education. They have sincerely committed themselves to it thriving in our state. If I can be of any assistance to you please do not hesitate to contact me at [leonard@beechhillschool.org](mailto:leonard@beechhillschool.org) or by phone at (207) 537-2203.

Respectfully submitted,

Thomas R. Leonard  
Superintendent  
Otis School Department



# REGIONAL SCHOOL UNIT 19

*Corinna Dixmont Etna Hartland  
Newport Palmyra Plymouth St. Albans*

PO Box 40 (182 Moosehead Trail)  
Newport, ME 04953-0040

Telephone (207) 368-5091  
Fax (207) 368-2192

**Mr. William P. Braun**  
Superintendent of Schools

**Dr. Janet J. Morse**  
Asst. Supt. /Dir. of Instruct. Improvement

October 12, 2011

Commissioner Stephen Bowen  
Department of Education  
State House Station 23  
Augusta, ME 04333-0023

Commissioner Mary Mayhew  
Department of Health and Human Services  
221 State Street  
Augusta, ME 04333

Dear Commissioners Bowen and Mayhew:

I serve in two capacities that could see a substantially positive impact in a successful "Race to the Top" application.

First, as a Superintendent of Schools in a rural district that has implemented and supported early childhood preschool programs for the past sixteen years, individually and in cooperation with two separate Head Start Programs. Since the District spans two counties, it necessitates coordination with early childhood programs with both KVCAP and Penquis Cap agencies. This partnership, born in the very beginning, allowed this poor, rural district to establish and operate these pre-school programs and to have two of these programs receive national certification. The Head Start collaborative also includes a strong parent involvement providing families of these pre-schoolers a direct support network. This is an area we have worked diligently to include in our district programs, but without the needed financial support have been unable to support the employment of a home-school coordinator.

It is our hope that this grant will provide the necessary funding and support to increase the quality of programs for all children so they may enter kindergarten prepared for success.

My second capacity in supporting this funding opportunity comes from my role as Co-Chair of the "Children's Growth Council" whose task is to move the agendas for all children 0 to 5 years old in both health and education. The Department of Education and the Department of Health and Human Services work together with the Growth Council to establish policies and practices to support all communication in the State to strengthen programs offered to children from birth to age five. The Children's Growth Council unanimously supports this Race to the Top application as it will benefit the entire State with the desired outcomes for our younger population as outlined in the grant application.

I look forward to having the opportunity to utilize this grant to meet the State outcomes of the application and to move all communities in the State forward with high quality programs for all children.

Sincerely,

William P. Braun  
Superintendent of Schools, RSU 19  
Co-Chair, Children's Growth Council

WPB/ec

Maine's Early Childhood Higher Education Committee

*Our mission is to promote the transfer of credit among higher education institutions through formal articulation agreements, to add new Early Childhood programs to meet the state's growing need, and to eliminate barriers that prevent people from pursuing their professional development goals in the field. Established in 1999*

Commissioner Mary Mayhew  
Department of Health and Human Services  
221 State Street  
Augusta, ME 04333

Commissioner Stephen Bowen  
Department of Education  
23 State House Station  
Augusta, ME 04333-0023

Dear Commissioners Mayhew and Bowen:

We are writing to offer our support for Maine's Race to the Top Early Learning Challenge grant application. As a collective group of higher education professionals committed to promoting the professional development of the early childhood workforce in Maine, the Early Childhood Higher Education Committee is in a unique position to support Maine's Race to the Top priorities. We understand that the absolute priority of the grant is to promote school readiness for children with high needs. To that end we believe that a vibrant and competent workforce is key to the sustainability of the types of high quality programming that best serve Maine's most vulnerable children. We look forward to supporting Maine's early childhood workforce, and the children and families they serve, by partnering with the state on the following activities:

- Revision of Maine's Core Knowledge and Workforce Competencies to include alignment with a revised version of Maine's Early Learning and Development Standards, as well as NAEYC early childhood teacher preparation standards.
- Alignment of Maine's Core Knowledge and Workforce Competencies with teacher preparation and certification requirements.
- Strengthen, expand and continue to create articulation agreements for transferring between credential/certification/community college/university systems.
- Creation of a cohort of Higher Education programs (Associate Degree Programs) to incorporate NAEYC standards for teacher preparation programs into current programs
- Expansion of distance learning opportunities so that practitioners throughout the state have equity and access to necessary course offerings.

Maine's Early Childhood Higher Education Committee has a long history of working collectively and collaboratively on behalf of the early childhood workforce in Maine, and would welcome the opportunity that the Race to the Top Early Learning Challenge grant would afford us to expand and further align our efforts.

Sincerely,

(b)(6)

On behalf of Maine's Early Childhood Higher Education Committee



People's Regional  
Opportunity Program  
510 Cumberland Avenue  
Portland, Maine 04101  
800 698-4959 | 207 553-5800  
fax 207 874-1155  
tty 207 874-1013  
wherepeoplecomefirst.org

Commissioner Bowen and Commissioner Mayhew,

Please accept this letter as showing our strong support of the USM BS program in Early Childhood Education. We need to change the way we teach teachers and would love to offer our classroom as a learning experience for future students.

In 2008, we were given the opportunity to participate in the Early Reading First (ERF) grant where we learned how to implement the scientifically based curriculum Opening the World of Learning (OWL). Would we go back to using a curriculum that was not scientifically based? The answer is no. We would never do a disservice to the children we work with by providing them with a less than acceptable and effective curriculum.

Through the ERF grant we have gained an understanding of how to scaffold our teaching. Without the coaching, trainings, observations, data, and materials we would not be able to provide children with a rich classroom experience on a daily basis. Each of these components has supported our efforts to lay a solid foundation for each child to enter school with an academic and social/emotional advantage.

Perhaps the most powerful experience that we have had since beginning our journey with ERF is the child outcomes. We have seen children come into our program speaking no English and leave speaking full sentences, identifying most or all upper and lowercase letters, writing their name, and using a large array of vocabulary words. Another change we have seen is around the classroom management. We spend less time managing children's behaviors, reminding them of the classroom rules and supporting their overall treatment of others. The children are so engaged in the opportunities to learn, explore, and experience new materials resulting in a more positive classroom climate.

Overall, we have learned to not waste a minute of a child's time while they are in our school. We have an obligation to provide children with a rich learning experience and the only way we can do that is by using a scientifically based curriculum. It is also important to note that teachers need to be coached as they are learning and implementing a scientifically based curriculum. Without our coach, we could have never reached the milestones that we have with children. We will forever advocate for scientifically based curricula because children deserve a thorough education that is intentionally and developmentally scaffolding their learning. As a result of our learning, we would like to share our knowledge with students who hope to join the Early Childhood Education field. We would like to open our classroom to those who would like to learn more about a comprehensive classroom. It is our hope that our classroom will inform student teachers about best practice as outlined by NAEYC and Maine's Early Learning Guidelines.

Sincerely,

Kristen Tedesco & Kim Stowell

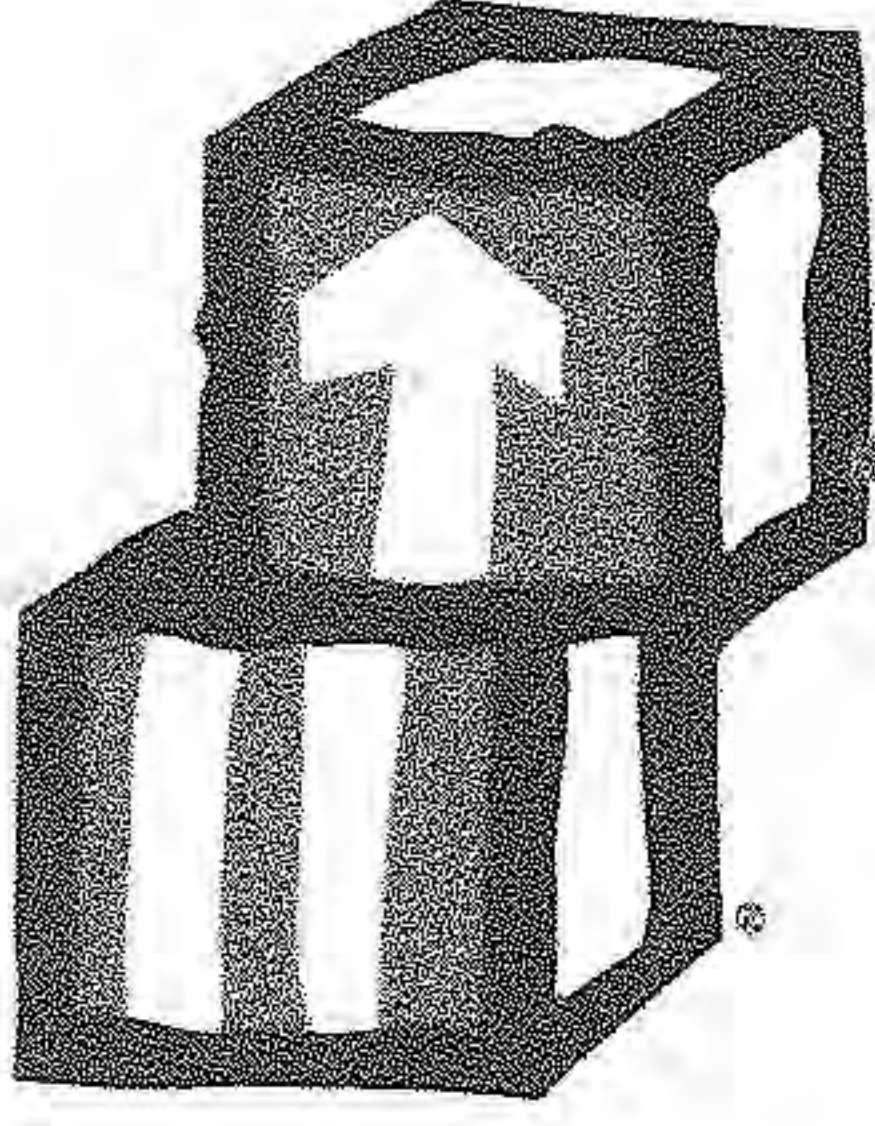
(b)(6)

Kennedy Park Head Start

Opportunity Alliance

*Where People Come First*





# ANDROSCOGGIN HEAD START AND CHILD CARE

*Estelle Rubinstein, Executive Director*  
269 Bates Street, Lewiston, ME 04240  
(207) 795-4040 ~ Fax (207) 795-4044  
[www.androkids.com](http://www.androkids.com)

To Whom It May Concern,

I am writing on behalf of the State of Maine in support of the Race to the Top Early Childhood Challenge Grant. This grant would help develop early childhood coursework and field experiences for teachers working with culturally and linguistically diverse children at risk and to use the research and knowledge gained from Maine's experiences with several Early Reading First grants.

I have been involved with the Early Reading First Grant for the past three years. The knowledge I have gained from professional development offered through the ERF grant has greatly impacted the way I present curriculum to children and design environments for learning. ERF has helped me learn how to use data and how to collect ongoing information on children's progress and how to use those results to individualize for each child. As a result of my intentional teaching and planning, the children in my classroom gain a very strong foundation in language, literacy, math and social-emotional development and I am able to provide them with the skills necessary to be successful in kindergarten. I know from my work with ERF, that the instruction that I provide the children in my classroom now will directly impact their success in elementary school and beyond. I feel very strongly that **all** children deserve this rich preschool experience but I also recognize that this type of preschool instruction cannot happen without a change in current teaching practices.

Teaching practices can only change if student teachers are given the opportunity to have field placements in programs that are offering research based strategies with culturally and linguistically diverse students. This type of learning for student teachers does not happen just in the college classroom or from reading a text book. Student teachers need to see this type of teaching in action, coupled with course work that is cutting-edge and reflects current research findings in early childhood education.

If the State of Maine is awarded this Race to the Top grant, I would like to have opportunity to be a mentor teacher and to use my classroom as a field placement for student teachers. I can offer student teachers an opportunity to see a scientifically based reading research curriculum in a classroom serving students at risk. I look forward to sharing my Early Reading First knowledge and experiences with others. If there are any further questions please feel free to contact me at 207-795-4011 or at [bperry@androkids.com](mailto:bperry@androkids.com).

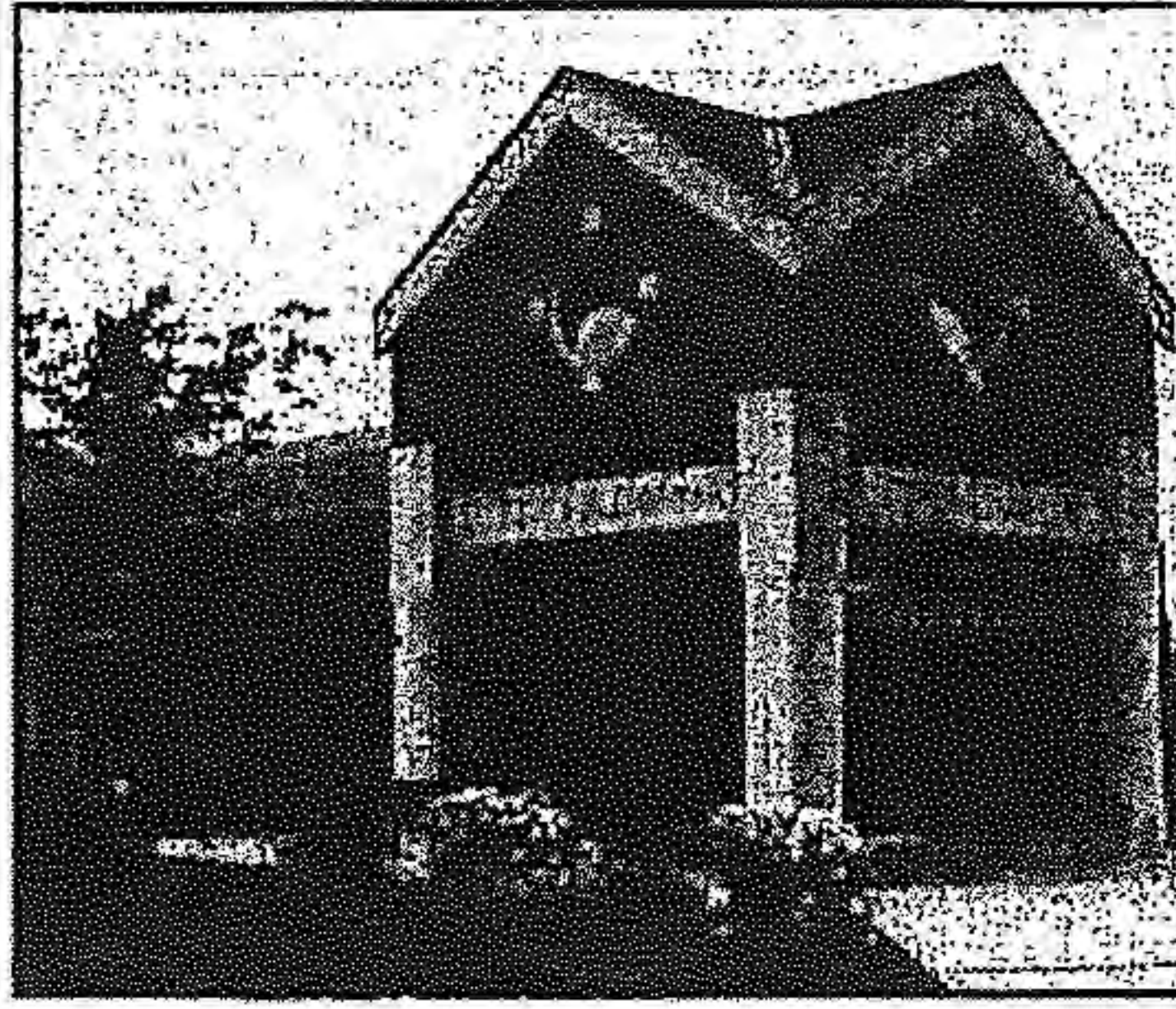
Sincerely,

(b)(6)

Brenda Perry  
Head Teacher  
FDC Head Start Pre-K  
Auburn, Maine 04210

Androscoggin Head Start and Child Care promotes the positive growth of children, families, and staff.

Generously supported by the United Way, Lewiston and Auburn Community Development Block Grants, and local, state, and federal funds.



## Hall-Dale Elementary School

26 Garden Lane, Hallowell, Me. 04347

Dana Folsom, Principal

Jeannine Bouchard, Administrative Secretary

"Honesty, Respect, Responsibility, and Kindness"

October 14, 2011

Dear Stephen Bowen and Mary Mayhew,

I am sending you this letter to express to you my sincere devotion to Early Childhood Education. I started the Pre-K program at Hall-Dale Elementary seven years ago. Prior to that time, I had been an Elementary Teacher for 30 years in the Hall-Dale School System (including 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade).

I feel as though I have been on a magical tour for the last six years. Every day is a new learning experience as well as a rewarding experience. A long-term investment for our families and our economy is to support the funding of early childhood development. This will ensure that Maine's children are prepared to learn in a successful manner when they go to kindergarten.

Research that I have read, shows that children who take part in quality early learning programs are better prepared to learn upon entering kindergarten. These benefits are bound to continue throughout their public education. Youngsters in these early learning programs are less likely to need special education. They are less likely to be retained in a grade when they are older. These young people are more likely to graduate from high school and go on to attend a college.

I have read that 85 percent of brain development takes place before the age of 5. Doesn't it make perfect sense to start the process of educating our children at an early age? It is of the utmost importance that classroom teachers have strong support for developmental and effective practice with children that have high needs. This grant for the state of Maine would ensure quality early learning programs with teachers that have the right skills and competencies to work with this age group, especially our youngsters with high needs.

Thanks for your support.

Sincerely,

(b)(6)

Susan Dodge  
Pre-K Teacher, HDES



STATE OF MAINE  
JUVENILE JUSTICE ADVISORY GROUP  
111 STATE HOUSE STATION  
AUGUSTA, MAINE 04333

PAUL R. LEPAGE  
GOVERNOR

PAUL VESTAL, JR.  
CHAIR

October 4, 2011

Commissioner Stephen Bowen  
Maine Department of Education  
State House Station #23  
Augusta, Maine 04333

Commissioner Mary Mayhew  
Maine Department of Health and Human Services  
State House Station #11  
Augusta, Maine 04333

Dear Commissioner Mayhew and Commissioner Bowen:

On behalf of the Maine Juvenile Justice Advisory Group (JJAG), I am very pleased offer this letter of support for Maine's application for the Race To The Top – Early Learning Challenge. This is an exciting opportunity for the Maine Departments of Education and Health and Human Services to move early childhood systems change that aligns resources and policies across participating state agencies and builds on effective and research based practices and programs that have proven results. The recently developed State Agency Interdepartmental Early Learning (SAIEL) Office will serve as a pivotal governance structure to assess effective and efficient cross department policies, procedures and budgeting and can serve as a model for other program areas that support Maine's families.

The Maine JJAG, under the umbrella of the Maine Dept of Corrections, oversees the state's participation in the federal juvenile justice initiative and develops the State Three Year Plan. The JJAG works to reduce delinquency and youth violence by providing community members with skills, knowledge, and opportunities to foster a healthy and nurturing environment that supports the growth and development of productive and responsible citizens.

The JJAG has long realized that the early years in a child's life are crucial and that strong early learning and development programs have been recognized as a key prevention strategy towards truancy, drop out and juvenile crime. Research tells us that to be successful a child needs positive relationships, social competence and school success. It makes no sense to begin in the middle we must begin ...at the beginning, in early childhood.

The Group supports the focus of this grant to provide equity and access to high quality ELD programs, across the entire state, to children with high needs as it will help alleviate intervention services in later years. Frankly we hope you put Corrections Division of Juvenile Services and the JJAG out of business!

The JJAG appreciates that Maine's clear intent is to respect the uniqueness of Maine communities and to build on regional collaborative successes that include family access to supportive services. We will work with SAIEL to identify existing initiatives that we are involved with that can interface with early learning and development programs.

Group members will advocate within their respective communities and as a whole group for the goals set forth in RTT-ELC and will act as advocates for any policy change that is identified through these efforts.

If I can be of any other assistance please feel free to contact me at 207-299-1944 or by email at pvestal@ccmaine.org.

Sincerely,

(b)(6)

Paul Vestal, Jr.  
Chair

*"The mission of the Maine Juvenile Justice Advisory Group is to advise and make recommendations to state policy makers and to promote effective system level responses that further the goals of the Juvenile Justice and Delinquency Prevention Act."*

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Center for Community Inclusion  
& Disability Studies

Maine's University Center for  
Excellence in Developmental  
Disabilities Education, Research &  
Service, UCEDD



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10-5-11

Commissioner Stephen Bowen  
Maine Department of Education  
State House Station #23  
Augusta, Maine 04333

Commissioner Mary Mayhew  
Maine Department Of Health and Human Services  
State House Station #  
Augusta, Maine 04333

Dear Commissioner Stephen Bowen and Commissioner Mary Mayhew,

The Center for Community Inclusion & Disability Studies (CCIDS) is pleased to support Maine's application for the *Race To The Top – Early Learning Challenge Grant*. As the Early Childhood Coordinator responsible for all early learning and care initiatives at CCIDS, I am vastly aware of the need for Maine to continue to support existing and new efforts to improve upon the quality of early learning experiences for all Maine's children but most especially for those with challenging medical needs, behavioral health care needs, and children who have or are at risk of developing disabilities. The *Race To The Top – Early Learning Challenge Grant* provides an exciting opportunity for the Maine Departments of Education and Health and Human Services to build upon current efforts to better align resources and polices across participating state agencies to explicitly support the unique needs and interests of all learners in the context of high quality inclusion. CCIDS is eager to partner with *Race to the Top* over the next four years to contribute to these efforts.

The Center for Community Inclusion and Disability Studies is Maine's federally designated University Center for Excellence in Developmental Disabilities. We are an interdisciplinary teaching, research, and community service center. We have a statewide mission to build capacity and create systemic change consistent with the principles of inclusion, universal access, diversity, and social justice. The Center's work in the area of early care and education contributes to Maine's capacity to expand upon efforts to support increased access and participation of children with developmental, linguistic, cultural and other diverse learning needs in quality inclusive early learning settings. Our work in the area of interdisciplinary education includes undergraduate and graduate education in Interdisciplinary Disabilities Studies and a graduate specialization in early intervention in collaboration with the University of Maine's College of Education and Human Development. This program prepares highly qualified professionals to work with high needs children ages birth to five and their families, including children with disabilities and children who live in poverty, are homeless, are in foster care, are English language learners, or who reside in rural, remote, and sparsely populated areas with limited access to resources.

We have a successful history of working with your state departments to provide public policy analysis, evaluation and outreach education. Our partnership work to design and implement a statewide professional development and technical assistance system aims to build the capacity of early care and education programs to support all children, including children with special needs, and children with medical or behavioral health issues and to prevent

expulsions. Eighty-five to 90% of our technical assistance requests are related to children at risk and those with challenging behaviors. We have found that most technical assistance requests can be successfully resolved by addressing underlying problems of program quality, structure, teaching practices, and curricula. Our statewide work reaches all types of early care and education settings. The strategies and approaches we use are based on evidence-based and emerging best practices.

Research has shown that both young children with disabilities and their peers benefit from participating together in programs and community activities. The current literature related to improving learning outcomes includes research supporting the need for all children to have access to high quality settings, highly qualified early educators and accessible learning environments that address learning and development standards based on evidence. While there has been much progress to assure that children with special needs have opportunities to be care for and educated in quality inclusive settings, challenges still exist. Maine's application for the *Race To The Top – Early Learning Challenge Grant* will provide an enhanced opportunity for cross-system planning to build on and identify strategies to sustain current efforts and address identified challenges. The proposed plan to revise the Early Learning Guidelines and the Quality Improvement Rating System, as well as to expand on the content and approaches to professional development by increasing existing training, coaching and mentoring to support effective curriculum practice, instructional strategies based on the principles of universal design, and assessment systems that provide children with flexibility to demonstrate and respond in varied ways will better position Maine to achieve improved outcomes for all Maine children including those who are most vulnerable.

The Center for Community Inclusion & Disability Studies applauds Maine's effort to work collaboratively to develop this application. The plan systemically addresses structures for effective and efficient cross-departmental planning and includes partnerships and strategies to increase the quality of programs for all children so that they enter kindergarten ready to succeed. CCIDS is committed to continue to work with state department partners and others to contribute to the advancement of Maine's program quality improvement structures by providing expertise in the areas of disability studies, inclusive practice, universal design, social-emotional development and early childhood mental health to strengthen Maine's quality benchmarks so that they apply to all sectors, settings, children, families and professionals. A partnership is particularly appropriate as it aligns with CCIDS values, beliefs and approaches in building the capacity of early educators through high quality infrastructure supports that promote collaboration & inclusion.

On behalf of *CCIDS*, we look forward to learning more about this project and how we can share our expertise and contribute to the work outlined. Best wishes for a successful outcome.

Sincerely,

(b)(6)

Linda Labas, Early Childhood Coordinator

10-4-11

Commissioner Stephen Bowen  
Maine Department of Education  
State House Station #23  
Augusta, Maine 04333

Commissioner Mary Mayhew  
Maine Department Of Health and Human Services  
State House Station #  
Augusta, Maine 04333

Dear Commissioner Stephen Bowen and Commissioner Mary Mayhew,

It is with pleasure that I write this letter of support for Maine's application for the *Race To The Top – Early Learning Challenge Grant* on behalf of *Maine's Expanding Inclusive Opportunities Initiative (MEIO)*. As the state lead for this initiative, I believe the success of this interagency cross-sector effort provides a strong foundation for continuing and building on Maine's efforts to increasing quality inclusive early learning programs for children with disabilities and other special populations.

*Expanding Inclusive Opportunities* is a federally funded initiative designed to build on existing state efforts to improve inclusive opportunities for young children with disabilities and their families. The *Expanding Opportunities* initiative is an interagency collaboration among the Office of Head Start, Child Care Bureau, and Administration on Developmental Disabilities in the Department of Health and Human Services; and the Office of Special Education Programs (OSEP) in the Department of Education. As a "call to action" by these four federal partners, the goal was to advance collaborative efforts in states to promote high quality inclusive opportunities for all children and families.

Maine was nominated in 2008 to participate in this initiative. The states selected were asked to identify state teams replicating the national interagency representation, participate in a national institute to begin to work with federal agency technical assistance consultants to create a vision statement as well as to review current initiatives, identify strengths and continued challenges, identify other stakeholders and partners and determine next steps for proceeding as an interagency group to support inclusive services.

Maine's team has continued to met and with the ongoing support and commitment of the Maine State Departments' of Education, Child Development Services and Health and Human Services Early Childhood Division, and the University of Maine Center for Community Inclusion & Disability Studies, Maine has established a strong state-level partnership collaboration resulting in the achievement of several concrete activities including, the development of new state partnerships across agencies; the creation of a web site to improve state level cross-agency networking and resources sharing; a web-based training calendar supported by all early care and education agencies to coordinate training activities; and the development of a early childhood settings inclusion toolkit of program assessment resources to assist consultants, program administrators and staff in learning about and examining evidence based practices. The MEIO Core team has identified in the work plan continued activities to use data collected to

inform the revisions and development of early learning standards and Maine's Quality Improvement Rating System as well as assessment and professional development offerings to ensure that indicators and measurements are based on the principles of universal design and explicitly address the needs of children with disabilities and other special populations.

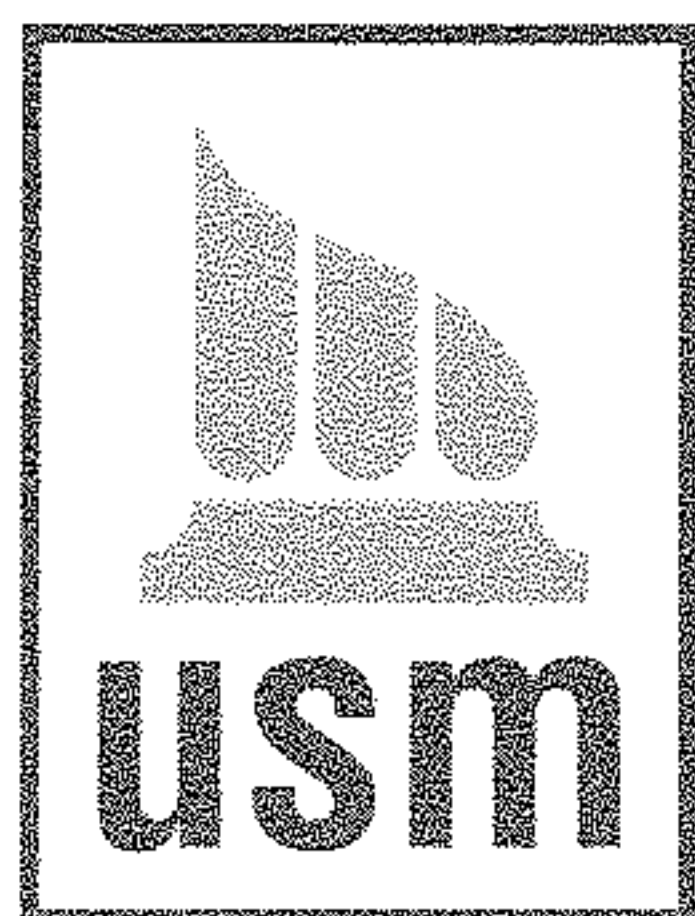
Maine's application for the *Race To The Top – Early Learning Challenge Grant* presents at a time when the work realized by this initiative can be used to inform the plan for continued coordination between the Maine Departments' of Education and Health and Human Services. Current and emerging research in education and care of young children support the need for the inclusion of children with disabilities into general education settings, supported by an early childhood workforce prepared to serve the growing numbers of children with high needs including those with disabilities, dual language learners and those with economic and environmental challenges. The *Race To The Top* plan to develop a stronger infrastructure that supports improved outcomes for children with special needs and those most at risk provides an exciting opportunity to move early childhood systems to a new level.

On behalf of *Maine's Expanding Inclusive Opportunities*, we look forward to sharing our expertise and contributing to the work outlined in your application. Best Wishes for a successful outcome.

Sincerely,

(b)(6)

Linda Labas  
Maine Expanding Inclusive Opportunities State Team Lead  
Center for Community Inclusion & Disability Studies (UCEDD)  
The University of Maine



UNIVERSITY OF  
**SOUTHERN MAINE**  
Office of the President

October 1, 2011

Dear Commissioners Bowen and Mahew:

As President of the University of Southern Maine, I am pleased to endorse the University of Southern Maine's participation in the State of Maine's Race to the Top Early Learning Challenge grant application.

The University of Southern Maine is committed to preparing early childhood educators who have acquired the necessary knowledge, skills, and abilities to effectively support the learning and development of every child, especially those with high needs. We will expand access to effective professional preparation by offering a high quality early childhood teacher certification program on each of our three campuses located in Gorham, Portland and Lewiston. Portland and Lewiston are refugee resettlement areas so the cultural and linguistic diversity in these regions is significant. The University of Southern Maine is committed to preparing early childhood teachers to address the needs of culturally and linguistically diverse young children. We are also committed to serving rural areas of Maine by offering an outreach early childhood teacher certification program that prepares early childhood educators for rural Maine, particularly the Native American communities. We are also committed to supporting current early childhood educators in Maine to improve their knowledge, skills, and abilities.

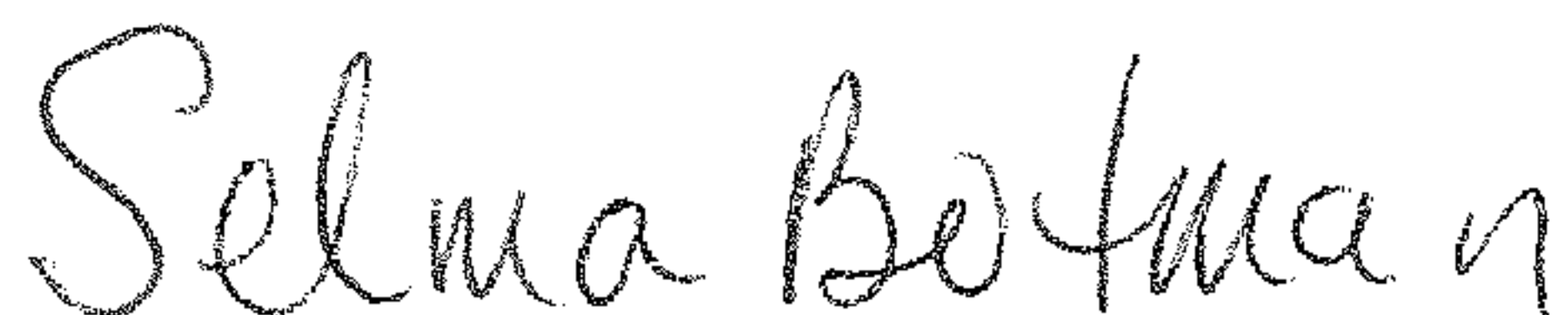
Although the University of Southern Maine does not currently have an early childhood teacher certification program, we are well positioned to launch a birth to age five teacher certification program in fall 2012, and through the life of the grant, support 140 undergraduates progress to higher levels of credentials that align with the Workforce Knowledge and Competency Framework. The Early Childhood Teacher Certification Program has been under development for the past year and will draw upon expertise that currently exists at the University of Southern Maine. The early childhood education program will be the result of a collaboration between the Muskie School's Maine Roads to Quality program and two successful Early Reading First grants; the School of Education's teacher



preparation, language, literacy and culture and exceptionalities programs; and the Social and Behavioral Sciences major at USM's Lewiston-Auburn College. The expertise in these units makes the University of Southern Maine's early childhood teacher certification program well poised to align with the State's Workforce Knowledge and Competency Framework.

The alignment between the University of Southern Maine's early childhood teacher certification program and Maine's Race to the Top Early Learning Challenge grant will result in a high quality program for the preparation of early childhood educators that will be sustained beyond the grant period. We are committed to building long term capacity to support early childhood providers in earning higher levels of early childhood credentials that align with the Workforce Knowledge and Competency Framework.

Sincerely,

A handwritten signature in black ink that reads "Selma Botman". The signature is written in a cursive, flowing style.

Selma Botman, Ph.D.

President

University of Southern Maine



Artist: Juli, age 6

October 14, 2011

Commissioner Mayhew and Commissioner Bowen  
Maine State Government  
DHHS and DOE  
SHS#11  
Augusta, ME 04333-0011

Dear Commissioner Mayhew and Commissioner Bowen:

I am pleased to write this letter in support of Maine's Race to the Top application to strengthen Maine's Early Childhood System. I am committed to supporting quality improvements through the expansion of Touchpoints to strengthen provider relationships and the integration of services focused on effectively meeting the needs of families.

The Touchpoints Approach serves as a common language among providers and offers a framework to support both the child's and the parent's development. In my role as coordinator for the Maine Touchpoints Project, I will continue to support the development of collaborative partnerships among providers and between providers and parents, resulting in the engagement of Maine families in high quality services that meet their needs.

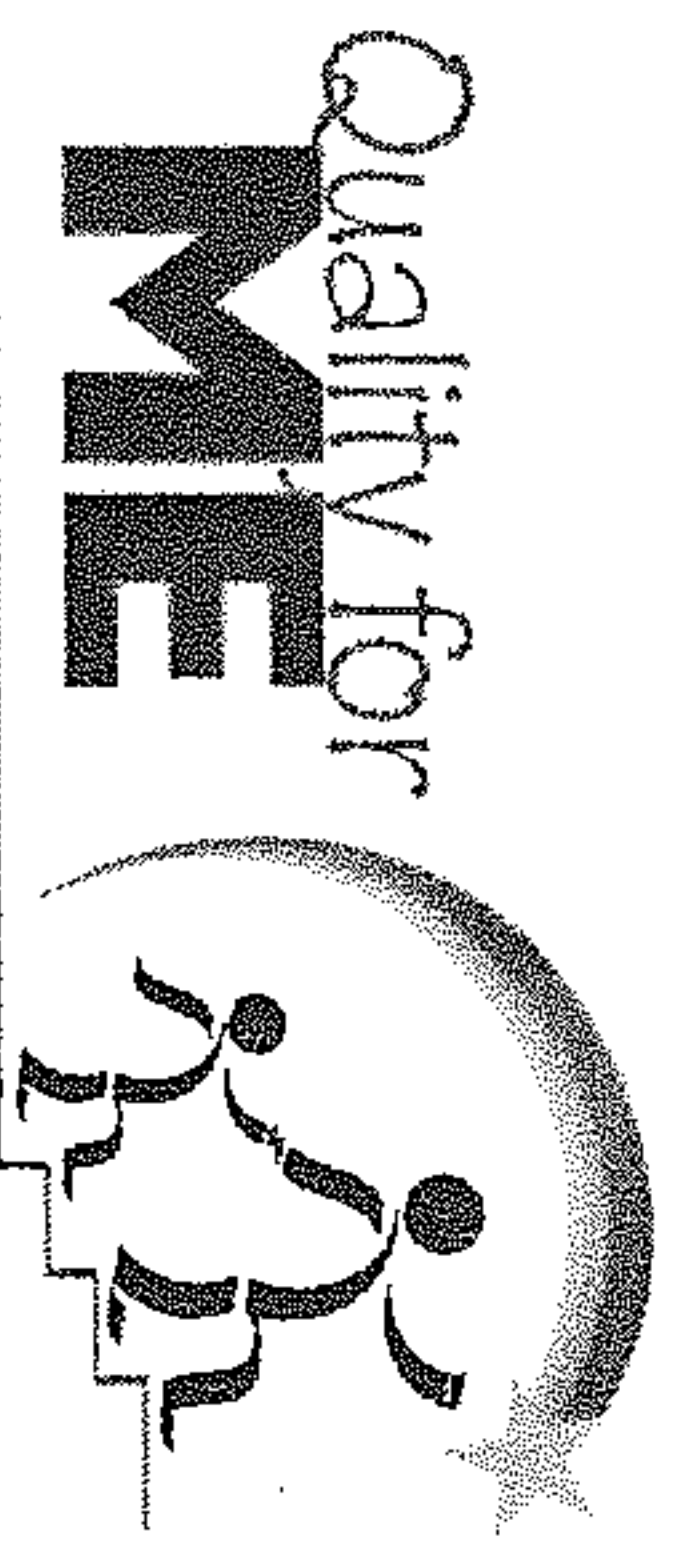
I support Maine's continued efforts to provide high quality, integrated services and resources for our state's most vulnerable children and their families through Maine's Early Childhood System.

Sincerely,

(b)(6)

Sheri Smith, Coordinator  
ME Touchpoints Project

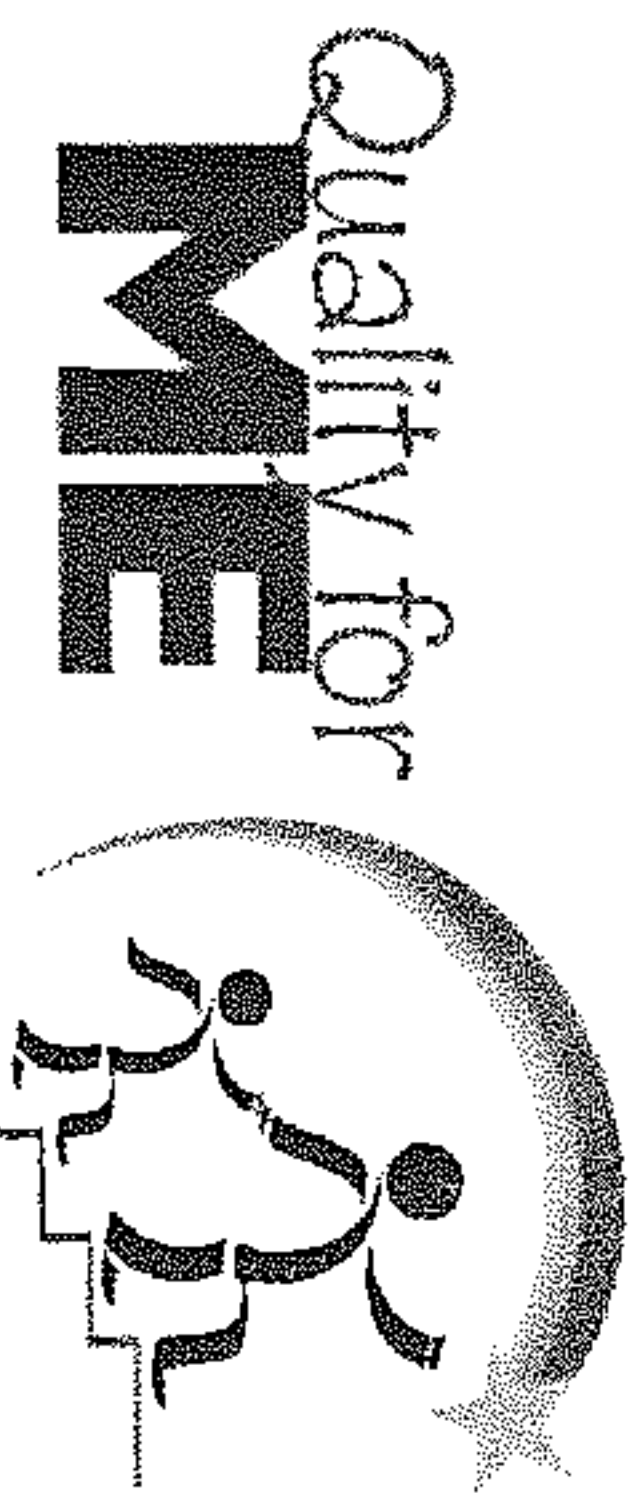
## **11. TQRIS Standards**



# Family Child Care Programs

## STANDARDS

Standards	To Achieve and Maintain Step One	To Achieve and Maintain Step Two	To Achieve and Maintain Step Three	To Achieve and Maintain Step Four
Compliance History/ Licensing Status	<p>Step 1 Program</p> <ol style="list-style-type: none"> <li>1. Facility meets regulatory standards.</li> <li>2. Facilities in operation for less than one year cannot be rated.</li> </ol>	<p>Step 2 Program</p> <p>Meet Step 1 standards plus those listed below</p> <ol style="list-style-type: none"> <li>1. Program is in compliance with licensing regulations.</li> <li>2. The facility has no substantiated serious violations in the past year.</li> </ol>	<p>Step 3 Program</p> <p>Step 2 standards plus those listed below</p> <ol style="list-style-type: none"> <li>1. Program is in compliance with licensing regulations.</li> <li>2. The facility has no substantiated serious violations in the past three years.</li> </ol>	<p>Step 4 Program</p> <p>Step 3 standard plus those listed below</p> <ol style="list-style-type: none"> <li>1. Program is in compliance with licensing regulations.</li> <li>2. The facility has no substantiated serious violations in the past three years.</li> </ol>
Learning Environment/ Developmentally Appropriate Practice	<ol style="list-style-type: none"> <li>3. The learning environment materials, and daily schedule pass the assessment for regulatory licensing standards.</li> </ol>	<ol style="list-style-type: none"> <li>3. The program follows a daily schedule and the learning environment supports the interests of the children. (NAFCC 3.17)</li> <li>4. The program has a written method for curriculum planning that includes planning from children's interests and skills. (NAFCC 3.6)</li> </ol>	<ol style="list-style-type: none"> <li>3. The Infant Toddler Learning Guidelines and/or Early Childhood Learning Guidelines are on site, available to staff and are referenced during curriculum planning.</li> </ol>	<ol style="list-style-type: none"> <li>3. Provider caring for children ages 3-5 has completed the training on implementing curriculum based on Maine's Early Childhood Learning Guidelines.</li> <li>4. Maine's Early Childhood Learning Guidelines are consistently used to guide the development of an age appropriate curriculum for children ages 3-5.</li> </ol>
Program Evaluation	<ol style="list-style-type: none"> <li>4. The program is maintained through re-licensing and maintains regulatory standards.</li> </ol>	<ol style="list-style-type: none"> <li>5. The program provides an opportunity to identify strengths and weaknesses and is inclusive of staff and families.</li> <li>6. FCC providers with staff will allow for discussion and feedback around the assessment.</li> </ol>	<ol style="list-style-type: none"> <li>3. The program is evaluated yearly using a self assessment tool and has a written improvement plan based upon findings of a comprehensive self-assessment designed to analyze all aspects of the program.</li> </ol>	<ol style="list-style-type: none"> <li>4. Holds current accreditation from National Association of Family Child Care (NAFCC).</li> </ol>
Staffing and Professional Development	<ol style="list-style-type: none"> <li>5. All staff holds qualifications according to regulations for licensed programs.</li> <li>6. 100% of permanent/regular staff members are registered in MRTQ Registry.</li> </ol>	<ol style="list-style-type: none"> <li>9. Owner/Director is at level 3 or above on the MRTQ Direct Care Career Lattice.</li> <li>10. Programs (including FCC providers who employ staff) hold staff meetings on a monthly basis.</li> </ol>	<ol style="list-style-type: none"> <li>3. Owner/Director is at level 4 or above on the MRTQ Direct Care Career Lattice, has a professional development plan prepared annually, 10 hours of professional growth activities per year above the regulatory minimum.</li> </ol>	<ol style="list-style-type: none"> <li>5. Owner/Director is at a level 4 or above on MRTQ Direct Care Career Lattice and holds a valid CIA or college degree in ECE or related degree.</li> </ol>
Administrative Policies and Procedures	<ol style="list-style-type: none"> <li>7. The program operates as required by regulations.</li> </ol>	<ol style="list-style-type: none"> <li>11. Programs (including FCC providers who employ staff not related to them) have an employee handbook detailing policies for at least hiring and firing, advancement, grievance, sexual harassment, and child abuse reporting.</li> <li>12. The assistant, unless a family member, has a written job description defining responsibilities. The provider offers an annual review of the assistant's job performance. (NAFCC 5.30)</li> <li>13. The provider gives written policies to parents; areas covered in written policies include- substance care arrangement, persons authorized to pick up child, illness, administering medication, emergencies, guidance and discipline, parent conferences and visits, if relevant, transportation and/or field trips. (NAFCC 3.19)</li> </ol>	<ol style="list-style-type: none"> <li>4. The provider gathers information about children's interests and needs through observation and conversations with parents. She uses this information to set goals that support the children's development. (NAFCC 3.4) (NAFCC standards 3.5 and 3.6 also support this)</li> <li>5. Consistency of care- Children are not left with a substitute more than 20% of the time (such as 1 hour per every 5 hours, or 1 day per 5 day week, may be averaged over time) (NAFCC 5.35)</li> </ol>	<ol style="list-style-type: none"> <li>6. The assistant, unless a family member, is paid at least the minimum wage. If the assistant works more than 15 hours a week, the provider pays the employer's share of social security and workers' compensation. (NAFCC 5.31)</li> </ol>
Parent/Family Involvement	<ol style="list-style-type: none"> <li>8. The program has handbooks and policies as required by regulations.</li> <li>9. Communicates with parents as required by regulations.</li> </ol>	<ol style="list-style-type: none"> <li>15. The program has a written philosophy about the relationship between the parents and the program, which is shared with parents when their children are enrolled.</li> </ol>	<ol style="list-style-type: none"> <li>7. Parents are offered at least 1 parent conference a year to discuss the child's progress, behavior, social and physical needs. (NAFCC 1.16)</li> <li>8. Parent Surveys are done annually. The survey tool must be approved by DHHS or the program may use the one provided by DHHS.</li> <li>8. Parents of infants and toddlers are provided with written daily communication about their child's day. (NAFCC 1.14)</li> </ol>	<ol style="list-style-type: none"> <li>7. Program has a documented plan to involve families and offer opportunities for individualized parent involvement. This can include: <ul style="list-style-type: none"> <li>• Sharing a meal with their child</li> <li>• Talent show</li> <li>• Circle time with a parent</li> <li>• Badgeque</li> <li>• fundraiser</li> </ul> </li> </ol>
Family Resources	N/A	<ol style="list-style-type: none"> <li>16. The program makes families aware of local and state resources available to them. These resources may include: Resource Development Centers, Child Development Services, Maine Parent Federation, WIC, MaineCare, local community events etc.) Ways to inform parents of these resources may include: Parent resource library, bulletin boards, enrollment packets etc.) (NAFCC 3.12)</li> </ol>	<ol style="list-style-type: none"> <li>9. Program maintains current and accurate information about community resources by connecting with their local Resource Development Center.</li> </ol>	<p>Same as previous Step</p>
Authentic Assessment	<ol style="list-style-type: none"> <li>10. The program meets the regulatory requirements for child observation which includes observation of children at arrival and throughout the day for obvious signs of illness.</li> </ol>	<ol style="list-style-type: none"> <li>17. Evidence is collected 2 times per year on children's development in the following areas: <ul style="list-style-type: none"> <li>• Social/Emotional</li> <li>• Cognitive</li> <li>• Physical (gross and fine motor) development</li> <li>• Communication</li> </ul> </li> </ol> <p>Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs. This evidence is incorporated in curriculum planning.</p> <p>For programs serving infants and toddlers, the observations are linked to Supporting Maine's Infants and Toddlers- Guidelines for Learning and Development and for programs serving children 3-5 years, the observations are linked to Maine's Early Childhood Learning Guidelines which are used as a guide for planning.</p> <p><i>Observation is addressed in the Record Keeping section of the NAFCC standards (5.21-5.25), however it does not indicate a certain number of observations required annually.</i></p>	<ol style="list-style-type: none"> <li>10. Evidence is collected 3 times per year on children's development in the following areas: <ul style="list-style-type: none"> <li>• Social/Emotional</li> <li>• Cognitive</li> <li>• Physical (gross and fine motor) development</li> <li>• Communication</li> </ul> </li> </ol> <p>Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs. This evidence is incorporated in curriculum planning.</p> <p>For programs serving infants and toddlers, the observations are linked to Supporting Maine's Infants and Toddlers- Guidelines for Learning and Development and for programs serving children 3-5 years, the observations are linked to Maine's Early Childhood Learning Guidelines which are used as a guide for planning.</p>	<ol style="list-style-type: none"> <li>8. Evidence is collected 4 times per year on children's development in the following areas: <ul style="list-style-type: none"> <li>• Social/Emotional</li> <li>• Cognitive</li> <li>• Physical (gross and fine motor) development</li> <li>• Communication</li> </ul> </li> </ol> <p>Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs.</p> <p>This evidence is incorporated in curriculum planning.</p> <p>For programs serving infants and toddlers, the observations are linked to Supporting Maine's Infants and Toddlers- Guidelines for Learning and Development and for programs serving children 3-5 years, the observations are linked to Maine's Early Childhood Learning Guidelines which are used as a guide for planning.</p>

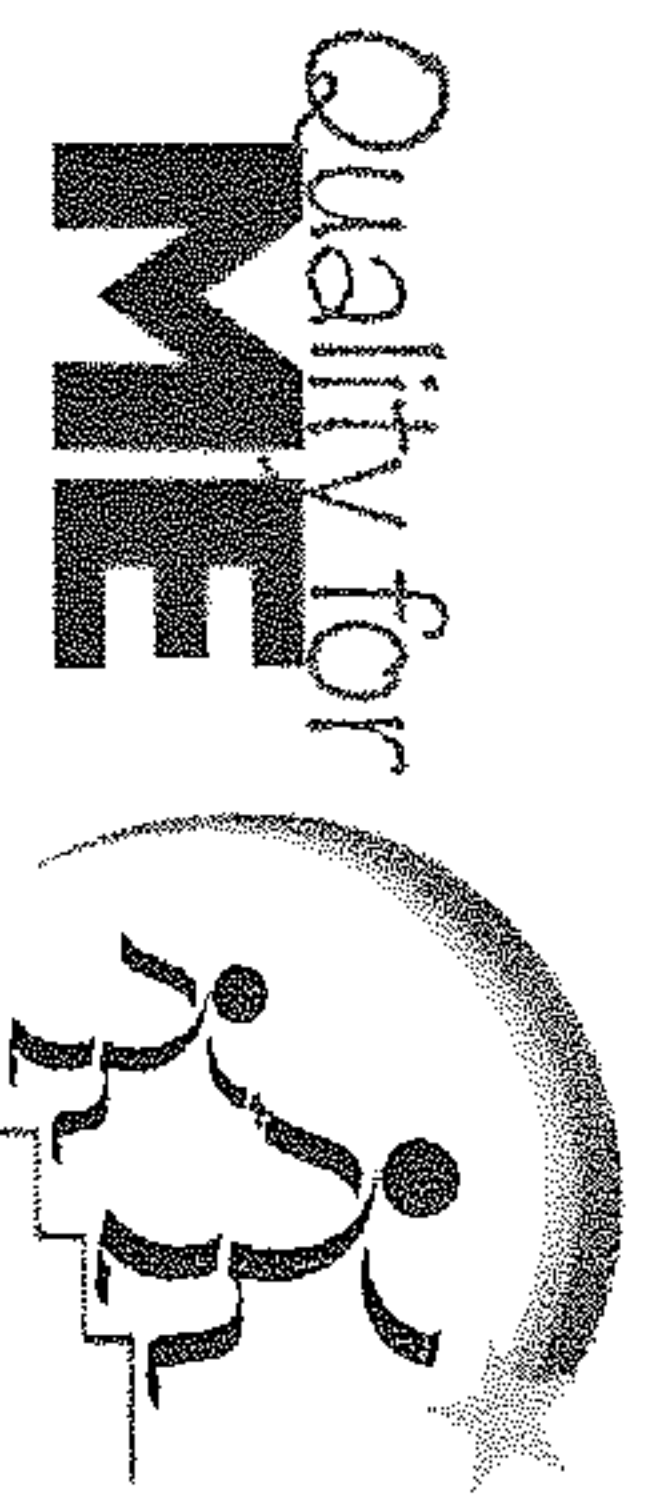


# Head Start Child Care Programs

## STANDARDS

	To Attain and Maintain Step One	To Attain and Maintain Step Two	To Attain and Maintain Step Three	To Attain and Maintain Step Four
<b>Standards</b>	<b>Step 1 Program</b>	<b>Step 2 Program</b> Meet Step 1 standards plus those listed below	<b>Step 3 Program</b> Step 2 standards plus those listed below	<b>Step 4 Program</b> Step 3 standards plus those listed below
<b>Compliance History/ Licensing Status</b>	1. Facility meets regulatory standards. [1304.53(a)(6)]* 2. Facilities in operation for less than one year cannot apply to the QRS. <i>Find</i>	1. Program is in compliance with licensing regulations. [1304.53(a)(6)]* 2. The facility has no substantiated serious violations in the past year. <i>Find</i>	1. Program is in compliance with licensing regulations. [1304.53(a)(6)]* 2. The facility has no substantiated serious violations in the past three years. <i>Find</i>	1. Facility is in compliance with licensing regulations. [1304.53(a)(6)]* 2. The facility has no substantiated serious violations in the past three years. <i>Find</i>
<b>Learning Environment/ Developmentally Appropriate Practice</b>	3. The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to the individual needs of children. The schedule provides time and support for transitions, includes both indoor and outdoor experiences and is responsive to the child's need to rest or be active. [1304.21]* 4. The program has a written method for curriculum planning that includes planning from children's interests and skills. [1304.21(c)(2)]* 5. Each program site has 1 teacher or staff member responsible for educational programming has completed the training in Maine's Early Childhood Learning Guidelines. <i>Find</i>	3. The Early Childhood Learning Guidelines (ECLG) and/or Infant/Toddler Learning Guidelines (ITLIG) are on site, available to staff and are referenced during curriculum planning. 4. 50% of lead teachers (per program site) working with children ages 3-5 have completed the training on implementing curriculum based on Maine's Early Childhood Learning Guidelines. <i>Find</i>	3. Each classroom with 3-5 year olds has a lead teacher who has completed the training on implementing curriculum based on Maine's Early Childhood Learning Guidelines. 4. Maine's Early Childhood Learning Guidelines are consistently used to guide the development of an age appropriate curriculum for children ages 3-5. <i>Find</i>	3. Each classroom with 3-5 year olds has a lead teacher who has completed the training on implementing curriculum based on Maine's Early Childhood Learning Guidelines. 4. Maine's Early Childhood Learning Guidelines are consistently used to guide the development of an age appropriate curriculum for children ages 3-5. <i>Find</i>
<b>Program Evaluation</b>	6. The program provides an opportunity to identify strengths and weaknesses and is inclusive of staff, administrators and families. A written plan for improvement based on the reflective practice is kept in the portfolio and made available for on-site review. [1304.51(a)(1)(i)-(iii)]* <i>Find</i>	3. The program is evaluated yearly using a self-assessment tool. (Accreditation Guidelines, Head Start Standards, age appropriate environment rating scale, High Steps) and has a written improvement plan based upon findings of a comprehensive self-assessment assigned to analyze all aspects of the program. [1304.51(a)(1)(i)-(iii)]* <i>Find</i>	5. Holds current NAEYC accreditation or is a Head Start Program with a Gold or Blue designation. <i>Find</i>	5. Holds current NAEYC accreditation or is a Head Start Program with a Gold or Blue designation. <i>Find</i>
<b>Staffing and Professional Development</b>	3. 100% of staff members are registered in Maine Records to Quality (MKTQ) Registry. <i>Find</i>	7. At least 50% of lead teachers are at a level 5 or above on the MKTQ Career Lattice. [1304.51(e) & HS Act 648A]* 8. Programs hold staff meetings on a monthly basis. <i>Find</i>	4. At least 50% of staff members in direct care positions are at least a level 5 on MKTQ Career Lattice. [1304.51(e) & HS Act 648A]* All staff have a professional growth activities plan prepared annually. [1304.52(f)]* and 10 hours of professional growth activities per year above the regulatory minimum. <i>Find</i>	6. Director is at a level 5 or above on the MKTQ Administrative/Management Coordination Career Lattice OR at a level 6 or above on the MKTQ Direct Care Career Lattice AND 50% of lead teachers are at level 6 or above on MKTQ Direct Care Career Lattice. See <i>Head Start Act 648A – Alternatives A and/or B would not meet level 6 of the MKTQ Direct Care Career Lattice</i> <i>Find</i>
<b>Administrative Policies and Procedures</b>	9. Programs have an employee handbook detailing policies for at least hiring and firing, advancement, grievance, sexual harassment, and child abuse reporting. [1301.31]* 10. All staff are evaluated at least annually by an appropriate supervisor. [1304.52(f)]* 11. The program has a handbook that includes the handbook requirements within licensing and the following additional policies and procedures around attendance, discipline, health and safety, field trips, and holidays. <i>Find</i>	5. Staff members (with curriculum planning responsibilities) are provided with at least 1 hour of time per week out of the setting for curriculum planning that directly relates to the development of age appropriate activities. 6. Programs that employ staff under a benefit package including, at minimum, two of the following: reduced child care rates for children of staff, tuition reimbursement, paid training, mileage reimbursement for training and education, health insurance, dental insurance, disability insurance, retirement plan, paid vacation, paid sick time, paid personal time, paid holidays. 7. Programs that employ staff offer them the opportunity to participate in the development and/or revision of program policies. (ex: Bulker review can be staff meeting agenda item) [1304.51(b)]* <i>Find</i>	7. Program has a plan to implement a salary scale that is based on professional qualifications, length of employment, and performance evaluation. <i>Find</i>	7. Program has a plan to implement a salary scale that is based on professional qualifications, length of employment, and performance evaluation. <i>Find</i>
<b>Parent/Family Involvement</b>	13. The program has a written philosophy about the relationship between the parents and the program, which is shared with parents when their children are enrolled. [1304.40(a)(1), (a)(2)]* <i>Find</i>	8. Parents are offered at least 2 parent conferences a year to discuss the child's progress, behavior, social and physical needs. [1304.40(e)(5)]* 9. Parent Surveys are done annually. The survey tool must be approved by DHHS or the program may use the one provided by DHHS. [1304.51]* 10. Parents of infants and toddlers are provided with written daily communication about their child's day. 11. Program has a parent advisory/involvement group and provides opportunities for parent involvement in the program that embody the written philosophy of parent-program relationship. [1304 & 1304.50]* <i>Find</i>	8. Program has a documented plan to involve families and offer opportunities for individualized parent involvement. This can include: • Volunteering • Sharing a meal with their child • Talent show • Check time with a parent • Barbeque • Fundraiser [1304.40(e)(5), 1304.51, 1304.50]* <i>Find</i>	8. Program has a documented plan to involve families and offer opportunities for individualized parent involvement. This can include: • Volunteering • Sharing a meal with their child • Talent show • Check time with a parent • Barbeque • Fundraiser [1304.40(e)(5), 1304.51, 1304.50]* <i>Find</i>
<b>Family Resources</b>	14. The program makes families aware of local and state resources available to them. These resources may include: Resource Development Centers, Child Development Services, Maine Parent Federation, WIC, MaineCare, local community events etc.) Ways to inform parents of these resources may include: Parent resource library, bulletin boards, enrollment packets etc.) [1304.40(b) & (c)]* <i>Find</i>	12. Program maintains current and accurate information about community resources by connecting with their local Resource Development Center. [1304.40]* <i>Find</i>	12. Program maintains current and accurate information about community resources by connecting with their local Resource Development Center. [1304.40]* <i>Find</i>	9. Same as previous step. [1304.40]* <i>Find</i>
<b>Authentic Assessment</b>	15. Evidence is collected 2 times per year on children's development in the following areas: • Social/Emotional • Cognitive • Physical (gross and fine motor) development • Communication Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs. This evidence is incorporated in curriculum planning. [1304.21(c)(2)]* For programs serving infants and toddlers, the observations are linked to Supporting Maine's Infants and Toddlers- Guidelines for Learning and Development and for programs serving children 3-5 years, the observations are linked to Maine's Early Childhood Learning Guidelines which are used as a guide for planning.	13. Evidence is collected 3 times per year on children's development in the following areas: • Social/Emotional • Cognitive • Physical (gross and fine motor) development • Communication Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs. This evidence is incorporated in curriculum planning. [1304.21(c)(2)]* For programs serving infants and toddlers, the observations are linked to Supporting Maine's Infants and Toddlers- Guidelines for Learning and Development and for programs serving children 3-5 years, the observations are linked to Maine's Early Childhood Learning Guidelines which are used as a guide for planning.	13. Evidence is collected 3 times per year on children's development in the following areas: • Social/Emotional • Cognitive • Physical (gross and fine motor) development • Communication Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs. This evidence is incorporated in curriculum planning. [1304.21(c)(2)]* For programs serving infants and toddlers, the observations are linked to Supporting Maine's Infants and Toddlers- Guidelines for Learning and Development and for programs serving children 3-5 years, the observations are linked to Maine's Early Childhood Learning Guidelines which are used as a guide for planning.	10. Evidence is collected 4 times per year on children's development in the following areas: • Social/Emotional • Cognitive • Physical (gross and fine motor) development • Communication Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs. This evidence is incorporated in curriculum planning. [1304.21(c)(2)]* For programs serving infants and toddlers, the observations are linked to Supporting Maine's Infants and Toddlers- Guidelines for Learning and Development and for programs serving children 3-5 years, the observations are linked to Maine's Early Childhood Learning Guidelines which are used as a guide for planning.





# School Age Child Care Programs

## STANDARDS

Standards	Step 1 Program Meets minimum licensing standards	Step 2 Program Meets Step 1 standards plus those listed below	Step 3 Program Step 2 standards plus those listed below	Step 4 Program Step 3 standards plus those listed below
Compliance History/ Licensing Status	<ol style="list-style-type: none"> <li>1. Facility meets regulatory standards.</li> <li>2. Facilities in operation for less than one year cannot be rated.</li> </ol>	<ol style="list-style-type: none"> <li>1. Program is in compliance with licensing regulations.</li> <li>2. The facility has no substantiated serious violations in the past year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Program is in compliance with licensing regulations.</li> <li>2. The facility has no substantiated serious violations in the past three years.</li> </ol>	<ol style="list-style-type: none"> <li>1. Program is in compliance with licensing regulations.</li> <li>2. The facility has no substantiated serious violations in the past three years.</li> </ol>
Learning Environment/ Developmentally Appropriate Practice	<ol style="list-style-type: none"> <li>3. The learning environment, materials, and daily schedule pass the assessment for regulatory licensing standards.</li> </ol>	<ol style="list-style-type: none"> <li>3. The program follows a daily schedule and the learning environment supports the interests of the children. (National Association for Accreditation of Child Care (NAAC) Key 12a)</li> <li>4. The NAA Accreditation Standards are used to guide the development of an age appropriate curriculum and activities. (Keys 13, 14, 15)</li> </ol>	<p>Same as previous step.</p>	<p>Same as previous step.</p>
Program Evaluation	<ol style="list-style-type: none"> <li>4. The program is maintained through re-licensing and maintains regulatory standards.</li> </ol>	<ol style="list-style-type: none"> <li>5. The program is evaluated yearly using a self assessment tool (Accreditation Guidelines, age appropriate environment rating scale or another tool that has DHHS approval) and has a written improvement plan based upon findings of self-assessment. (Key 35, standards )</li> <li>6. Staff members provide input for and receive feedback in the assessment.</li> </ol>	<ol style="list-style-type: none"> <li>3. Program conducts a child survey annually and uses information from these surveys in program improvement. (Key 35, Standard c)</li> </ol>	<ol style="list-style-type: none"> <li>3. Holds current accreditation from NAA.</li> </ol>
Staffing and Professional Development	<ol style="list-style-type: none"> <li>5. All staff holds qualifications according to regulations for licensed programs.</li> <li>6. 100% of permanent/regular staff members are registered in Maine Roads to Quality (MRTQ) Registry.</li> </ol>	<ol style="list-style-type: none"> <li>7. 25% of all staff members in Direct Care positions are at a level 3 or above on the MRTQ Direct Care Career Lattice. (this criteria exists until the appropriate credential is developed or adapted as part of the career lattice under level 4)</li> <li>8. Programs hold staff meetings on a monthly basis. (Key 34, standard c "regular basis")</li> </ol>	<ol style="list-style-type: none"> <li>4. At least 50% of all staff members in direct care positions are at a level 3 or above on the MRTQ Direct Care Career Lattice, have a professional development plan prepared annually, 10 hours of professional growth activities per year above the regulatory minimum.</li> </ol>	<ol style="list-style-type: none"> <li>4. Program staff meets the experience, education, professional preparation as outlined in the NAA accreditation standards. (Key 31)</li> </ol>
Administrative Policies and Procedures	<ol style="list-style-type: none"> <li>7. The program operates as required by regulations.</li> </ol>	<ol style="list-style-type: none"> <li>9. Programs have an employee handbook detailing policies for at least hiring and firing, advancement, grievance, sexual harassment, and child abuse reporting. (Key 32)</li> <li>10. Program staff members have regular opportunities to refine their skills through a system of feedback and guidance (e.g. job performance evaluation. (Key 34, Standard b)</li> <li>11. The program has a handbook that includes the handbook requirements within licensing and the following additional policies and procedures around attendance, discipline, health and safety, field trips, and holidays. (Key 30, Standards a &amp; b)</li> </ol>	<ol style="list-style-type: none"> <li>5. Staff members (with curriculum planning responsibilities) are provided with at least 1 hour of time per week out of the setting for curriculum planning that directly relates to the development of age appropriate activities. (Key 34, Standards b &amp; c)</li> <li>6. Programs that employ staff offer a benefit package including, at minimum, two of the following: reduced child care rates for children of staff, tuition reimbursement, paid training, mileage reimbursement for training and education, health insurance, dental insurance, disability insurance, retirement plan, paid vacation, paid sick time, paid personal time, paid holidays. (Key 34, Standards a &amp; b)</li> <li>7. Programs that employ staff offer them the opportunity to participate in the development and/or revision of program policies. (ex. Policy review can be staff meeting agenda item) (Keys 34d, 35c)</li> </ol>	<ol style="list-style-type: none"> <li>5. Program has a plan to implement a salary scale that is based on professional qualifications, length of employment, and performance evaluation. (Key 34)</li> </ol>
Parent/Family Involvement	<ol style="list-style-type: none"> <li>8. The program has handbooks and policies as required by regulations.</li> <li>9. The program communicates with parents as required by regulations.</li> </ol>	<ol style="list-style-type: none"> <li>14. The program has a written philosophy about the relationship between the parents and the program, which is shared with parents when their children are enrolled. (Keys 23 &amp; 36)</li> </ol>	<ol style="list-style-type: none"> <li>8. Parents are offered at least 2 parent conferences a year to discuss the child's progress, behavior, social and physical needs.</li> <li>9. Parent Surveys are done annually. The survey tool must be approved by DHHS or the program may use the one provided by DHHS. (Annually through Accreditation process and for Incentive Reports)</li> <li>10. Program has a parent advisory/involvement group and provides opportunities for parent involvement in the program that embody the written philosophy of parent-program relationship. (Keys 23 &amp; 35)</li> </ol>	<ol style="list-style-type: none"> <li>6. Program has a documented plan to involve families and offer opportunities for unfettered parent involvement. This can include: <ul style="list-style-type: none"> <li>• Volunteering (not-for-profit centers only)</li> <li>• Sharing a meal with their child</li> <li>• Talent show</li> <li>• Barbecue</li> <li>• Fundraiser</li> </ul>                     (Keys 23d, 24)                 </li> </ol>
Family Resources	N/A	<ol style="list-style-type: none"> <li>15. The program makes families aware of local and state resources available to them. These resources may include Resource Development Center, Child Development Services, Maine Parent Federation, WIC, MainCare, local community events etc. (Ways to inform parents of these resources may include: Parent resource library, bulletin boards, Enrollment packets etc.) Key 25</li> </ol>	<ol style="list-style-type: none"> <li>11. Program maintains current and accurate information about community resources by connecting with their Resource Development Center.</li> </ol>	<p>Same as previous step.</p>
Authentic Assessment	<ol style="list-style-type: none"> <li>10. The program meets the regulatory requirements for child observation which includes observation of children at arrival and throughout the day for obvious signs of illness.</li> </ol>	<ol style="list-style-type: none"> <li>16. Evidence is collected 2 times per year on children's development in the following areas: <ul style="list-style-type: none"> <li>• Social/Emotional</li> <li>• Cognitive</li> <li>• Physical (gross and fine motor) development</li> <li>• Communication</li> </ul>                     Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs. This evidence is incorporated in curriculum planning.                 </li> </ol>	<ol style="list-style-type: none"> <li>12. Evidence is collected 3 times per year on children's development in the following areas: <ul style="list-style-type: none"> <li>• Social/Emotional</li> <li>• Cognitive</li> <li>• Physical (gross and fine motor) development</li> <li>• Communication</li> </ul>                     Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs. This evidence is incorporated in curriculum planning.                 </li> </ol>	<ol style="list-style-type: none"> <li>7. Evidence is collected 4 times per year on children's development in the following areas: <ul style="list-style-type: none"> <li>• Social/Emotional</li> <li>• Cognitive</li> <li>• Physical (gross and fine motor) development</li> <li>• Communication</li> </ul>                     Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, photographs. This evidence is incorporated in curriculum planning.                 </li> </ol>

## **12. Parent Tip Sheet for TQRIS**





## **Quality for ME-Maine's Early Care and Education Rating System Tips for Parents**

### **What is a quality rating system?**

- ★ Quality for ME is voluntary system for licensed child care providers to have their quality assessed on a 4-step rating scale. They must meet the requirements at each step before moving to a higher level. Every step is an important quality measure based on the following criteria:
  - Licensing history
  - Learning environment (daily schedule, activities planned, etc.)
  - Program evaluation (looking at strengths and weaknesses)
  - Staff development (training for staff)
  - Administrative policies and procedures (holiday closings, illness, etc)
  - Family involvement (welcoming parents in the program)
  - Community resources (where to find other services to help families)
  - Child Observations (watching for children's interests and skills)

### **Why does Maine have a child care quality rating system?**

- ★ To give you a simple tool to help recognize and choose quality child care.
- ★ To give Maine child care programs help in improving their quality.
- ★ To help Maine measure how well supports to child care programs are working.
- ★ To join other states across the nation in measuring and supporting quality child care for families.

### **What do the ratings mean?**

- ★ Step 1- This program is in good standing with child care licensing and all staff members have enrolled in the Child Care Provider Registry.
- ★ Step 2- This program has some policies, procedures, and staff qualifications that are above and beyond those required by child care licensing.
- ★ Step 3- This program has several policies, procedures, and staff qualifications above and beyond those required by licensing. These include: parent conferences, staff evaluations, and written daily communications for infants and toddlers.
- ★ Step 4- This program has received Maine's highest quality rating. This program has been accredited by a national organization, has staff with a high level of experience and education in early childhood education, and actively utilizes Maine's Early Learning Guidelines and/or Infant Toddler Guidelines.

**What are the benefits of choosing a Quality for ME program?**

- ★ If your child care provider has received a Step 4 rating, you may be eligible for a double tax credit for child care expenses on your Maine Income Tax return.
- ★ The Quality for ME system can help you decide what factors are most important to your family when choosing child care.
- ★ Many of the programs enrolled in Quality for ME are working hard to improve their quality and their rating—these improvements support your child's development!

**How can I find a Quality for ME program?**

- ★ Your local Resource Development Center can provide free child care referrals. Staff members who make these referrals can help you find a Quality for ME program. You can contact your Resource Development Center by calling: 1-888-917-1100.

**Where can I use my subsidy voucher?**

- ★ If your child care provider is licensed by the State of Maine, they are required to join Quality for ME by October 1, 2009. They must enroll in the system, but are not required to reach any specific Step rating.
- ★ If your provider is not licensed, you can continue to use them for child care. These providers are not expected to join Quality for ME at this time.

**What if my provider is not enrolled?**

- ★ Ask your child care provider about Quality for ME and share this information with them.
- ★ Your child care provider may be too new to enroll! New providers are not eligible to join Quality for ME for their first 12 months of operation, and can apply for a waiver to receive vouchers during this time.

**How can my provider enroll?**

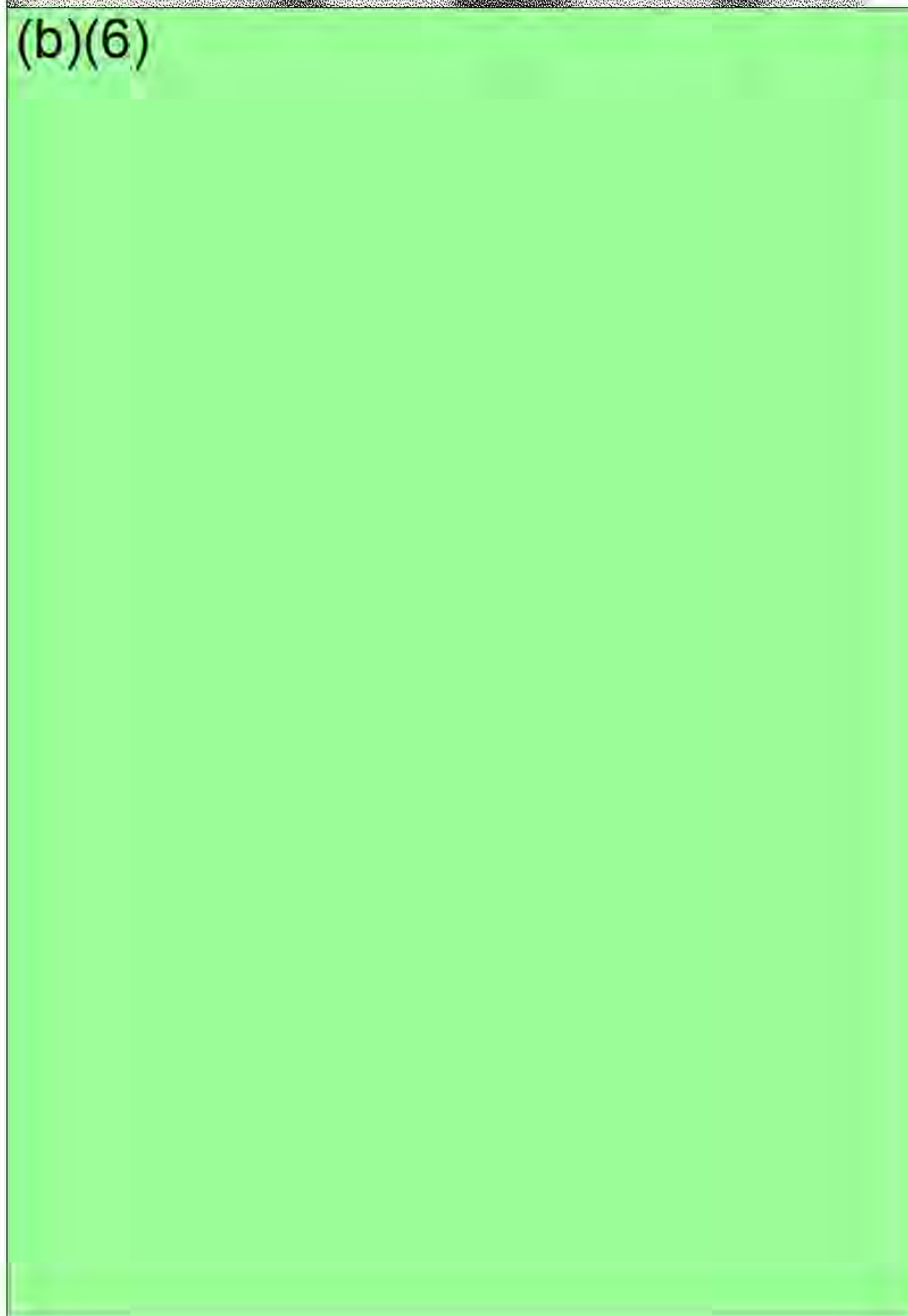
- Your child care provider needs to enroll him or herself and all staff in the Maine Roads to Quality Provider Registry. If they need more information about this, they should call Priscilla Armstrong at 207-780-5846 or Eric Norgarrd at 207-780-4367. They can also join online at: <https://mrtq.musk.usm.maine.edu>
- Once enrolled in the MRTQ Provider Registry, your child care provider can apply for Quality for ME at <http://www.qualityforme.org/qcare/login.aspx>. If your child care provider needs a paper application, he or she should call 624-7909.

**Who is available to answer questions about Quality for ME?**

- ★ Our Website! <http://www.maine.gov/dhhs/ocfs/ec/occhs/qualityforme.htm>
- ★ Our staff! Barbara Sousa at the Early Childhood Division, 624-7909 or [barbara.d.sousa@maine.gov](mailto:barbara.d.sousa@maine.gov).

## **13. Maine Workforce Competencies**

# Maine Core Knowledge Areas and Practitioner Competencies



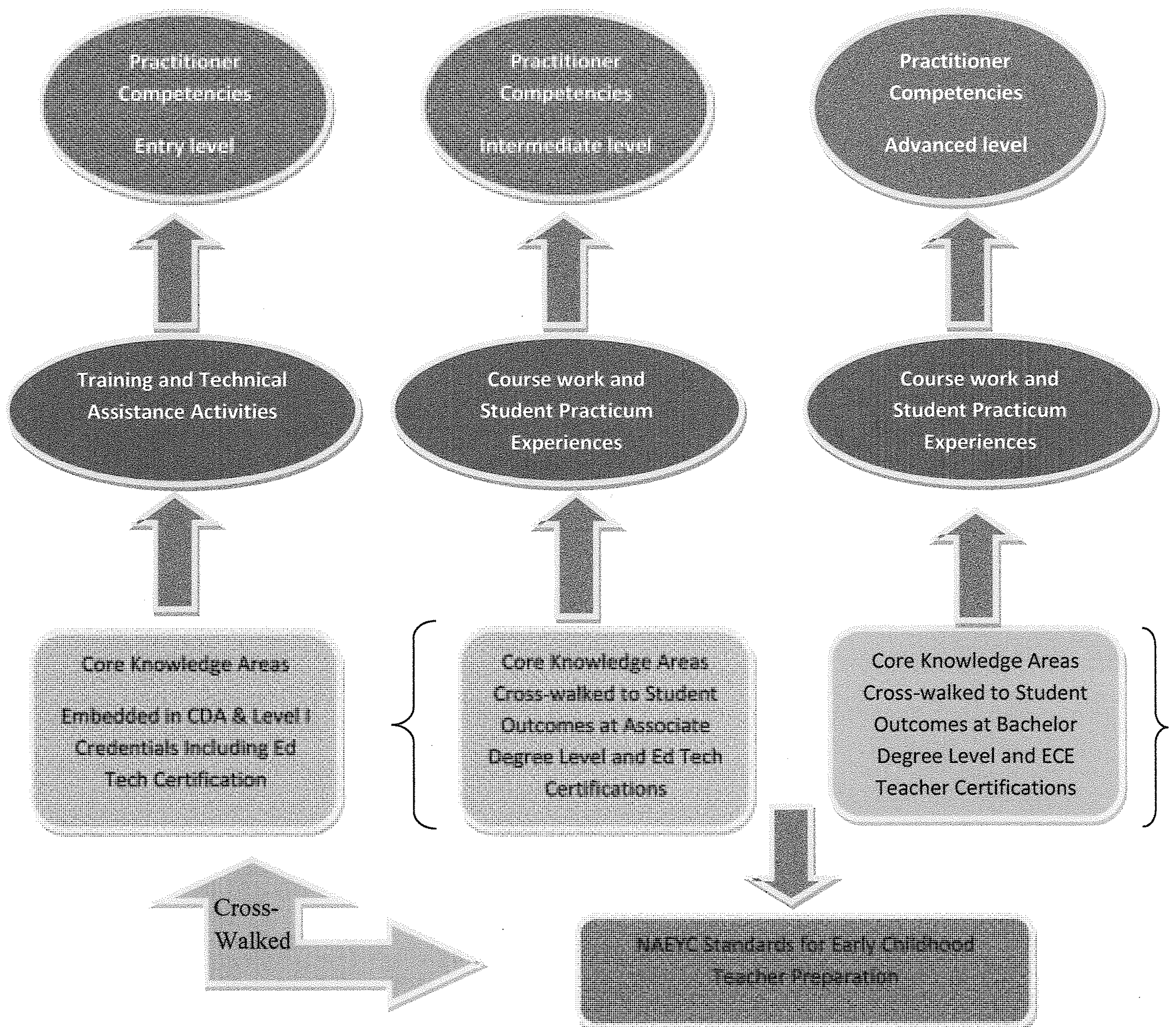
**For Early Childhood Practitioners completing the 180 hours of Core  
Knowledge Training**



Early Childhood Division,  
Office of Child & Family Services,  
Maine Department of Health &  
Human Services

## Maine Core Knowledge Areas and Practitioner Competencies

Core Knowledge and Competencies define what it is the teachers of young children need to know and understand about working with children and their families, as well as how to demonstrate competency and skill in such areas. Core Knowledge Areas and Competencies provide the field with a common set of standards upon which training, technical assistance, and post-secondary coursework can be designed and articulated toward a common approach to the education and professionalism of the early childhood field. Whether one is creating a professional development plan toward an entry level credential, or toward full teacher certification, the Core Knowledge Areas and Practitioner Competencies guide the practitioner and those advising her/him toward reaching their career goals in the field.



## History of the Core Knowledge Areas

Maine Roads to Quality's core knowledge areas were established by a group of early childhood stakeholders who framed a set of recommendations for a comprehensive career development system in Maine in 1984. This group recommended including a common core of learning, consisting of eight NAEYC common core knowledge areas (*Young Children*, March 1994, p. 72) which define what all early childhood professionals need to know and be able to do in order to practice effectively. The recommendations can be found in *Pathways to Quality: Toward The Development of a Comprehensive Training Plan for Child Care Practitioners in Maine*, published in June, 1984. In keeping with the recommendation, Maine Roads to Quality incorporated into the Maine Roads Core Knowledge Training Program the following best practice guidelines:

- demonstrate an understanding of **child development** and apply this knowledge in practice;
- **observe and assess children's behavior** in planning and individualizing teaching practices and curriculum;
- establish and maintain a **safe and healthy environment** for children;
- **plan and implement developmentally appropriate curriculum** that advances all areas of children's learning and development, including social, emotional, intellectual, and physical competence;
- establish supportive relationships with children and implement developmentally appropriate techniques of **guidance and group management**;
- establish and maintain positive and productive **relationships with families**;
- support the development and learning of individual children, recognizing that children are best understood in the context of **family, culture, and society**; and
- demonstrate an understanding of the early childhood profession and make a commitment to **professionalism**.

The Maine Roads Core Knowledge Training Program was then created to provide early care and education providers 180 hours of approved training in the above eight core knowledge areas. The approved core knowledge training assures a consistent body of knowledge in early care and education for new and experienced providers. It nurtures professionalism by providing an organized, articulated pathway to enter higher education.

## The need to further Define Competencies

Since the MRTQ Core Knowledge Areas were established in 1984, much has changed in the field of early childhood professional development. Not only have the NAEYC common core knowledge areas been revised, but a focus on measurable outcomes for professionals engaging in educational and training opportunities has emerged. The need to evaluate the transfer of learning that occurs as practitioners assimilate and apply theoretical knowledge mastered in coursework and training, as well as a realization that application in practice, with support from a supervisor or mentor helps to solidify that transfer, has led many states to align their Core Knowledge Content Areas with specific practitioner outcomes that demonstrate mastery of such content.

Maine has moved forward on this front as well, establishing workforce competencies for practitioners working with infants and toddlers (Maine DHHS, 2007) and most recently for youth development workers (Maine DHHS, 2011) and Child Care Directors (Maine DHHS, 2011). In keeping with this momentum, and in response to a national trend to define and align workforce competencies across sectors and through a full continuum of professional development from training through post secondary course work, Maine has begun to draft Preschool Caregiver Competencies that align with our established Core Knowledge Areas as well as NAEYC's *Standards for Early Childhood Teacher Preparation*.

### **Preschool Caregiver Competencies -Level I**

The Maine Preschool Competencies- Level 1 were drafted to assist preschool age caregivers and their supervisors in understanding the many skills and dispositions needed to work as an entry level caregiver with 3-5 year old children. The competencies were developed by an advisory committee consisting of five early childhood education professionals in the field, with a wide range of experience. These included: a lead head start teacher, an Early Childhood Education (ECE) instructor in the technical high school representing the Department of Education, a Director of a private preschool in a nursing home, one community college instructor and one university college professor, who teaches early childhood education. This diverse group offered many ideas to cover all areas of concerns in regard to entry level caregivers with this age group. The task was to take existing documents from each of our respective organizations, refer to competency document samples from other age groups, and gel them with the National Association for the Education of Young Children (NAEYC) standards for ECE professionals. The challenge was getting at the entry level skills and tasks that these caregivers would need to become proficient. This draft document is a result of those efforts.

#### **The draft document authors:**

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<b><i>1. Promoting Child Development and Learning for 3-5 year olds</i></b>	<b><i>Supporting Evidence</i></b>
Is aware of young children's characteristics and needs from 3-5 years of age	Lists some physical, cognitive, social/emotional, and language characteristics of 3-5 year old children
Demonstrates some understanding of connections between children's development and the learning environment	Supports a learning environment that offers levels of challenge, risk taking, respect, and allows children to work independently
Helps children to follow a predictable but flexible schedule and assists children with transitions and changes	Post a daily schedule in pictures and words, at a child's level
Recognizes and responds to the needs of individual children	Enhances children's thinking and reasoning abilities by encouraging exploration & problem-solving and by asking open ended questions
Appreciates and fosters productive play opportunities	Designs a individual and small group activity that will incorporate three or more of the Maine Learning Guidelines for preschool children

<b><i>2. Health, Wellness, Nutrition and Safety</i></b>	<b><i>Supporting Evidence</i></b>
Understands and follows licensing regulations regarding health and safety	Helps in implementing the state licensing regulations
Provides a clean, safe & healthy environment, modeling health, safety and wellness.	<p>Provider is an appropriate model for children</p> <p>Provider models and supervises appropriate hand washing with children</p> <p>Provider participates in sanitation and cleaning of the preschool materials and environment</p> <p>Working towards first aid and CPR certificates</p>



Checklist for health and safety concerns	Uses a health and safety check list each day before the children arrive
Understands common health and wellness issues of children ages 3-5 years of age	Common illness of children and the recommended treatment, posted in teacher lounge or parent bulletin board  Is aware of the polices and procedures for dealing with health concerns at their home or center
Observes and communicates health, safety, wellness and nutrition for 3-5 year olds, with parents and other staff	Models and participates in healthy habits and eating with children and families  Is aware of signs that indicate possible abuse or neglect of children

<b><i>3. Building Family and Community Relationships</i></b>	<b><i>Supporting Evidence</i></b>
Is aware of the importance of parent/child relationship, family structure and interactions as primary influences in a child's development.	Seeks knowledge of each family make-up.  Shows respect for each family unit.  Shows communication skills in listening to and relating information to family members.
Is aware of the need to build trusting relationships with families.	Greets adult and child warmly.  Engages in informal conversation with parent.  Understands and maintains confidentiality  Identifies own biases in relation to family functioning, make-up, and values.
Has general knowledge about the surrounding community(s) in which the children live.	Is able to engage with child about community.  Is able to add to child's understanding of own community.
Is aware of the State of Maine Early Childhood Learning Guidelines in the domain of Social Studies – Families and Communities.	Shows basic knowledge of guidelines content  Ability to implement , through a play based curriculum, social studies and family related activities

<b><i>4. Observing, Documenting, and Assessing to Support Young Children and their Families</i></b>	<b><i>Supporting Evidence</i></b>
Understands and maintains confidentiality regarding observation and documentation of children	Discusses guidelines for observing children
Is aware of basic observational skills, documentation and other appropriate assessment tools and approaches, including the use of technology, to assess children's needs	Regularly records observations of children, individual child and/or group of children, using a variety of methods
Begins to demonstrate an understanding of the goals, benefits and uses of assessment-including its use in development of appropriate goals, curriculum, and teaching strategies for young children	Assists in using formal and informal assessments and observations to determine the skills, interests and learning styles of individual children and incorporates this information into planning activities for children
Is aware of the importance of assessment partnerships with families and professional colleagues to build effective learning environments	Explores ways to involve parents in assessing and planning for individual children, including those with special learning needs
Developing an understanding and begins practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities	Assists in completing a developmental assessment on a child

<b><i>5. Using Developmentally Effective Approaches</i></b>	<b><i>Supporting Evidence</i></b>
Understands that Developmentally Appropriate Practice, is informed knowledge of how children grow and develop, this includes positive relationships and supportive interactions with children.	Define Developmentally Appropriate Practice, in their own words and the link to best practice in the care and education of 3-5 year old children.
Be aware that children develop at their own speed and will require caregivers to provide and promote optimal learning on their developmental level, through opportunities and activities offered in the curriculum.	Provide an individual activity for a child based on observed development.
Knowing and understanding effective strategies and tools for early education.	Evident in the curriculum, the caregiver engages in conversations, thought-provoking questions, provision of materials, and spontaneous and intentional activities

	to meet children's needs.
Supports play as a vehicle for learning.	Explains the value of play and gives evidence of play that promotes learning in all interest areas.
Understands the importance of transitions and daily routines.	Performs at least 5 transition techniques from memory. Posts a daily routine.
Demonstrates ability to develop positive and respectful relationships with a diverse classroom.	Responds with warmth and responsiveness to all children.

<b><i>6. Using Content Knowledge to Build Meaningful Curriculum</i></b>	<b><i>Supporting Evidence</i></b>
Is aware of the importance of teacher/child relationship/interaction as an important teaching tool/strategy in the classroom	Bends low when interacting with children. Smiles, and laughs with children. Makes eye contact with children. Uses child's name, talks with children often.
Is aware of the content knowledge for preschool children, language & literacy, creative arts (music, movement, dance, drama, visual arts), mathematics, science, health & physical activity, safety, and social studies	Understands that each center in the classroom and outside allows for activities that can cover all content areas Identify a content area of your interest and include it in a curriculum plan for children
Is aware of the importance of developmentally appropriate toys, materials, and environmental arrangement to promote preschool learning development	Can identify some developmentally appropriate materials and some that are not.
Is aware of the State of Maine Early Childhood Learning Guidelines as well as other resources to assist in the design and implementation of developmentally meaningful curriculum for preschool age children	Asks questions about resources linked to curriculum design and building meaningful curriculum for preschool children.

<b><i>7. Becoming a Professional</i></b>	<b><i>Supporting Evidence</i></b>
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<p>Identifying and involving oneself with the early childhood field</p>	<p>Membership in the Maine Roads To Quality Professional Registry</p> <p>Membership in the National Association for the Education of Young Children or connection with other relevant local or statewide professional networks or organizations</p> <p>Familiarity with basic vocabulary of the profession (e.g., “developmentally appropriate practice”, “learning guidelines”, “integrated curriculum”, etc.</p> <p>Displays basic professional dispositions in the classroom, e.g., responsiveness, initiative, confidentiality, co-cooperativeness, appropriate language and dress, recognition and respect for diversity</p>
<p>Knowing about and upholding ethical standards</p>	<p>Possesses a copy or has access to the National Association for the Education of Young Children Code of Ethics</p> <p>Possesses a copy of employer-related expectations for ethical conduct and can explain them.</p> <p>If a self-employed FCC provider, can present a statement of family-teacher relationship expectations.</p>
<p>Engaging in continuous, collaborative learning to inform practice</p>	<p>Attends and participates fully in staff orientation, workshops and trainings</p>

	<p>Attend a training or workshop, to begin to create a personal plan for a professional portfolio and philosophy statement</p> <p>Maintains open communication and positive relationships with colleagues and Supervisors</p> <p>Understands roles of collaborating professionals (e.g., special educators, therapists, ed techs, etc.)</p> <p>Seeks out opportunities for training, reflection or feedback based on own specific needs for professional development</p> <p>If a Family Child Care provider, builds a library of articles useful to discuss current issues with parents</p>
<p>Integrating knowledgeable, reflective and critical perspectives</p>	<p>Accesses and reads professional articles in print or online about current topics in Early Childhood Education</p> <p>Responds to center-based evaluation methods with self-reflection, suggestions and discussion with supervisor and /or colleagues</p> <p>If a Family Child Care provider, seeks out another area provider or network to share knowledge and insight about important issues</p> <p>Creates and maintains a personal library of relevant articles about current issues</p>

	<p>Suggests topics for parent and/or staff meetings</p> <p>Distinguishes professional from personal needs and perceptions re: classroom activities and behavior</p>
<p>Informed advocacy</p>	<p>Coherently explains a stance on a relevant curriculum issue such as play or direct instruction in the classroom</p> <p>Indicates an awareness of some relevant policy issues in early childhood education, e.g., standards, quality, Pre-K settings, etc.</p>

### **Uses of the Core Knowledge Areas and Competencies**

#### **National**

MRTQ Core Knowledge Training program is accepted by the Council for Professional Recognition to meet the 120 hours of training. CDA Candidates are also required to write six competencies standards.

## **Maine**

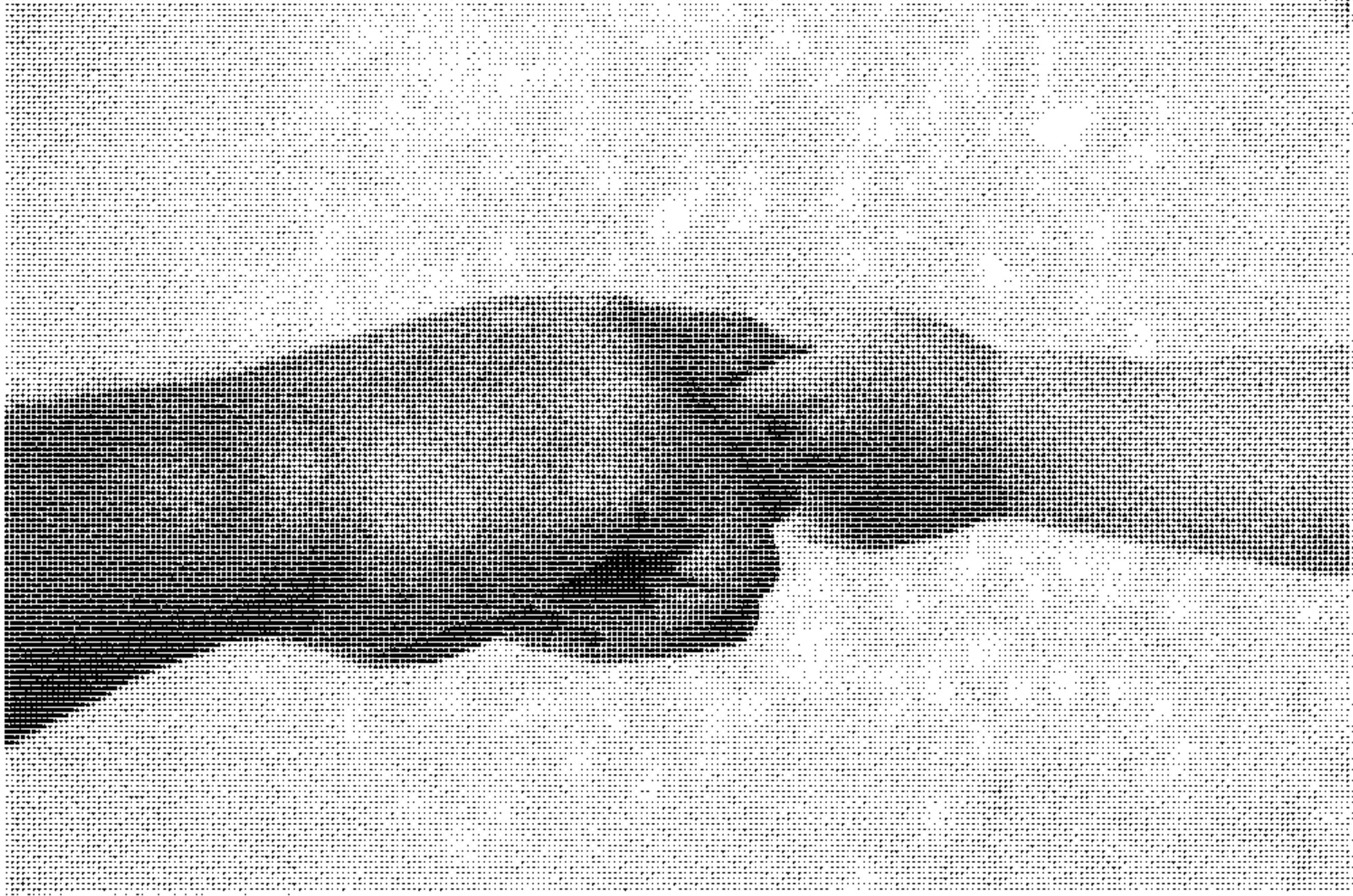
Maine Roads to Quality maintains articulation agreements with the community colleges for completion of the core 180 hour training program. Students are required to submit a portfolio based on the eight core knowledge areas to document understanding of each one.

Maine Infant/Toddler Level 1 Credential required Core Knowledge Training, a portfolio and onsite observation to demonstrate competency.

Maine Youth Development Credential is currently being piloted and follows the model developed for the Maine Infant/Toddler Level 1 Credential.

Maine Director Credential Level 1 is under development and also models the above credentials.

# Maine Infant Toddler Competencies



Maine Roads to Quality  
Maine Infant Toddler Initiative  
2010



Early Childhood Division,  
Office of Child & Family Services,  
Maine Department of Health & Human Services



## Maine Infant Toddler Competencies

### Purpose and History

In a response to a nationwide movement to support the professional development of infant/toddler caregivers and to ensure that babies and toddlers are given the highest quality care possible, the Maine Department of Health and Human Services through the work of the Infant Toddler Initiative has lent its support in creating a tiered Infant Toddler Credentialing system to ensure that specialized training and advanced college course work are available for providers who work with infants and toddlers. To inform that tiered credentialing system, Maine identified the knowledge, skills and abilities that caregivers need to successfully work with infants and toddlers.

The workgroup that led the writing of these competencies included:

Allyson Dean, Director of Maine Roads to Quality  
Martha Naber, Early Childhood Faculty at Kennebec Valley Community College  
Carolyn Drugge, Maine State Child Care Administrator  
Karen White, Maine State Infant Toddler Specialist  
Anne Williams, LCSW, Early Childhood Mental Health Specialist  
Georgia Nigro, Psychology Faculty at Bates College

**Infant Toddler Competencies** were written in the following areas

- infant and toddler growth and development
- health, safety and nutrition
- relationships with children
- relationships with families
- observation and assessment
- curriculum and approaches to learning
- professionalism

Maine's infant toddler competencies outline a progression in complexity of the knowledge, skills and abilities caregivers need to demonstrate at entry level (level I), intermediate level (Level II, post associate degree) and advanced level (Level III, post bachelor degree).

**Maine's Infant Toddler Caregiver Competencies**  
**Infant Toddler Initiative – November 2007**

- Level I Credential:** Core knowledge training, state approved training and demonstration of competencies  
**Level II Credential:** Associate's Degree, college coursework specific to infants and toddlers, and demonstration of competencies  
**Level III Credential:** Bachelor's Degree, college coursework specific to infants and toddlers, and demonstration of competencies

**Infant and Toddler Growth and Development**

<b>Level I Competencies</b>	<b>Evaluation</b>
Lists the major developmental milestones of infancy and toddler years	Create a timeline that includes major developmental milestones as portfolio activity in Caring for Infants, Toddlers and Their Families, Module 4
Articulates the basic concepts of brain development and the importance of the first three years of life	Create a parent board that communicates the basic concepts of brain development as portfolio activity in Caring for Infants, Toddlers and Their Families, Module 2
Lists examples of the holistic nature of child development and the interdependence of the domains: social, emotional, cognitive, language and physical	Write a brief piece about brain development for a parent newsletter as portfolio activity in Caring for Infants, Toddlers and Their Families Module 2 -or- Design an activity for infants or toddlers that incorporates two or more areas of development in Module I activity, "Multiple Domains" in Infant Toddler Guidelines For Supporting Growth and Development training

<b>Level II Competencies</b>	<b>Evaluation</b>
Describes physical, cognitive, social, emotional, and communication milestones of infants and toddlers	Post Secondary course work and study and/or practicum observation
Communicates developmental summaries to families	
Provides examples of atypical development of infants and toddlers or developmental "red flags" that require further assessment	
Modifies care routines and learning environments in response to changes in infant/toddler development	

<b>Level III Competencies</b>	<b>Evaluation</b>
Describes the sociocultural context of development	Post Secondary course work, study and/or practicum observation

Employs early intervention resources, strategies and supports	
Is able to communicate verbally and in writing a developmental profile of an infant or toddler with parents and paraprofessionals to inform continued practice	
Describes the continuum of development and individual variations within it including brain development specifics	
Applies theory to practice in an infant toddler setting through curriculum development, interaction and environmental planning	

## Healthy Safety and Nutrition

Level I Competencies	Evaluation
Understands and follows licensing regulations regarding health and safety	Describes the basic health and safety regulations for infant and toddler programs as portfolio activity in Foundations of Health, Wellness and Safety, Module 2
Completes basic daily health and safety check of environment for potential hazards	Complete a basic daily health and safety check of environment for potential hazards using your setting's licensing guidelines as a reference in Caring for Infants, Toddlers and Their Families, Module 2
Demonstrates appropriate techniques for performing basic first aid and CPR with infants and toddlers	Holds CPR/First aid certification
Describes appropriate hand washing and sanitation procedures	Creates visual reminders of hand washing procedures as portfolio activity in Foundations of Health, Wellness and Safety, Module 2
Lists sources of information on mental health, nutrition, health, and safety that can be shared with families	Creates posting with basic health information regarding a common infant/toddler illness in Foundations of Health, Wellness and Safety, Module 2
Names signs that indicate possible abuse and/or neglect of infants and toddlers	Create a list of signs that indicate possible abuse/neglect of infants and toddlers for your reference as a portfolio activity in Caring for Infants, Toddlers and their Families, Module 2
Lists potential food- and plant- related hazards for infants and toddlers and names preventive measures for avoiding dangerous situations.	Includes an up-to-date list of potential food- and plant- related hazards for infants and toddlers as portfolio activity in Caring for Infants, Toddlers and Their Families, Module 8
Articulates implications of nutrition for infant/toddler growth and development, including brain development	Create a one paragraph informational piece for parents describing the importance of good nutrition for infant/toddler growth and development, including brain development as a portfolio activity in Foundations of Health,

Lists behaviors and other symptoms that signal a possible nutritional concern	Wellness and Safety, Module 4. Create a list of behaviors and other symptoms that signal a possible nutritional concern for your own reference in Foundations of Health, Wellness and Safety, Module 4.
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<b>Level II Competencies</b>	
Adapts environment in response to safety issues	<b>Evaluation</b> Post Secondary course work, study and/or practicum observation
Describes effective strategies for actively supervising (and interacting with) small groups of infants and toddlers to ensure safety	
Designs a safe space within a shared space for play for mobile and non-mobile infants	
Describes the potential challenge to healthy development associated with prolonged use of equipment designed to hold immobile infants (i.e. swings, car seats, exersaucers)	
Identifies and demonstrates standards and protocols for infection control and universal precautions	
Lists the signs and symptoms of common infant/toddler illnesses	
Coordinates infant/toddler nutrition with family	

<b>Level III Competencies</b>	
Offers suggestions and guidance on drafting health and safety related policies and procedures	<b>Evaluation</b> Post Secondary course work, study and/or practicum observation
Lists the characteristics of safe toys, equipment and room arrangement	
Designs and documents emergency evacuation plans	
Demonstrates cultural sensitivity to nutritional beliefs/practices	

### **Relationships with children**

<b>Level I Competencies</b>	
Responds to infants' and toddlers' basic physical and emotional	<b>Evaluation</b> Describe the effects that responsive caregiving has on healthy attachment and

needs by responding to cries of distress, hunger, tiredness, boredom	overall socio-emotional development for a child as a portfolio activity in Caring for Infants, Toddlers and their Families, Module 3.
Lists practices that nurture the caregiver-child relationship so that the child feels safe and can predict behavior/response from adults	See above.
Provides examples of eliciting information from parents about their child and integrating consistent caregiving practices across home and early care setting	Write a policy outlining strategies used to ease the transition into a child care setting for both parents and children. Include specific techniques (home visits, family pictures, and transitional items, family interview) that you will employ in this process. Caring for Infants Toddlers and Their Caregivers, Module I portfolio activity.
Lists practices that address individual infant's or toddler's schedule for sleep, rest, food, elimination, play	Write a basic daily schedule for an infant or toddler classroom (or a mixed age group) that allows for individual schedules as a portfolio activity in Caring for Infants, Toddlers and Their Families, Module 1.

<b>Level II Competencies</b>	<b>Evaluation</b>
Responds to infants'/toddlers' over stimulation by alternating eye-contact, using a soft voice, and engaging in quiet activity, and mimics and reads facial expressions	Post Secondary course work, study and/or practicum observation
Explains why it is important to consider home culture, language and traditions in caregiving behaviors	
Describes strategies for offering a balance of one-on-one and group time, active and quiet play, indoor and outdoor play	
Describes strategies for implementing primary caregiver system, allowing a caregiver to know a family and child and to predict needs and respond appropriately	
Articulates theories of attachment and describes signs of interrupted attachment	

<b>Level III Competencies</b>	<b>Evaluation</b>
Responds to relationships in the context of individual developmental/emotional status	Post Secondary course work, study and/or practicum observation
Implements primary caregiving system of care and knows his/her families. Incorporates home visits, parent portfolios or other mechanisms for ensuring culturally sensitive continuity across caregiving settings	

Assesses healthy parent and child attachment. Refers to mental health/family counseling agencies as needed. Implements strategies to promote parent-child attachment	
Observes child's relationships with others and encourages peer to peer interaction by modeling and scaffolding as needed	
Uses props/family artifacts representative of language and culture in interactions with child	

### **Relationships with Families**

<b>Level I Competencies</b>	<b>Evaluation</b>
Lists strategies for eliciting information about family culture, child rearing practices and individual child needs prior to enrollment	Design a parent questionnaire soliciting information from families prior to enrollment as a portfolio activity in Caring for Infants Toddlers and Their Families, Module 1.
Describes daily communication strategies which develop and maintain trust with families	Design a written daily communication note for use with families as a portfolio activity in Caring for Infants Toddlers and Their Families, Module 1.
Maintains confidentiality in all matters concerning family and child. Provides examples of unique confidentiality issues and responsibilities involved in working with infants	Portfolio Activity in Caring for Infants, Toddlers and Their Families, Module 1

<b>Level II Competencies</b>	<b>Evaluation</b>
Describes strategies to maintain consistency in caregiving practices between home and child care. Communicate inconsistencies respectfully to ensure a mutually acceptable compromise or solution	Post Secondary course work, study and/or practicum observation
Lists strategies for soliciting parents' information about the child's development and goals for development	
Reports information on the developmental status of an infant or toddler across developmental domains using illustrative examples of behaviors	

<b>Level III Competencies</b>	<b>Evaluation</b>
Provides strategies for seeking parental input on culturally sensitive classroom management, planning, and curriculum design	Post Secondary course work, study and/or practicum observation
Designs activities that encourage parent participation	
Conducts home visit to further knowledge and understanding of family	
Describes family system and its strengths and challenges, working to support the family unit through parenting suggestions, referral to community resources, and empowerment of family's own advocacy skills	

### **Observation and Assessment**

<b>Level I Competencies</b>	<b>Evaluation</b>
Observes infants' and toddlers' development, individual needs, and program planning.	Conduct 1 one hour observation of any infant or toddler in the area of gross and fine motor (Application activity in Modules, 4, 5, 6, 7 in Infant Toddler Guidelines For Supporting Growth and Development training) and plan for an activity or interaction that is developmentally appropriate for this child based on your observation
Identifies and documents growth in development based upon observation	Conduct 1 one hour observation of any infant or toddler in the area of gross and fine motor (Application activity in Modules, 4, 5, 6, 7 in Infant Toddler Guidelines For Supporting Growth and Development training) and plan for an activity or interaction that is developmentally appropriate for this child based on your observation
Familiar with and uses at least two infant and toddler assessment tools (including checklists)	Choose one assessment tool commonly used with infants and toddlers and complete it (Module 2 Home Work Assignment in Infant Toddler Guidelines For Supporting Growth and Development training)

<b>Level II Competencies</b>	<b>Evaluation</b>
Modifies routines, activities, and interactions in response to needs identified in observation/assessment	Post Secondary course work, study and/or practicum observation
Uses documented observations to create a developmental	

summary of an individual infant or toddler	
Identifies atypical behavior and development and refers or seeks appropriate referral/resources	
Describes process for involving families in child assessment process	

<b>Level III Competencies</b>	<b>Evaluation</b>
Recognizes the difference between objective and subjective evaluation/observation	Post Secondary course work, study and/or practicum observation
Recognizes birth-three assessment tools (ie screening, curriculum referenced, norm referenced) commonly used in Maine	
Employs authentic and varied assessment tools (observations, documentation, portfolio, parent interview, checklist, etc.) to create a developmental snapshot of a child	
Incorporates assessment and observation data into culturally sensitive individual and group curriculum planning and environmental design	
Coordinates with goals outline in an IFSP by the ECT to implement intervention based on atypical development	

### **Curriculum and Approaches to Learning**

<b>Level I Competencies</b>	<b>Evaluation</b>
Follows infants'/toddlers' individual schedule/preferences when planning for activity/interaction	Write a basic daily schedule for an infant or toddler classroom (or a mixed age group) that allows for individual schedules as a portfolio activity in Caring for Infants, Toddlers and Their Families, Module 6.
Demonstrates use of relationship/interaction as primary learning tool/strategy	Describe the effects that responsive caregiving has on healthy attachment and overall socio-emotional development for a child. as a portfolio activity in Caring for Infants, Toddlers and their Families, Module 3.
Selects appropriate toys, materials, and environmental	Observe a child in your setting. Design a toy that will be safe, durable, and will



arrangement to promote infant/toddler exploration and discovery	meet their needs Caring for Infants Toddlers and their Families (Mod 7 portfolio).
Employs a sensory-rich environment as a learning tool and provides multi-sensory experiences daily	Describe your program's approach to providing a sensory-rich environment. Are there some senses that are engaged more than others? How might you remedy this? Portfolio Activity in Caring for Infants, Toddlers and their Families, Module 8.

<b>Level II Competencies</b>	
Establishes primary caregiving relationship with child to gather knowledge of child's approaches to learning	<b>Evaluation</b> Post Secondary course work, study and/or practicum observation
Develops and implements individualized curriculum	
Embeds <i>Supporting Maine's Infants and Toddlers: Guidelines for Learning and Development</i> in curriculum goals and planning	
Demonstrates flexibility in curriculum implementation depending on child's needs	
Respects family as child's first teacher and solicits information from family as part of planning for child's learning	

<b>Level III Competencies</b>	
Employs written systems of curriculum planning that incorporate documented observation and assessment, parental input, and Maine's guidelines for learning and development	<b>Evaluation</b> Post Secondary course work, study and/or practicum observation
Plans for and designs experiences that promote growth in all areas of development holistically rather than as unique skill sets/developmental milestones	
Plans for and implements early intervention goals by embedding them in curriculum planning when appropriate	

## Professionalism

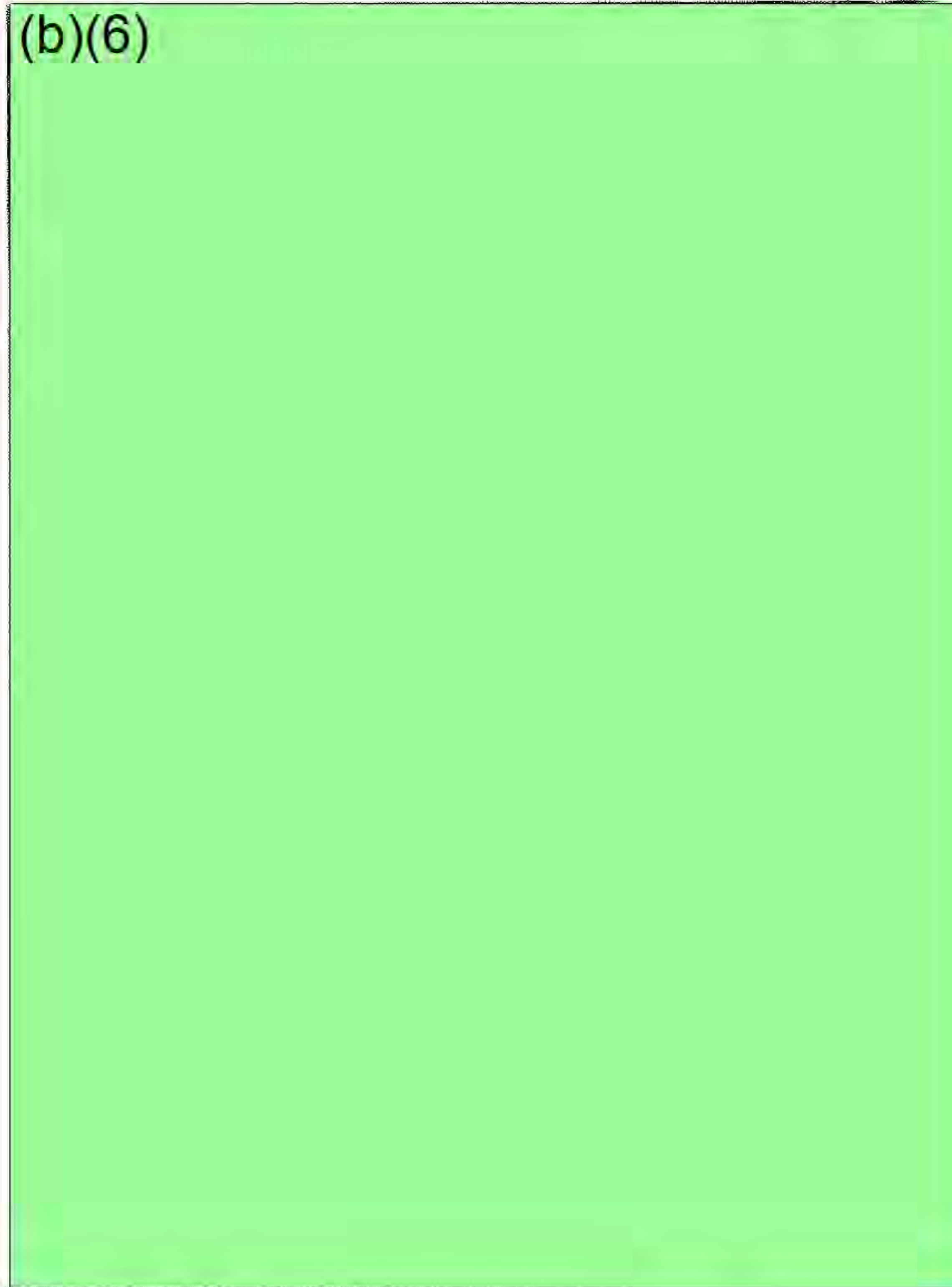
<b>Level I Competencies</b>	
Joins Maine Roads to Quality Registry	<b>Evaluation</b> MRTQ Registry Certificate

<p>Demonstrates ability to create a partnership and work productively with families and coworkers in the delivery of care</p>	<p>Describe the strategies your program lists to support healthy partnerships with families and/or co-workers in the delivery of care for infants and toddlers</p>
<p>Writes a philosophy statement defining his/her approach to developmentally appropriate, safe, and nurturing infant toddler care in group settings</p>	<p>Portfolio Activity in Caring for Infants, Toddlers and Their Families, Module 1</p>
<p>Demonstrates the ability to be self-reflective in practice/work with children and families by identifying personal strengths and challenges</p>	<p>“Reflect on one or more parents with whom you currently work. Has anything changed in the way you think about them and the ways you interact with them? Caring for Infants Toddlers and Their Families, Module 2 portfolio activity.</p>
<p>Understands and values divergent points of view and cultural preferences around child caregiving/childrearing</p>	<p>Answer the following questions from the in-class activity: 1.How can we be culturally sensitive to families with whom we may have differences in caregiving practices? 2. How do we establish and nurture a relationship with the family? i.e. always focus on the parent/child relationship, the positive attributes and attachment behaviors. Optional Portfolio Activity in Caring for Infants, Toddlers and Their Families, Module 1.</p>
<p>Demonstrates understanding of NAEYC code of ethical conduct by referencing the code when solving dilemmas encountered in working with infants toddlers and their families.</p>	<p>Describe one difficult issue you have encountered in communicating with families or coworkers around the care of infants and toddlers. In considering the resolution of this issue, how might the NAEYC Code of Ethics guide you? Portfolio Activity in Caring for Infants, Toddlers and Their Families, Module 10.</p>

<p><b>Level II Competencies</b></p>	<p><b>Evaluation</b></p>
<p>Creates professional development plan for self</p>	<p>Post Secondary course work, study and/or practicum observation</p>
<p>Identifies, recommends, and advocates for best practice in early childhood settings</p>	
<p>Joins professional organization, such as local NAEYC affiliate, NAFCC affiliate</p>	<p>Membership card</p>
<p>Applies code of ethics and standards of best practice to own work and setting</p>	

<b>Level III Competencies</b>	
Advocates for best practice in local community and in the field at large	Post Secondary course work, study and/or practicum observation
Participates in professional organizations and their activities	
Demonstrates ability to mentor new infant toddler early care and education providers	

# Maine Youth Development Competencies



**Maine Roads to Quality  
Maine Afterschool Network  
2011**

*These competencies were developed as a collaborative effort of Maine Roads to Quality, the Maine Afterschool Network, and the Early Childhood Division of the Department of Health and Human Services  
Spring 2011*

## Maine Youth Development Credential 1

### Purpose and History

In a response to a need for additional professional development opportunities for Youth Development practitioners and to ensure that school age children and youth have access to quality out of school time experiences, the Maine Department of Health and Human Services through the work of the Maine Afterschool Network has lent its support to the creation of a Youth Development Credentialing system to ensure that specialized training and advanced college course work are available for providers who work with school age children and youth.

In 2009, the Maine Afterschool Network created a subcommittee, chaired by the Director of Maine Roads to Quality, to consider the practitioner competencies necessary to work successfully with children and youth in school age settings across the state. This subcommittee included the following representatives:

Allyson Dean, Chair, Director of Maine Roads to Quality  
Deb Chase, Director, Maine Afterschool Network  
Kristopher Michaud, Quality Specialist, DHHS Early Childhood Division  
Pam Prevost, Education Specialist/COA Afterschool Accreditation Facilitator, Community Concepts, Inc.  
Bob Steinberg, Child Care Licensing Supervisor, DHHS  
Rita Fullerton, Director, Child Care Options RDC  
Bobbi Jordan, Director, Augusta 21<sup>st</sup> Century Community Learning Center  
Erika Neal, Research Associate, Center for Community Inclusion  
Kristy Ouellette, Assistant Professor, University of Maine Cooperative Extension

This group met over the course of 18 months to develop a draft of the Youth Development competencies and the presented them to the larger Maine Afterschool Network and other stakeholders for approval in the spring of 2010. These competencies are outlined below and form the framework for the Youth Development Credential to be piloted in 2011.

### Youth Development Credential 1 Competencies

- Guidance toward healthy relationships
- Child and adolescent development
- Health, wellness, and safety
- Observation and assessment
- Curriculum and activities
- Learning environment
- Program planning and evaluation
- Cross cultural competence
- Connecting with families, schools and community
- Professionalism

## **Maine Youth Development Competencies**

### **Guidance toward Healthy Relationships**

- Models and encourages interactions that are respectful of self and others
- Establishes and communicates limits for acceptable behavior
- Addresses inappropriate behaviors or situations rather than labeling youth
- Uses redirection, environmental arrangement, and planning to minimize potential for challenging behavior

### **Child and Adolescent Development:**

- Recognizes the major milestones of development for children and youth ages 5 – 13 across the domains of: physical, social-emotional, intellectual development
- Demonstrates through appropriate lesson and activity planning, that children and youth develop through active hands on exploration and application
- Articulates potential environmental and cultural influences on the development of children and youth
- Recognizes basic temperament/personality differences and their possible influence on development.

### **Health, Wellness, and Safety:**

- Understands and abides by State of Maine Licensing Regulations regarding health and safety for school age programs, including mandated reporting of child abuse and neglect.
- Develops process for daily health and safety checks of indoor/outdoor environments to ensure the safety of school age children and youth.
- Promotes health and safety of all youth through appropriate supervision.
- Demonstrates knowledge of CPR/First Aid techniques for children, youth and adults
- Promotes healthy practices and illness prevention through handwashing, sanitizing, and cleanliness of program environment.

Understands common health and wellness issues of children and youth ages 5-13.

**Observation and Assessment**

Assists with the collection of information about child and youth behavior, development, and interests

Understands the behaviors of youth and children in the context of typical development and uses age appropriate expectations as the basis for observation

Communicates observations in written and oral form in cooperation with supervisor or staff team

Understands and maintains confidentiality regarding observation of children and youth

**Curriculum and Activities:**

Demonstrates activity planning that reflects the mission of the program.

Understands the importance of providing youth with independent access to learning materials.

Ensures opportunities for children and youth to engage in activities that are developmentally and culturally appropriate for varying cognitive, social, emotional, and physical development levels of children and youth.

Recognizes varying learning styles of children and youth, and works to ensure a wide array of activities.

Develops strategies for smooth transitions between activities.

**Learning Environment**

Provides a welcoming atmosphere for children, youth, and families.

Organizes the indoor and outdoor environments to meet the wide variety of interests, learning styles, and abilities of children and youth.

Defines spaces for a variety of activities to take place.

Selects, arranges and utilizes developmentally appropriate equipment and materials for all children & youth.

Plans and implements a schedule to meet the individual needs of children and youth.

### **Program Planning and Evaluation**

Articulates program mission and goals.

Engages youth in all aspects of program planning and evaluation.

Demonstrates knowledge of program's policies and procedures.

Ensures appropriate room arrangement and design for effective use of space.

Plans program within fiscal and administrative policies of the organization; including purchasing supplies, keeping accurate fiscal and attendance records.

### **Cross Cultural Competence**

Recognizes and supports cultural differences and diverse family structures and socioeconomic or educational realities

Uses inclusive language that is respectful of all family types

Provides opportunities for children, youth, and families to share cultural backgrounds

### **Connecting with Families, Schools and Communities**

Demonstrates ability to support relationships between youth, families, schools, and communities by sharing information.

Establishes relationships with appropriate school and community resources to support children and families.

Recognizes and respects various family structures.

Utilizes a variety of communication strategies to inform families of the program's mission, goals, and activities.



Establishes a collaborative relationship and coordinates information sharing with families and schools to support youth learning.

Maintains confidentiality regarding families and youth.

**Professionalism**

Is a member of Maine Roads to Quality Professional Registry.

Attends staff orientation and training.

Abides by NAA's Code of Ethical Conduct, using the NAA Code of Ethics to guide practice.

Demonstrates knowledge of applicable regulation and laws pertaining to working with children and youth at the local, state, and national levels.

Strives to maintain positive working relationships with colleagues, professionals, and families.

Meets personal needs to maintain energy and enthusiasm to work with youth and to prevent burn-out.

# Maine Youth Development Credential 1

## Competencies & Core Knowledge Training Portfolio Activities

Competency	Indicator	Activity
<p><b>1. Guidance toward Healthy Relationships</b></p>	<p>a) Models and encourages interactions that are respectful of self and others            b) Establishes and communicates limits for acceptable behavior            c) Addresses inappropriate behaviors or situations rather than labeling youth            d) Uses redirection, environmental arrangement and planning to minimize potential for challenging behavior.</p> <p>e) Develops a plan for engaging children and youth in meaningful decision-making and leadership activities.</p> <p>f) Utilizes best practice strategies including mediation, conflict resolution, and others to prevent bullying and harassment.</p>	<p>1 a) – d) Refer to the “Reaching Potential through Quality Afterschool” Guide pages 40-41 for best practices in the area of Human Relationships. Write a communication plan for your program that describes how your program will: Model and encourage interactions that are respectful of self and others; minimize the potential for challenging behaviors; establish and communicate limits for acceptable behaviors; and manage inappropriate behaviors and situations when they occur. (WWSAC&amp;Y Module 1 Portfolio Activity)</p> <p>e) Explain how your program uses a child-centered approach to motivating and engaging children and youth in developing decision-making and leadership skills through planning activities for the program. (<i>Links to Learning Curriculum Guide, Section 2, pages 18-19</i>) - or-            Explain how your program engages children and youth in decision-making and leadership activities (E-Learning for 4H Volunteers module 2)</p> <p>f) Describe conflict resolution strategies used by your program, including ways your staff interact with children to prevent bullying and harassment or other peer-to-peer aggression. (<i>WWSAC&amp;Y Module 1 Activity</i>)</p> <p>-or- E-Learning for 4H Volunteers “Recognizing Bullying Behaviors” Training</p>
Competency	Indicator	Activity

<p><b>2. Child and Adolescent Development</b></p>	<p>a) Recognizes the major milestones of development for children and youth ages 5 – 15 across the domains of physical, social-emotional, intellectual development. b) Develops lessons and activities incorporating active hands-on exploration and application. c) Articulates potential environmental and cultural influences on the development of children and youth at different ages d) Recognizes basic temperament/personality differences and their possible influence on development. e) Is acquainted with and able to employ current wisdom regarding different learning styles, the way the brain processes information, and brain development. f) Demonstrates basic understanding of how trauma affects the development of children and youth. g) Demonstrates basic understanding of “developmental assets” and their positive impact on children and youth.</p>	<p>2 a) &amp; b) Refer to the “Reaching Potential” guide pages 28 &amp; 29: standards for Utilizing a Youth Development Approach. Write a summary of how your program works to meet the developmental needs of school age youth. Include two examples of lesson planning or environmental changes implemented in response to a child’s development, temperament or learning style. (WWSAC&amp;Y Module 2 Portfolio Activity) c) Explain how the environment and cultural influences of the program, staff, families, and community affect the development of children and youth at various age/grade levels. (E-Learning for 4H Volunteers – Ages and Stages, Module 3 activity) (d &amp; e) Based upon the information we know about brain development and learning styles, describe one child’s learning style, and explain the ways that your program meets this child’s preferred learning style and way of constructing knowledge. (Links to Learning Curriculum Guide, Section 2, pages 15-17) (f &amp; g) Based upon the information regarding resiliency and asset development, please fill out Handout 2-1 to identify the Risk and Protective Factors of a child in your program. Using the Links to Learning Curriculum Guide, pages 23 &amp; 24, describe how you can use one of the developmental assets on pages 70-71 to inform your program activities in the areas of environment, relationships and experiences (eg. p. 24, Links to Learning Curriculum Planning Guide, Section 2)</p>
<p>Competency</p>	<p>Indicator</p>	<p>Activity</p>
<p><b>3. Health, Wellness, and Safety</b></p>	<p>a) Understands and abides by State of Maine Licensing Regulations regarding health and safety for school-age programs by promoting rights for children as detailed in Maine Rules for the Licensing of Child Care Facilities, Section 10, 10-148 CMR Ch 32, Jan. 2008. b) Develops process for daily health and safety checks of indoor-outdoor environments to ensure the safety of school-age children and youth. c) Promotes good health and provides an environment that contributes to the prevention of illness and accidents through appropriate supervision.</p>	<p>3 a) Complete the State of Maine Health and Safety Checklist in your program. Bring the completed checklist and identify one area where your program can improve in the areas of health, safety and wellness. (WWSAC&amp;Y, Module 3 Portfolio Activity) (b &amp; c) Develop Checklists to ensure the health and safety of your indoor and outdoor environments with a system to track who is responsible for each task. (WWSAC&amp;Y, Module 3 Activity)</p>

	<p>d) Demonstrates knowledge of CPR/First Aid techniques for children, youth and adults.</p> <p>e) Practices, models and assists children and youth in appropriate hygienic techniques including handwashing, sanitizing, and cleanliness of environment</p> <p>f) Understands common health and wellness issues of children and youth ages 5 to 15 and integrates activities related to nutrition and physical fitness into curricular areas.</p>	<p>d) Include a copy of a current First Aid/CPR certification.</p> <p>e) Provide a copy of your program's procedures explaining appropriate hygienic techniques including hand washing, sanitizing, and cleanliness of the environment. In addition, list your suggestions of improvement (revising the policy, training other staff, posting instructions), what needs to be done to make the change, as well as who will take responsibility and a timeline for implementing the change. (FHWS, Module 2 Portfolio Activity)</p> <p>f) List 5 ways your program contributes to the health and wellness of youth, including integrating activities related to nutrition and physical activity. (FHWS Module 4)</p>
<p><b>Competency</b></p> <p><b>4. Observation and Assessment</b></p>	<p><b>Indicator</b></p> <p>a) Assists with the collection of information about child and youth behavior, development and interests.</p> <p>b) Understands the behaviors of youth and children in the context of typical development and uses age-appropriate expectations as the basis for observation.</p> <p>c) Communicates observations in written and oral form in cooperation with supervisor or staff team.</p> <p>d) Understands and maintains confidentiality regarding observation of children and youth.</p>	<p><b>Activity</b></p> <p>4a) Use one of the observation/assessment forms to assess one of your youth's learning. Based upon the observation, plan an activity that is based on the youth's interests and developmental needs. Include the activity, instructions and list of materials needed (WWSAC&amp;Y, Module 4 Portfolio Activity)</p> <p>b) Based upon (E-Learning for 4H Volunteers The Ages and Stages curriculum), (Links to Learning Curriculum Guide, Section 2, pages 20-22), or for children in your program with special needs (Inclusive Child Care Module 2 Portfolio Activity). Using an appropriate observation tool mentioned in one of the above trainings, do a 15 minute observation during three different daily routine activities, looking for the child's strengths, interests, and educational needs, health and engagement in the activities.</p> <p>c) Include a copy of an observation of a child in your program (using no name or initials only) to assess the skills and development of the children in your care. Describe how the team of staff at your program use this information gathered through observation to inform your curriculum planning. Explain how your program ensures</p>

		confidentiality in the use of such observations (WWSAC&Y, Mod 4 Activity)
Competency	Indicator	Activity
5. Curriculum and Activities	<p>a) Demonstrates an understanding that lesson plans are the blueprint for implementing curriculum and follows an activity plan that includes youth input.</p> <p>b) Demonstrates understanding of the importance of providing youth with independent access to learning materials.</p> <p>c) Ensures opportunities for children and youth to engage in activities that are developmentally and culturally appropriate for varying cognitive, social, emotional and physical development levels.</p> <p>d) Recognizes varying learning styles of children and youth, and works to ensure a wide array of activities.</p> <p>e) Develops strategies for smooth transitions between activities.</p>	<p>5 a) &amp; b) Plan an activity describing how the activity meets the children's needs and interests. Explain how your program includes youth input in curriculum and activity planning and allows for independent access of learning materials by youth. (E-Learning for 4H Volunteers, Youth/Adult Partnership online Training, curriculum and learning activity)</p> <p>c) Develop a plan for a project based learning activity which is culturally and developmentally appropriate for the varying cognitive, social, emotional and physical levels of children in your programs. (Links to Learning Curriculum Planning Guide, Section 5, pages 81-85)</p> <p>d) Develop a theme based activity with the youth in your program using the 6 step approach as described on pages 75- 80 in Links to Learning Curriculum Guide Section 5. Explain how the theme based activities meets the various learning styles and preferences of all the children. (Links to Learning, Section 5, 75-80)</p> <p>e) Pick what you see as your hardest transition. Imagine yourself as one of the children participating in this transition. Record your thoughts and feelings in the first person, as if you were thinking the child's thoughts, as the transition happens. Reflect on what you have learned and any changes you might want to make to the transition including: environmental design that meets the social emotional needs of children, children generally feel more comfortable, child specific safety and comfort questions, inventory of classroom preventive practice. (FSEDYC, Module 4, Portfolio Activity) or (WWSAC&amp;Y, Module 5, Activity)</p>
Competency	Indicator	Activity
6. Learning Environment	a) Provides a welcoming atmosphere for children, youth, and families	6a) Read the <i>Places to Live</i> and the <i>Physical Environment</i> articles in Module 6 of WWSAC&Y. Once you have read the articles, reflect upon how a program can use the environment to establish a group identity, to

	<p>b) Organizes the indoor and outdoor environments to meet the wide variety of interests, learning styles and abilities of children and youth.</p> <p>c) Defines spaces for a variety of activities to take place.</p> <p>d) Selects, arranges and utilizes developmentally appropriate equipment and materials for all children and youth</p> <p>e) Plans and implements a schedule to meet children's and youth's individual needs</p>	<p>offer support and security to the children and youth, and to be functional and safe as well as welcoming and organized. (WWSAC&amp;Y, Mod. 6 activity)</p> <p>b &amp; c) Draw or collect pictures of your indoor &amp; outdoor environments (include storage, immovable furniture, activity areas). Identify areas that are currently challenging for you, and how you might make changes in the environment to best meet the needs of children, families, and staff. (WWSAC&amp;Y, Module 5, Portfolio Activity, Mod 6 Activity)</p> <p>d) Describe how your program ensures appropriate room arrangement and design to make effective use of program space, ensure accessibility for all students, and allow a variety of activities to take place. (WWSAC&amp;Y, Module 6 activity)</p> <p>e) Create an IDEAL daily schedule based upon the developmental needs and learning styles of the children in your program. (WWSAC&amp;Y, Module 6 Portfolio Activity) or (Links to Learning Curriculum Guide, section 3, pages 38-42)</p>
<p><b>Competency</b></p> <p><b>7. Program Planning and Evaluation</b></p>	<p><b>Indicator</b></p> <p>Articulates program:</p> <ul style="list-style-type: none"> <li>• mission</li> <li>• goals</li> <li>• objectives</li> <li>• activities</li> </ul> <p>b) Engages youth in all aspects of program planning and evaluation.</p> <p>c) Demonstrates knowledge of program's policies and procedures.</p> <p>d) Ensures appropriate room arrangement and design for effective use of space.</p>	<p><b>Activity</b></p> <p>7 a) Using the information in the Links to Learning Curriculum Guide, Section 3, pp. 29-31, reflect upon your program's mission, goals, objectives and activities to determine the potential need for revision. Include a copy of your program's current or revised mission, goals, and objectives.</p> <p>b) Use the Table Talk activity format to have a discussion with staff around activity planning. Write a reflective statement about that discussion and how your program approaches planning and evaluation now, and how it would like to do so in the future, (i.e., including youth, parents, staff, planning for environmental changes or challenges.) WWSAC&amp;Y, Module 7 Portfolio Activity</p> <p>c) Provide a copy of your program's staff/employee handbook and signed statement of understanding.</p> <p>d &amp; f) In terms of creating accessible spaces, identify and describe three strategies that promote inclusive</p>

		<p>learning environments for all children. Describe universal design in early care and education. Describe three ways to modify and adapt the environment (games, materials and activities) that reflect the abilities, culture, and diversity of all children. (Inclusive Child Care, Portfolio Assignment Module 7) or (WWSAC&amp;Y, Mod. 6, online activity 2)</p>
	<p>e) Plans program within fiscal and administrative policies of the organization; including purchasing supplies, keeping accurate fiscal and attendance records.</p> <p>f) Plans programs to meet all children's individual learning goals and needs, including those with special needs.</p> <p>g) Utilizes experiential learning activities to expand and support daytime school program; includes core competencies and Maine K-12 Learning Results intentionally in program planning.</p>	<p>e) In a one page document, explain how you keep accurate records of attendance, incident/accident reports, children's records, and costs of supplies. (WWSAC, Module 7 activity)</p> <p>See (d) above.</p> <p>g) After reading Links to Learning, section 6 pages 89-164, use the <i>Linking to Quality Standards and Learning Benchmarks</i> and <i>Sample Activity Plan</i> Templates on pages 174-175, to develop an experiential learning activity that expands upon the children's school day learning based upon one of the Key Learning Areas. Discuss how intentionality in program planning can expand children's learning in this key area. (Links to Learning, section 6 pages 89- 164, 174-175)</p>
<p><b>Competency</b></p> <p><b>8. Cross-Cultural Competence</b></p>	<p><b>Indicator</b></p> <p>a) Recognizes and supports cultural differences and diverse family structures and socioeconomic or educational realities.</p> <p>b) Uses inclusive language that is respectful of all family types.</p> <p>c) Provides opportunities for children, youth and families to share cultural backgrounds through use of materials that reflect the language, art, music, stories and games from various cultural traditions</p> <p>d) Demonstrates awareness of own cultural competence related to gender, race, ethnicity, religion, socioeconomics, sexual orientation, and disability.</p> <p>e) Intervenes to explicitly address negative stereotyping and discriminatory statements or practices when they occur.</p>	<p><b>Activity</b></p> <p>8 a)-d) - Make a plan for ways that your program can teach tolerance and cultural competence. What might your program change about their intake forms, policies and materials, environment or staff training to be more competent in this area.</p> <p>In addition, Complete the Cultural Competence Survey located in Module 8 to assess your own cultural competence. Explain what you might do to become more culturally competent. (WWSAC&amp;Y Module 8 Portfolio Activity)</p> <p>e) Read the scenario below and write a reflective response that outlines what action you might take upon overhearing the conversation. Include any follow up you would do with the individuals and/or the group:</p>

<p><b>Competency</b></p>		<p>You are outside with a group of 8-10 year olds when you notice two boys, surrounded by a group of onlookers, walk over to check it out you overhear one of the youth say, "You're such a fag," as the conversation escalates. After responded to this scenario, write down the ways in which your program is addresses negative or stereotypical statements or practices (Policies, plans of action, etc.) when they occur in your program. (WWSAC&amp;Y Module 8)</p>
<p><b>9. Connecting with Families, Schools and Communities</b></p>	<p><b>Indicator</b></p> <p>a) Demonstrates ability to support relationships between youth, families, schools and communities by sharing information.</p> <p>b) Establishes relationships with appropriate school and community resources to support children and families.</p> <p>c) Recognizes and respects various family structures.</p> <p>d) Establishes a collaborative relationship and coordinates information sharing with families and schools to support youth learning.</p> <p>e) Utilizes a variety of communication strategies to inform families of the program's mission, goals and activities.</p> <p>f) Demonstrates awareness of cultural and human diversity.</p> <p>g) Provides support to teachers/families with regard to IEP process.</p>	<p><b>Activity</b></p> <p>9 a), b), c), d), f) - Based upon Links to Learning modules Communication and Coordination with Schools and Family Engagement, describe how your program collaborates with the school and community resources in a respectful way to support children and families of diverse cultures and family structures. Please include your policies and practices for sharing information to support youth learning. (Links to Learning, Modules 6 &amp; 7 activity)</p> <p>e) Explain the variety of communication strategies used by your program to inform families of your program's mission, goals and activities. (Links to Learning, Module 7 activity)</p> <p>f) See a) - d) above.</p> <p>g) Using the blank template provided, fill out and reflect on what your personal goals are for all children in your care, including those from diverse backgrounds and those with special needs to make the program work for all children. (Inclusive Child Care, Module 4 Portfolio Activity) --or--          What resources are available to help your program be inclusive to all children and families? The Center for Community Inclusion and Disability Studies can give you child specific assistance on site to help you in your work with children with identified special needs. Please visit <a href="http://www.cuidis.unimaine.edu/default.html">http://www.cuidis.unimaine.edu/default.html</a> to learn what they offer through their Child Care Plus ME program, including Tip sheets for offering inclusive childcare. Are there areas in your current program where</p>



		<p>you feel you need support in working with children of various needs? Find and identify one agency and contact person you could go to for additional support for your program or the families you serve. (WWSA&amp;C, Mod. 7)</p>
<p><b>Competency</b> <b>10.</b> <b>Professionalism</b></p>	<p><b>Indicator</b></p> <p>a) Is a member of Maine Roads to Quality Professional Registry</p> <p>b) Attends staff orientation and training and develops a personal plan for professional development</p> <p>c) Abides by NAA's Code of Ethical Conduct, using the NAA Code of Ethics to guide practice</p> <p>d) Demonstrates knowledge of applicable regulations and laws pertaining to working with children and youth at the local, state and national levels, including ADA.</p> <p>e) Strives to maintain positive working relationships with colleagues, professionals and families.</p> <p>g) Employs professional work habits such as dependability, time management, appropriate dress and appearance</p> <p>h) Maintains confidentiality, impartiality, and appropriate interpersonal boundaries.</p> <p>f) Meets personal needs in order to maintain energy and enthusiasm for working with youth and to prevent "burn-out."</p>	<p><b>Activity</b></p> <p>10 a) If you are not currently a member of NRTQ's Provider Registry, complete application to join. (WWSA&amp;C&amp;Y Module 10, Portfolio Activity)</p> <p>b) Provide staff orientation and training requirements for your program, and develop an annual plan for your own professional development. (WWSA&amp;C&amp;Y, Module 10 Activity)</p> <p>c) Include a copy of NAA's Code of Ethical Conduct. Explain how you would use the NAA Code of Ethics to guide your practice. (WWSA&amp;C&amp;Y, Module 10 Activity)</p> <p>d) Include a copy of the State of Maine Licensing Regulations for School-Age Programs and a copy of your program's Staff and Family Handbooks, including your program's inclusion policy.</p> <p>e), g), h) Describe your professional goals for maintaining positive working relationships with colleagues, professionals, and families, employing professional work habits and maintaining professional boundaries and confidentiality. (WWSA&amp;C&amp;Y, Module 10 activity).</p> <p>f) Identify, in self reflection, three methods you currently employ to manage your stress level and keep a healthy attitude toward your work with children, youth and families (WWSA&amp;C&amp;Y, Module 10 Portfolio Activity).</p>

## **14. Early Reading First Child Outcome Data**

## University of Southern Maine-Early Reading First Child Outcome Data 2010-2011

Although Early Reading First was funded to be an intensive intervention for small numbers of children, after six years we have a staff of highly trained early childhood coaches and trainers who are ready to scale up to bring the professional development statewide. The RTT-ELC grant provides the means to create an arm of Maine Roads to Quality, the MRTQ Center for Curriculum and Instruction that would target training to family child care providers, center-based and Head Start staff and prek teachers. Staff at the “Center” would adapt already developed training and use DVDs demonstrating best practice for working with culturally and linguistically diverse children as well as those who are high need because of poverty, lack of maternal education, etc. We are ready to take our learning on the road and have classroom teachers willing to be observed to demonstrate the highly effective language throughout the classroom and the efficient use of literacy skills throughout the day.

The ERF data shows significant increases over the six-month period between pre and post child assessments. The Peabody Picture Vocabulary Test (PPVT-IV) is widely used to measure receptive vocabulary for ordinary English language and as a screening tool for verbal ability. It is an individually administered, norm-referenced instrument that has two parallel forms (PPVT-A and PPVT-B) for reliable testing and retesting. Raw scores are converted to standard scores and a “typically developing” student should receive a score of about 100. Scores between 85 and 115 are considered within the average range of performance.

The PPVT-IV was administered to the ELEC ERF children by trained assessors in September-October 2010 to provide a baseline measure with a follow-up PPVT administered in April/May, 2011 to calculate gains in receptive vocabulary.

### PPVT Gains from Fall 2010-Spring 2011

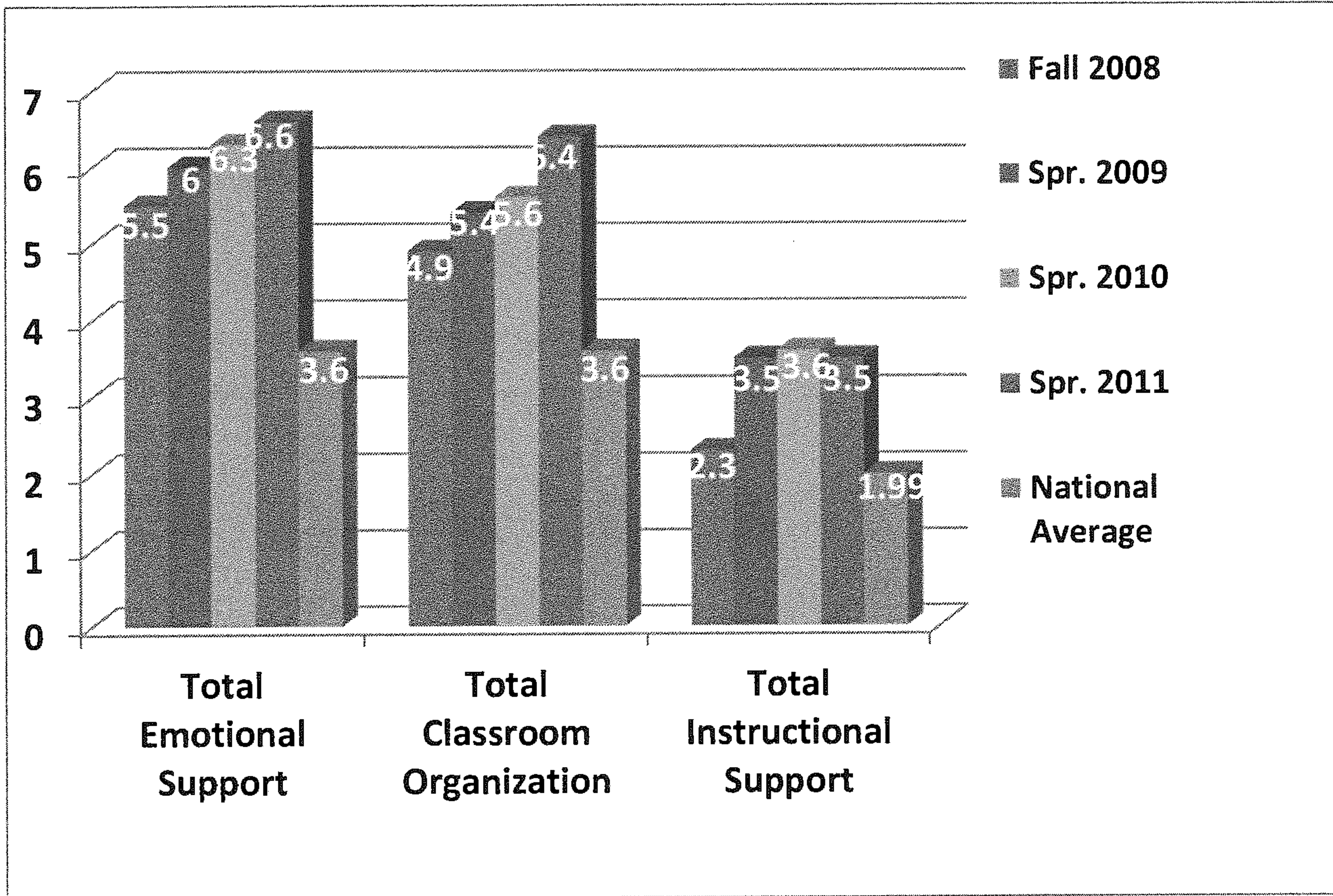
Standard Score Gain of more than 4 points	65.7%
Average PPVT Gain	8.6 points
PPVT Standard Score above 85	79.4%

### Percent of Children Achieving Criterion Standard Score Above 85 on PPVT

Children in Program for at least 2 years	All children in program (Children in 1 & 2 years)
96.9%	79.4%

Also significant were the changes in environmental ratings, CLASS and ELLCO scores over the course of the grant. As curriculum fidelity increased so did the domains of Emotional Support, Classroom Organization and Instructional Support. See the chart on the following page.

**Average Scores on the CLASS Domains (2008-2011)**



See the following page for ELLCO Scores

Average ELLCO Scores Across Subscales (2008-2011)

