

Table of Contents

Selection Criteria	Page
A. Evidence	1
Executive Summary/Maine Overview	19
A. Successful State Systems	24
A.1. Maine’s Past Commitment to Early Learning and Development	24
A.2. Maine’s Reform Agenda and Goals	45
A.3. Aligning and Coordinating Early Learning and Development Across Maine	55
A.4. Budget	68
B. High Quality, Accountable Programs	75
B.1. Tiered Quality Rating and Improvement Systems	77
B.2. Promoting Participation in TQRIS	85
B.3. Rating and Monitoring ELD Program	89
B.4. Promoting Access to High Quality ELD Programs for Children with High Needs	94
B.5. Validating TQRIS	102
C. Promoting Early Learning and Development Outcomes	108
C.1. Develop and Use Statewide, High Quality ELD Standards	110
C.2. Support Effective Uses of Comprehensive Assessment Systems	115
D. A Great Early Childhood Education Workforce	120
D.1. Develop a Workforce Knowledge and Competency Framework	122
D.2. Supporting Early Childhood Educators Improving Their Knowledge, Skills and Abilities	125
E. Measuring Outcomes and Programs	134
E.2. Building or Enhancing an Early Learning Data System	134
Conclusion	142
Budget Narrative	143

Selection Criteria

NOTE TO REVIEWERS: WE HAVE SUPPLIED A GLOSSARY (SEE APPENDIX 1) TO DEFINE THE ACRONYMS AND TERMS USED IN THIS PROPOSAL.

Core Areas -- Sections (A) and (B)

States must address in their application all of the selection criteria in the Core Areas. In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(1):

1. The completed background data tables providing the State's baseline data for—

- *The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);*

Table (A)(1)-1: Children from Low-Income¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	6,400	46%
Toddlers ages 1 through 2	12,500	44%
Preschoolers ages 3 to kindergarten entry	19,500	46%
Total number of children, birth to kindergarten entry, from low-income families	38,400	45%

Source: Maine, 2007-2009 ACS PUMS data- Maine Children's Alliance

¹ Low-Income is defined as having an income of up to 200% of the federal poverty rate.

- The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2);

Table (A)(1)-2: Special populations of Children with High Needs		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays²	4,754 ⁽¹⁾	5.44%
Are English learners³ <i>(Estimates using US Census 2010 Decennial census)</i>	5,056	6%
Reside on "Indian Lands"	322 ⁽²⁾	.0045%
Are migrant⁴	80	.0009%
Are homeless⁵ <i>Maine State Report Card- www.homelesschildrenamerica.org</i>	883	1%
Are in foster care <i>2011 MaineKids Count; 2010 US Census, 2010</i>	676	1%
⁽¹⁾ December 2010 Child Count, Maine Dept of Education		
⁽²⁾ US Census, American Survey, 2005-2009		

² For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

³ For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

⁴ For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

⁵ The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

- The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
<i>Note: A grand total is not included in this table</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool <i>Data Source and Year: Finance, Oct 2010 count</i>	0	0	2,127	2,127
Early Head Start and Head Start⁶ <i>Data Source and Year: From the 2010-2011 Head Start Program Information Report (PIR). Head Start, Early Head Start and Migrant/Tribal Head Start</i>	346	859	3,433	4,638
Programs and services funded by IDEA Part C and Part B, section 619 <i>Data Source and Year: MDOE 2010 Child Count</i>	71	859	3,824	4,754
Programs funded under Title I of ESEA <i>Data Source and Year: 2011 Comprehensive Plan Report for NCLB</i>		20 ⁽¹⁾	722	742
Programs receiving funds from the State's CCDF program <i>Data Source and Year: MACWIS, 2011</i>	205	732	1,087	2,024
Other: Maine Families Home Visiting <i>Data Source and Year: HV Tracking System, State FY 011</i>	890	964	458	2,312
⁽¹⁾ Title I programs are primarily serving children ages 3-5 in public schools, not birth to 2, which is why this number is low.				

⁶ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

2. *Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.*

These data are not currently available. However, they will become available as a result of work already underway:

- 1) Revisions to the existing Early Learning Development Standards (ELD Standards)(see Section A.1.d for more detail);
- 2) Expansion of the existing State Longitudinal Data System to include data on children from birth to kindergarten entry.

More detail on this work can be found in Section C.2. and in E.2.

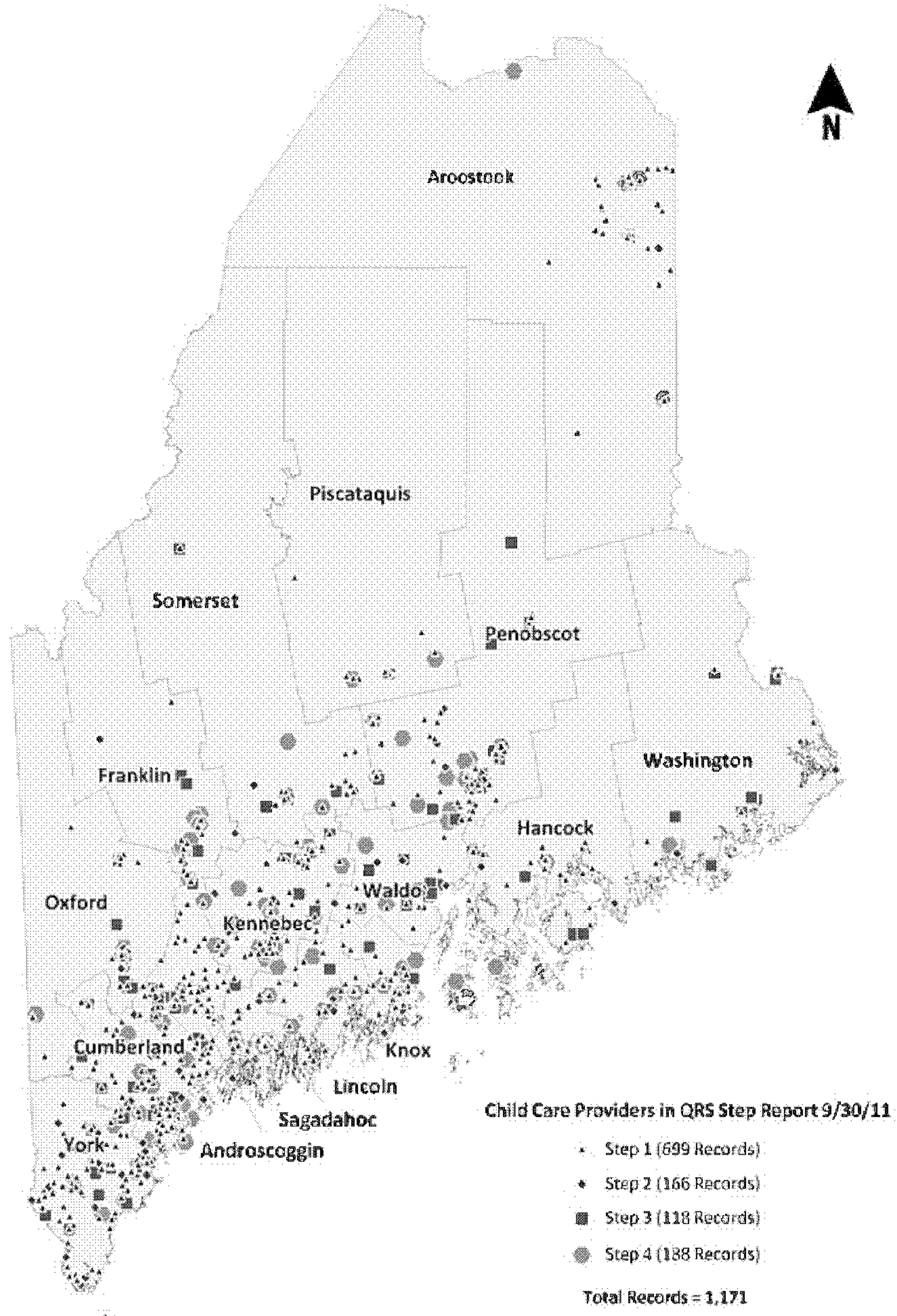
3. *Data currently available, if any, on program quality across different types of ELD Programs.*

The table below provides a current baseline of ELD programs by TQRIS tier, or Step, as they are known in Maine. Step 4 is the highest. Across all ELD programs about 60 percent are in Step 1, and a total of 25 percent in Steps 3 and 4. We plan to use RTT funds to a) bring more ELD programs into the TQRIS; and b) move more ELD programs to Steps 3 and 4.

STEP	FAMILY CHILD CARE NUMBER	FAMILY CHILD CARE PERCENTAGE	CENTER BASED/HEAD START NUMBERS	CENTER BASED/HEAD START PERCENTAGE	TOTAL NUMBER	TOTAL PERCENT
Step 4	48	4.13%	138	11.89%	186	16.02%
Step 3	62	5.34%	53	4.57%	115	9.91%
Step 2	92	7.92%	69	5.94%	161	13.87%
Step 1	460	39.62%	239	20.59%	699	60.21%
Total	662	57.02%	499	42.98%	1161	100.00%

Figure 1, below, shows where ELD programs are located in the state, by Step rating.

Figure 1



4. The completed table that shows the amount of State and local funding for early learning and development for each of the past 5 years (2007-2011)

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Supplemental State spending on Early Head Start and Head Start⁷	\$3,832,835	\$4,031,35	\$4,031,335	\$3,961,268	\$3,883,194
State-funded preschool <i>Specify: State Share</i>	\$4,247,915	\$4,510,608	\$4,115,453	\$5,842,701	\$7,337,017
Local Share	\$3,842,616	\$4,265,876	\$3,808,323	\$6,726,793	\$9,434,845
State contributions to IDEA Part C & 619 (Child Dev. Services)⁽¹⁾	\$14,608,900	\$15,305,070	\$16,330,053	\$15,989,481	\$26,254,028
State contributions for special education	Included in the row above				
Total State contributions to CCDF⁸	\$7,700,707	\$5,451,810	\$5,771,460	\$5,057,432	\$5,264,695
State match to CCDF <i>(Exceeded)</i>	\$7,872,621	\$5,885,435	\$5,905,435	\$7,872,621	\$5,885,435
TANF spending on Early Learning and Development Programs⁹	\$33,636,002	\$29,924,554	\$27,951,984	\$23,775,041	\$20,808,206
Other State contributions <i>Specify: Maine Families Home Visiting</i>	\$4,715,713	\$5,382,713	\$5,432,713	\$5,191,997	\$4,924,134
Total State contributions	\$80,457,309	\$70,726,066	\$73,346,756	\$74,417,334	\$83,791,554
Maine's FY ends June 30 th ⁽¹⁾ Actual expenditures by unified Part C & 619					

⁷ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

⁸ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

⁹ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

5. The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years¹⁰				
	2007	2008	2009¹¹	2010¹⁷	2011¹⁷
State-funded preschool <i>Annual census count October 1 count</i>	1,012	1,182	1,353	1,890	2,127
Early Head Start and Head Start¹² <i>Funded enrollment: CLASP Head Start, Early Head Start, Tribal Head Start participation by age, 2007-2011</i>	4,930	4,851	4,757	4,638	4,638
Programs and services funded by IDEA Part C and Part B, section 619 <i>Annual December 1 Child Count</i>	5,152	4,883	4,663	4,998	4,754
Programs funded under Title I of ESEA <i>2007 Consolidated State Performance Report</i>	237	237	304	291	742
Programs receiving CCDF funds <i>Average monthly served: Maine MACWIS</i>	N/A	1,284	1,061	1,248	2,024
Other – Maine Families Home Visiting	2,260	2,399	2,506	2,545	2,312
The final column of data should match that reported in Table (A)(1)-3.]					

¹⁰ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

¹¹ Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

¹² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

6. The completed table that describes the current status of the State's Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

7. The completed table that describes the elements of a CAS currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	X	-	-	-	-
Early Head Start and Head Start ¹³	X	X	X	X	-
Programs funded under IDEA Part C	X	X	-	-	IDEA Child Evaluations
Programs funded under IDEA Part B, section 619	X	X	-	-	IDEA Child Evaluations
Programs funded under Title I of ESEA	-	-	-	-	-
Programs receiving CCDF funds	X	X	X	X	-

¹³ Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>“X” indicates where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Current TQRIS requirements ⁽¹⁾	-	X	X	X ⁽¹⁾ Plan in place to implement	-
State licensing requirements	-	-	-	-	-
Other: Maine Families Home Visiting	X	X	X	X	-

⁽¹⁾ A CAS is used consistently across tiers.
⁽²⁾ The Child Care Research Partnership is currently in the 1st year of a 2-year longitudinal evaluation of the implementation of the Central Maine Educare program, and to monitor child, family and program outcomes over a period of time through the utilization of the CLASS assessment system. The results of this evaluation will inform and support the logic model of the statewide TQRIS revisions.

8. The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of ELD programs or systems (see Table (A)(1)-8).

Table (A)(1)-8: Elements of high-quality health promotion practices currently required					
<i>Please place an “X” in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, & sensory screening, referral, & follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool <i>MDOE basic program approval</i>	X	-	X	-	-
Early Head Start and Head Start	X	X	X	X	-
Programs funded under IDEA Part C	X	X	X	-	-

Table (A)(1)-8: Elements of high-quality health promotion practices currently required					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, & sensory screening, referral, & follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
Programs funded under IDEA Part B, section 619	X	X	-	-	-
Programs funded under Title I of ESEA	X	-	-	-	-
Programs receiving CCDF funds	X	-	-	-	-
Current TQRIS requirements <i>This reflects our TQRIS for Steps 2-4 for center-based and family child care</i>	X	X	X	X	-
State licensing requirements	X	-	X	-	-
Other: Maine Families Home Visiting	X	X	X	X	-
Other: Maternal Health/Prenatal Outreach⁽¹⁾	-	-	X	X	-
⁽¹⁾ Health promotion to pregnant women to improve health of babies at birth. As the other earlier ELD programs move into the TQRIS these other health & safety requirements will be met.					

9. The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of ELD Programs or systems (see Table (A)(1)-9).

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State-funded preschool	Maine State Basic School Approval process for four-year old programs (20-A M.R.S.A. 4502 and 20-A M.R.S.A. 4252) requires provision of family outreach and support programs to improve parent-school relations and parenting skills. Public preschool approval requires a description of family outreach and support programs including the level of parental support in the program. These factors are determined at the local level and include things like parent nights, family literacy activities, encouraging parents to volunteer in the classroom, and/or home visits.
Early Head Start and Head Start	See TQRIS requirements, below.
Programs funded under IDEA Part C	Child Development Services (CDS) has adopted an evidence-based approach to delivering services for infants and toddlers and their families. A team of professionals works with the parent(s) to identify child and family needs, and to find ways to use regular family activities as times for the child to learn new skills and abilities. Team members include the parent, a case manager, a speech-language pathologist, an occupational therapist, a physical therapist, a social worker, and an early childhood special educator. The team (with parent) chooses a Primary Coach (PC) to work closely with the parent; other team members make joint visits with the PC as needed, and there are weekly team meetings. The team (with parent) develops desired goals for the child/family (the Individualized Family Service Plan, or IFSP). Services are provided wherever the children spend their day. IDEA requires that IFSP team cannot meet and make decisions without parents' participation. Parents are often the first to refer their children to the system when they feel that their child is not moving in the developmental patterns expected.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
Programs funded under IDEA Part B, section 619	Families whose preschool children have developmental delays or other special education needs are important participants in the team process for developing an Individualized Education Program (IEP). The 9 regional Intermediate Educational Units in Maine known as Child Development Services (CDS) use a variety of evaluations, assessments, observations and information from parents to gather relevant early academic, functional and developmental information to assist in determining eligibility as a preschooler with a disability requiring special education. (34 C.F.R. §300.304-Evaluation procedures). A team of qualified professionals and the parent(s) of the child are involved in the eligibility determination (34 C.F.R. §300.306-Determination of eligibility). The IEP team for each eligible child includes the parents of the child (34 C.F.R. §300.321-IEP team) and the regional CDS sites employ various strategies to ensure that one or both of the parents are present at each IEP Team meeting or are afforded the opportunity to participate (34 C.F.R. §300.322-Parent participation. The CDS sites must also ensure that parents are active participants as IEP team members in making decisions re: the educational placement of their child (34 C.F.R. §300.327-Educational placements). At key points during the process, parents receive Written Notices outlining for them the decisions or actions that were determined by the IEP team on behalf of their child. Parents also receive Advanced Written Notices inviting them to meetings that have been mutually agreed upon. Parents must receive a copy of their child’s IEP within 21 school days and are given a written copy of their Procedural Safeguards on an annual basis. A survey is distributed annually asking for parental feedback on their experience with the CDS system. Each of the 9 regional CDS sites has either an advisory board or a governing board which requires parent representation. Transition procedures are specific on how a child served in the birth to 5 system should be addressed as the child approaches kindergarten to ensure that the detail of the procedures provide all the necessary information to the receiving school system. Parents are critical participants throughout these transition processes.
Programs funded under Title I of ESEA	District and school level parent involvement policy, which includes a requirement to include parents in the planning, implementation, and evaluation of all Title I programs.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<p>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
Programs receiving CCDF funds	See TQRIS requirements, below.
<p>Current TQRIS requirements (Note: these cover both Head Start and CCDF-Funded sites) MDHHS requires all Head Start and CCDF funded programs to have a NAEYC accreditation. NAEYC accreditation has specific criteria for family engagement, which strengthens programs' capacity in this area.</p>	
<i>Step 1</i>	There is no benchmark for the standards specific to family engagement at Step 1 of the TQRIS.
<i>Step 2</i>	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. (NAEYC 10.A.1). 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. (NAEYC 8.A.01).
<i>Step 3</i>	Same as previous Step, and: Parents are offered at least 2 parent conferences a year to discuss the child's progress, behavior, social and physical needs. (NAEYC 7.B.01-06). Parent Surveys are done annually. The survey tool must be approved by MDHHS or the program may use the one provided by MDHHS. (NAEYC 10.F.01). Parents of infants and toddlers are provided with written daily communication about their child's day. (NAEYC 7.B.05). 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. (NAEYC 10.F.04). Program maintains current and accurate information about community resources by connecting with their Resource Development Center (Child Care Resource and Referral).
<i>Step 4 (highest)</i>	Same as previous Step, and: Program has a documented plan to involve families and offer opportunities for individualized parent involvement. This can include: Volunteering (not-for-profit centers only); Sharing a meal with their child; Talent show; Circle time with a parent; Barbeque; fundraiser; (NAEYC 7.A.12-14)

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State licensing requirements	The State licensing handbook, in Section 15, requires that “Program must supply in writing the opportunities for parent involvement”.
Other: Maine Family Home Visiting	Strategies include outreach to diverse locations/audiences, with special efforts to engage parenting adolescents and fathers; parent determination of contact frequency, content of visits, goals worked toward in partnership with their home visitor; engagement of natural supports and linkages with community supports; staff training and focus on the relational aspect of the work; individualized parent education/ child development.

10. The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁴ currently available in the State				
List the early learning and development workforce credentials in the State	If State has a Workforce Knowledge And Competency Framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%⁽¹⁾	
180 Hour Core Knowledge Training Certificate(initial credential/CDA)	Yes	120	NA	Will need to be re-aligned to revised ELD Standards.
Infant Toddler Credential I (initial credential)	Yes	12	NA	

¹⁴ Includes both credentials awarded and degrees attained.

Table (A)(1)-10: Status of all early learning and development workforce credentials¹⁴ currently available in the State

List the early learning and development workforce credentials in the State	If State has a Workforce Knowledge And Competency Framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	% ⁽¹⁾	
Infant Toddler Credential II (intermediate credential)	Yes	2	NA	
Youth Development Credential(initial credential)	Yes	0	NA	Currently being piloted
Associates degree in Early Childhood Ed (intermediate credential)	No	656	NA	
081 Birth – five teaching certification	Yes	485	NA	MDOE Certification data
282 Early Childhood Special Education	Yes	388	NA	MDOE Certification data
Maine Families Home Visitor/Supervisor	Yes	96	100%	Requires certification as a Parent Educator or Supervisor through national organization with a knowledge and competency framework

⁽¹⁾ Early Childhood Educators are not required to enroll in the MRTQ Registry; thus, we do not know the total workforce and cannot report the percentage of the workforce these credentials represent. The Numbers are based on MRTQ Registry members and MDOE certification only.

11. The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to ECEs (see Table (A)(1)-11).

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the state that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the state that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential (add) or degree from this entity in the previous year	Does the entity align its programs with the State's current Core Knowledge Workforce and Competency Framework and progression of credentials? (Yes/No/ Not Available)
Central Maine Community College (<i>Teacher Assistant/Aide, AS/AA</i>)	2	Yes
Eastern Maine Community College (<i>Child Development, AS/AA</i>)	6	Yes
Kennebec Valley Community College (<i>Child Development, AS/AA</i>)	26	Yes
Northern Maine Community College (<i>Child Development, AS/AA</i>)	10	Yes
St. Joseph's College of Maine (<i>Elementary Education & Teaching, BS/BA</i>)	21	Yes
Southern Maine Community College (<i>Early Childhood Education & Teaching, AS/AA</i>)	16	Yes
Washington County Community College (<i>Child Development, AS/AA</i>)	4	Yes
York County Community College (<i>Child Development, AS/AA</i>)	7	Yes
University of Maine Farmington , (<i>Early Childhood & Preschool, BA</i>)	32	No ⁽¹⁾
University of Maine, Orono (<i>Elementary Education & Teaching, BS/BA</i>)	75	No ⁽¹⁾
University of Maine at Fort Kent (<i>Elementary Education and Teaching, BA/BS</i>)	42	No ⁽¹⁾
University of Maine at Machias (<i>Elementary Education & Teaching, BS/BA</i>)	4	No ⁽¹⁾

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the state that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the state that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential (add) or degree from this entity in the previous year	Does the entity align its programs with the State's current Core Knowledge Workforce and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
University of Maine at Presque Isle (<i>Elementary Education & Teaching, BS/BA</i>)	44	No ⁽¹⁾
⁽¹⁾ As described in D2, we are seeking RTT-ELC funds to support the universities' work to align their curricula with the State's current Workforce Knowledge and Competency Framework and progression of credentials.		

12. The completed table that describes the current status of the State's Kindergarten Entry Assessment (see Table (A)(1)-12).

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? <i>(Y/N)</i>	N	N	N	N	N
Domain aligned to Early Learning and Development Standards? <i>(Y/N)</i>	N	N	N	N	N
Instrument(s) used? <i>(Specify)</i>	N	N	N	N	N
Evidence of validity and reliability? <i>(Y/N)</i>	N	N	N	N	N
Evidence of validity for English learners? <i>(Y/N)</i>	N	N	N	N	N
Evidence of validity for children with disabilities? <i>(Y/N)</i>	N	N	N	N	N
How broadly administered? ⁽¹⁾	-	-	-	-	-
Results included in Statewide Longitudinal Data System? <i>(Y/N)</i> ⁽²⁾	N	N	N	N	N

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
<p>⁽¹⁾MDOE State regulation Chapter 125, 6.03(B) requires kindergarten assessment, though districts are permitted to develop screenings at a local level so there is not currently a single kindergarten assessment used statewide. A CAS subgroup is currently surveying schools to collect the data in this chart; this work is expected to be completed by December 30, 2011. In addition, Maine is currently expanding its SLDS to incorporate kindergarten screening data; Maine will pilot these with Head Start and Public pre-K by summer 2012. The Maine Coalition for Excellence in Education (MCEE) submitted legislation in 2011, LD 1422- An Act to Prepare Maine People for the Future, which includes a call for a common statewide kindergarten assessment. This was carried over to the 2012 legislative session. If enacted, Maine would begin administering a common kindergarten assessment; however, we cannot identify a date for when this will occur.</p> <p>⁽²⁾ Part of the work of the RTT grant will be to make changes to the SLDS that will support inclusion of K-assessments.</p>					

13. The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes ELD data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
State Longitudinal Data System	X	X	X	X	X	-	-
Maine TQRIS	-	X	X	X	X	X	-
Maine Education Data Management System (MEDMS)	X	X	X	X	X	X	X
Maine Families Home Visiting Tracking System	X	X	X	X	-	X	X
Maine Roads to Quality Registry	-	X	X	-	X	-	-
CCSP data system (MACWIS)	X	X	X	X	X	X	-
Child Link (children with special health needs)	-	X	-	X	-	-	-

MEDMS is a transactional data system and the SLDS is a data warehouse. The SLDS is in the process of adding more early childhood programs, educators and sites to the systems in addition to the Child Development Services, Head Start, and four-year-old programs currently in both systems in a pilot process.

Executive Summary/Maine Overview

Maine's commitment to high-quality early learning and development experiences for our state's youngest citizens stretches back decades. It's a commitment found at all levels of Maine government.

Across the state, school systems, cities and towns want to ensure a return on their significant investment in education. In Maine's House and Senate chambers, lawmakers want to ensure scarce taxpayer resources are spent wisely. And in State agency offices, officials want to ensure equal access to, and efficient delivery of, high-quality services for children with high needs.

In recent years, early learning and development has asserted a prominent spot in Maine's public policy agenda. Through a variety of funding streams, our State has gradually devoted more resources to early learning and development programming. Legislators in recent sessions have proposed – and even passed some – bills that stress the importance of high-quality early childhood education, propose to increase access to this all-important experience and regulate its quality. And the Maine Department of Education and the Maine Department of Health and Human Services – out of a need to share resources, ensure consistent quality of programming, and better serve high-needs children and their educators – have laid the groundwork for more coordinated management of the variety of early learning and development (ELD) programs they oversee.

We in Maine are proud of the infrastructure for early learning and development programming that we've managed to construct. But we know we need to accomplish more. We need to take a patchwork of early learning and development programs funded through a variety of local, State and federal sources and move them in the same direction toward a uniform standard of quality and transparency.

This Race to the Top – Early Learning Challenge grant would give us the resources we need to do just that. It would allow Maine to take what has been a disparate set of systems working effectively, but independently, in the areas of early learning and development of high-needs children birth to 5, and create a unified system across the Maine Department of Education (MDOE) and Maine Department of Health and Human Services (MDHHS). This unified system will share a common definition of quality and allow for greater sharing of resources – including money, professional development, and best practices – so we can reach children across the state

from families with high needs and help them get the skills they need to be successful in kindergarten.

From a system of systems, Maine will create a single, aligned, high-performing system dedicated to preparing all children for successful and seamless entry into the K-12 system.

We are confident that our reform plan is both ambitious and achievable. Key elements of our plan include:

1. Updating and revising our early learning and development standards (“ELD Standards”) for children birth to 5, to incorporate recent research and ensure their linguistic and cultural competence (this process is already underway);
2. Strengthening and validating the effectiveness of our existing Tiered Quality Rating Improvement System (TQRIS), expanding it to include programs funded by MDOE (public preschool, Title I, Part C and Part B Section 619) and additional ELD Programs that have not yet enrolled, and increasing the number of programs that move to higher steps in the TQRIS;
3. Working with university partners to align their curricula with the Core Knowledge Workforce and Competency Framework, strengthen the progression of credentials, and develop a new bachelor’s degree program to prepare educators to teach children with high needs; and
4. Enhancing our existing State Longitudinal Data System to include all early care and education programs serving children from birth to 5, in order to examine the impact over time of quality programs and highly qualified early childhood educators.

We are pleased to share information about this reform agenda in the five selection criteria below. However, we think it is vital for reviewers to also be aware of some of the challenges Maine has faced in building this strong foundation.

Low population density: Maine’s population of roughly 1.3 million (US Census, 2010) is spread across 16 counties, which include 22 cities, 435 towns, 33 plantations, 424 unorganized townships and 5 federally recognized tribes. The largest city, Portland, has only 65,189 residents (US Census, American Community Survey, 2008). Maine is a large state about 33,215 square miles in size – 3 ½ times the size of neighboring New Hampshire with almost the same number of residents. It is almost 400 miles (seven hours of driving) from the southernmost town to Fort Kent in the north.

A tradition of home rule and local control: Historically, long travel distances and small population centers in Maine have led to geographic isolation and a tradition of “home rule,” which pushes decision-making down to the local level. It is a significant challenge to honor the

strong grassroots participation home rule implies while ensuring statewide consistency of, and access to, high-quality early learning and development (ELD) programming, especially for high-needs children.

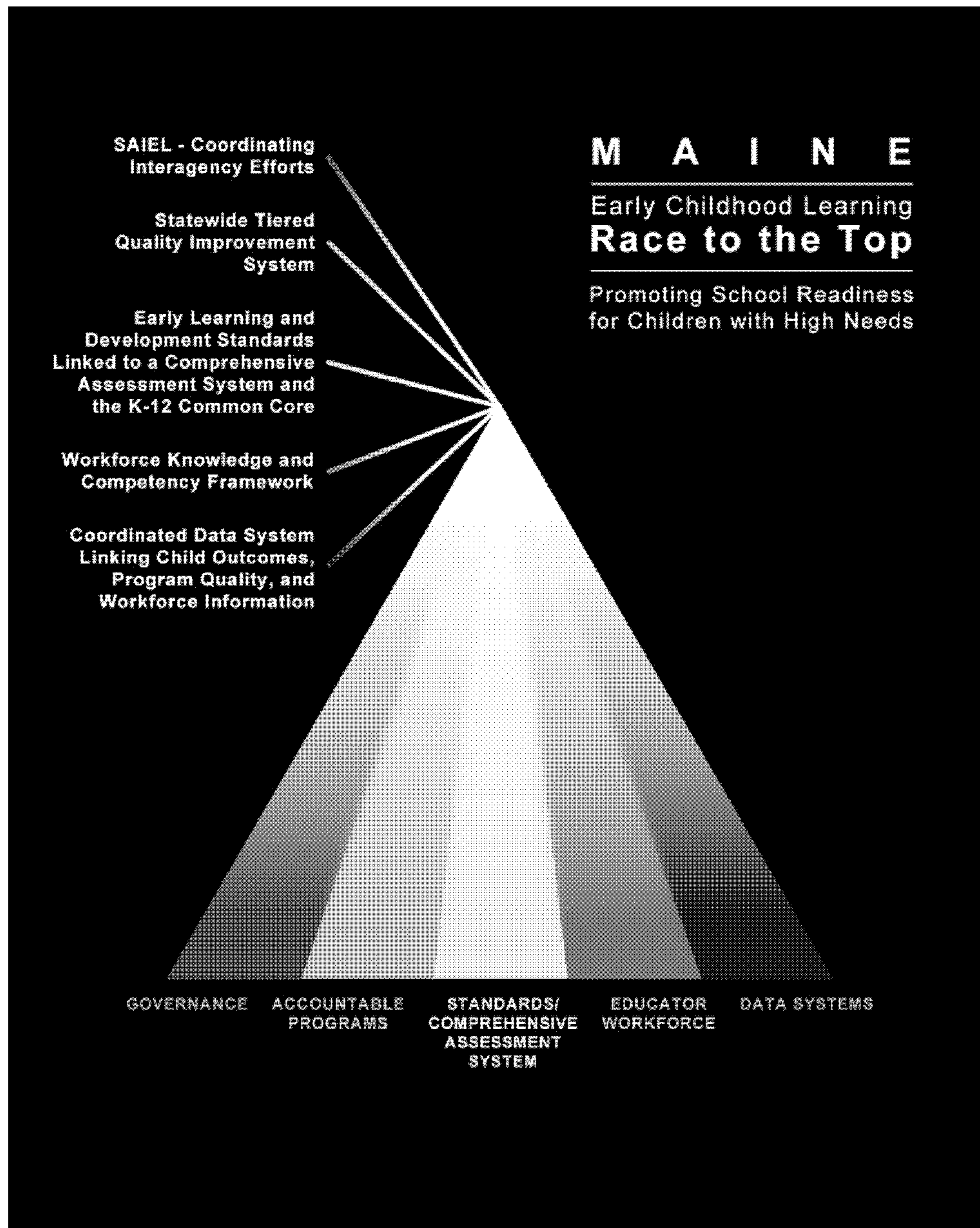
A surging ELL population: The city of Portland has been an official resettlement site for refugees for over 30 years, and until 2000, it was the only city in Maine to have a significant population of foreign-born English language learners (ELLs). Around 2000, Maine began experiencing a large influx of so-called secondary migrant refugees, who are resettled in other U.S. cities but then choose to come to Maine to join friends or relatives. This has resulted in a dramatic increase in ELLs in the school systems. For example, more than 50 languages are spoken across all of Portland's schools. Increasingly, new arrivals are moving to other Maine cities as well. Somalis, in particular, moved to Lewiston in large numbers, and now other refugees are moving out of Portland to adjacent cities with lower housing costs. In a relatively short period of time, school systems that had virtually no ESL programming have had to scramble to serve thousands of new school children each year.

High poverty: Maine has the highest poverty rate in New England (12.3 percent, US Census Bureau, American Community Survey, 2009). In more rural counties, the poverty rate is even higher, such as in Androscoggin (15 percent) and Piscataquis (16 percent) counties. High poverty and low education rates (only 25 percent of Mainers 25 and older have a bachelor's degree) create barriers to school readiness for young children. Maine is committed to developing systems, partnerships, and an early childhood workforce that can help eliminate the achievement gap for children with high-needs *before* they enter kindergarten.

Cost cutting: Finally, in an effort to reduce administrative costs, Maine has elected to consolidate statewide offices. The current Maine Department of Health and Human Services (MDHHS) was formed a decade ago out of the consolidation of two departments and now has responsibility for mental health, developmental disabilities, and health, as well as family assistance programs such as TANF and Head Start. Thus, the Maine Department of Education (MDOE) has signed an MOU with only one other participating State agency – MDHHS - but that agency covers key areas of programming that in other states might be broken out into separate departments. While this puts many demands on MDHHS, the structure actually facilitates interdepartmental planning and is a strength of our proposal.

Figure 2, below, provides a graphic illustration of our plan.

Figure 2



In applying for the Race to the Top –Early Learning Challenge grant, Maine has not proposed a slew of new initiatives that will be difficult to sustain over time. Instead, Maine has elected to build on its legacy of leadership in early childhood education and scale up existing efforts that, though proven successful, effective and promising, would benefit from additional resources.

Maine is serious about enhancing the quality of services to young children with high needs, through focused, integrated work across the departments of Education and Health and Human Services. That work will leave us with a strengthened early childhood system infrastructure that will benefit our state's youngest citizens – especially those with high needs – for generations to come.

A. Successful State Systems

(A)(1) Maine's past commitment to early learning and development.

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

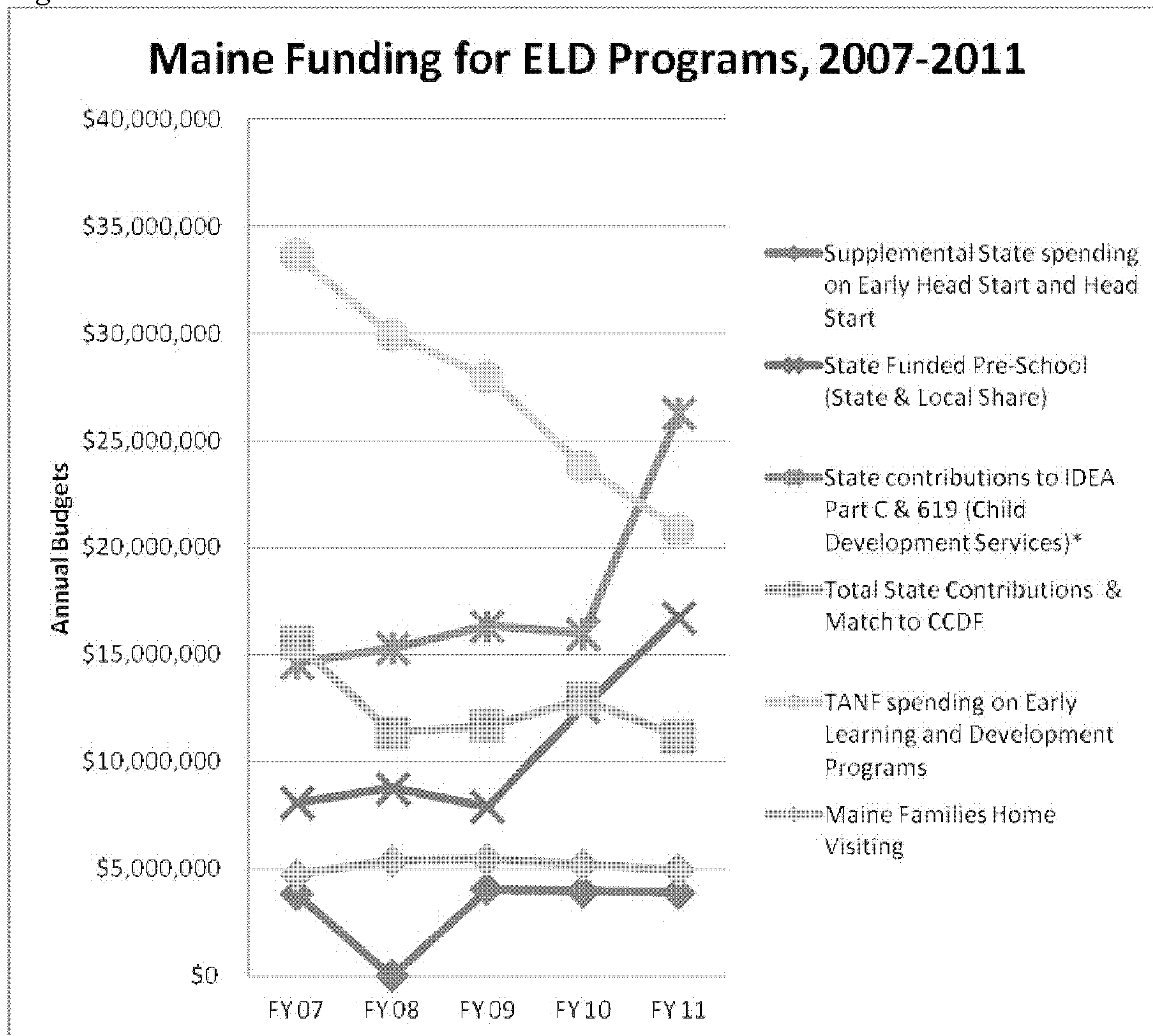
(a) *Financial Investment in Early Learning and Development Programs*

- *from January 2007 to the present*

From FY07 through FY11 the State of Maine invested over \$382 million in early childhood learning and development programs. These funds are listed by program in Table A.1.4. They include Head Start, the Child Care Development Fund, Home Visitation, Child Development Services, and public preschool (four-year old program). Despite struggling with budget deficits in each of these fiscal years, the Maine Legislature maintained General Fund appropriations in Head Start and the Child Care Development Fund. During the same period, State funding for Child Development Services increased by \$11,645,128 (48 percent) and the State has aggressively pursued creation and funding of public preschool programs, doubling State and local spending between FY 07 and FY 11. Public preschool is embedded in Maine's Essential Programs and Services (EPS) school funding formula. Because student count is one of the primary drivers in the formula's calculations, State policy, through the formula and funding, supports establishment and maintenance of public four-year-old programs. In addition, the State counts four-year-olds in the pre-K through 2 supplemental adjustment ("targeted weight") – an extra 10 percent above the normal per-pupil allocation.

A summary of trends in State spending can be seen in Figure 3, below.

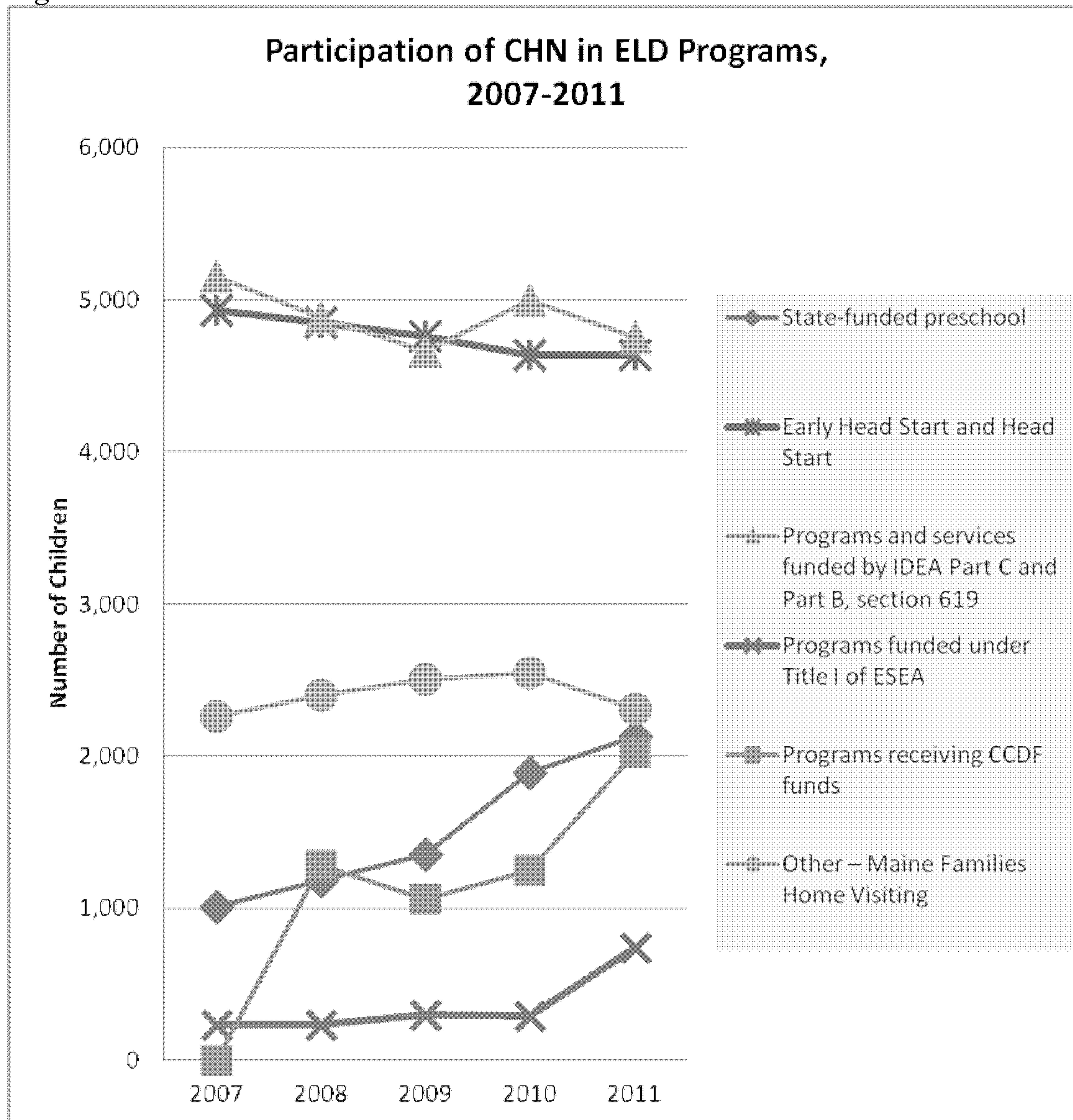
Figure 3



- including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period

See Figure 4, below, for a graphic showing the change in children with high needs (CHN) over time. The steep increase in programs receiving Child Care Development Funds (CCDF) from 2009-2011 is due to ARRA funding, which also served as the seed money to start public preschool programs; funding for these is now embedded in Maine's school funding formula.

Figure 4



(b) Increasing participation of Children with High Needs in Early Learning and Development Programs;

• from January 2007 to the present

Enrollment in many ELD programs in Maine has fluctuated as funding sources and their requirements have changed. Child care programming and Head Start received American Recovery and Reinvestment Act (ARRA) funds that increased the numbers served, but this was not accompanied by a change in practice or ongoing funding to sustain the change. Medicaid rules in Maine were also modified in recent years, hampering the ability of programs such as

Head Start, Early Head Start, Maine Families Home Visiting and Public Health Nursing—those providing perinatal health outreach and promotion—to leverage State and local funds for the federal match. Maine Families Home Visiting, however, shows an increase in families served over time despite the decrease in Medicaid and tobacco settlement funds supporting the program. This is due to the use of performance-based contracts with community agencies that drove practice improvements, strengthened quality assurance, and improved child outcomes, making it possible to serve more families with less money. Examples of positive outcomes include improved health and safety (94 percent of pregnant mothers participating in Maine Families Home Visiting received adequate prenatal care compared to 85 percent for Maine overall, and 93 percent of participating children had up-to-date immunizations, compared to 72 percent overall) as well as improved self-sufficiency (91 percent of enrolled parents seeking employment achieved this goal).

The Child Development Services (CDS) system has served a steadily increasing concentration of children with very high needs, diagnosed with autism, multiple handicaps, and/or other health impairments. These children need a much higher frequency, intensity and duration of services, which is why the expenditure rate for the system has grown at a faster rate than the numbers served. CDS plans to move all of the contracted providers of special education services into the TQRIS, and over time help them move to higher steps, thereby increasing the quality of the programs serving these high needs children. Maine's experience is that over 50 percent of children with special needs have speech and language delays, and that highly skilled teachers working closely with speech/language pathologists can help preschool children obtain those skills by kindergarten entry (December 1, 2010 Child Count data.)

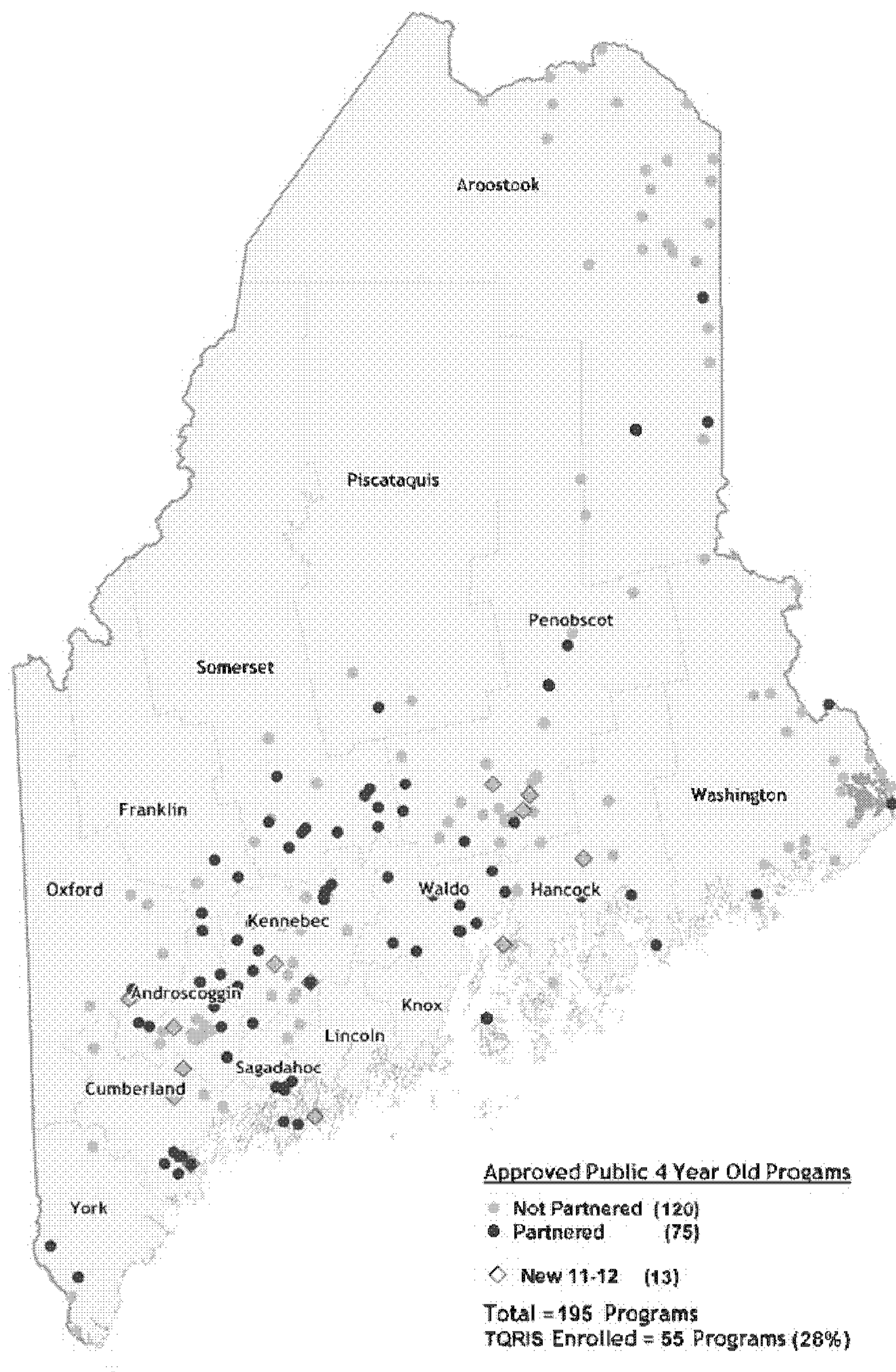
Public preschool enrollment has increased steadily since 2007. Forty-eight percent of Maine's 409 elementary schools currently offer public preschool programs, up from 27 percent in FY 07. School districts increasingly understand the importance of the early years in strengthening a child's school readiness and to equalize the readiness gap between children with high needs and their peers. Schools have been able to utilize federal ARRA funds toward start-up costs, and have also repurposed Title I and other funds to support program start-up and continuity. They have already reported savings in remediation costs, as well as an increase in high needs children having successful kindergarten experiences. The quote below is from the curriculum director in a rural, low socio-economic status (SES) school district.

“Three years of SAD 17 data indicate that students who participated in our pre-k programs were able to transition to kindergarten with significant advantages. As these disadvantaged students (over 65 percent eligible for free/reduced lunches) entered kindergarten, they already knew school routines, social skill expectations and had received catch-up instruction in their academics. For SAD 17, pre-K is the most significant intervention our district has. Giving these students the necessary background knowledge allows our disadvantaged students to enter kindergarten on par with their more advantaged peers coming from literacy-rich homes/experiences.” *Kathryn Elkins, Maine SAD 17 Curriculum Director.*

MDOE’s public preschool Community Coach model has also facilitated the pre-K school approval process, and helped to establish links with other community programs and services. This has increased the number of schools that have partnered with top tier TQRIS Head Start and community programs to create effective delivery models. Figure 5, below, shows the Head Start and community programs around the state. Seventy six (39 percent) of the current 195 public preschool programs currently utilize this collaborative approach.

Approximately two-thirds of the public schools in Maine receive Title I support for programming. Until recently, almost all of these schools directed support to students in kindergarten or higher. In 2009, with the appointment of a new Maine Title I program director, MDOE has changed direction to support more school-wide, early childhood programming. Since that time several schools have shifted to school-wide programming and the list continues to grow each year. The school-wide model for Title I allows early childhood programming to be easily incorporated into the school’s instructional plan. The number of children being served in the Title I-supported programs has more than tripled in the last three years, from 237 to 742.

Figure 5



(c) Existing early learning and development legislation, policies, or practices

Maine has a 34-year history of legislation aimed at strengthening early childhood programming through coordination and collaboration across State departments, creating new or refining existing programs, and providing new or increased funding. This history provides the

strong foundation on which we have built our reform agenda for this RTT-ELC grant, and which gives us confidence that we can achieve our ambitious goals. Key points are highlighted below:

Legislation

Increased State Agency Collaboration and Coordination in Children’s Programming

1977	A Joint Order of the Legislature requires the Departments of Health, Education and Mental Health Mental Retardation and Substance Abuse Services coordinate their work regarding children.
1980	Statutory language enacted to ensure coordinated service delivery for children with disabilities ages 3-5 statewide. (MDOE)

Increased Focus on Early Childhood Education and Development

1983	20-A MRSA §4251 enacted to encourage school districts to place increased emphasis on instruction and curriculum for all children ages 4 to 9. Pilot funding helped establish public pre-K programs, which then became part of the State subsidy beginning in FY87. (MDOE)
2006	20-A MRSA Chapter 606-B established a new Essential Programs and Services (EPS) school funding formula which included both a subsidy for public preschool programs and a targeted weight for kindergarten through grade 2. (MDOE)
2007	20-A MRSA 4502(2); LD 560 - Early Learning Guidelines (Maine’s ELD Standards) now in statute.
2007	22 MRSA §262 enacted, providing funding for universal home visiting in Maine. (MDHHS)
2011	Chapter 77, (LD 1504), 125 th Legislature Resolve, to Ensure a Strong Start for Maine’s Infants and Toddlers by Extending the Reach of High Quality Home Visitation was passed. Requires MDHHS to present by Feb. 2012 a report on home visiting that includes a plan for sustainability, quality assurance, investment in infrastructure and coordination with local resources. (MDHHS)
2011	Maine Families Home Visiting funding is diversified, moving from full funding from tobacco settlement funds to a blend of State CCDF match (with goal-directed partnership activities) and State child welfare funds (directed for the purpose of prevention of child maltreatment) (MDHHS)
2012	LD 1422 carried over from the previous legislative session; would establish as a goal that children enter kindergarten prepared for the learning experiences that primary school provides. The chief indicator of progress is the percentage of children that enter kindergarten prepared for learning experiences in the kindergarten curriculum as

determined by a common measuring tool and process. . (Legislator’s bill)

Increased Focus on Child Care Improvement

1993	MRSA Title 22 §3733 appoints Maine DHHS as administering agency for child care funds (MDHHS)
2001	MRSA Title 22 §3737 authorizes differential rate payment for services that meet or make substantial progress toward meeting nationally recognized quality standards (MDHHS)
2005	MRSA Title 36 §5219-Q Quality child care tax credit (originally passed in 1998) is updated (MDHHS)

Creation of Structures to Engage Community in Planning and Coordinating Children’s Services

1993	MRSA Title 22 §3739 creates Child Care Advisory Council (MDHHS)
2008	MRSA Title 5, §24001 Establishes the Maine Children’s Growth Council (MCGC). Governor designates MCGC as the State Early Childhood Advisory Council (as outlined in the Head Start Reauthorization Act (MDHHS)

Policies

Key policy initiatives that have laid the groundwork for Maine’s early childhood reform work:

1995	Kindergarten screening is required by policy. The purpose of kindergarten screening is to identify students who may be exceptional or at risk of school failure. The plan for the use of screening days must be part of the school administrative unit’s (SAU’s) Comprehensive Education Plan and contains at least the following information: the objectives of screening, the qualifications of personnel, the instruments to be used, the data to be collected and analyzed, and how decisions will be made based on screening.
1999	MDHHS establishes Maine Roads to Quality (MRTQ), Maine’s Early Care and Education Career Development Center, awarding the contract to University of Southern Maine. MRTQ supports and promotes ELD workforce development.
1991-2010	MDOE and MDHHS sign a series of detailed interagency agreements articulating the specific roles and responsibilities for the coordinated implementation of early intervention and special education and related services. Most recent update was 9/15/10 for the coordination of Early Intervention Services.
2003	Maine is one of 17 states funded under School Readiness Indicators: Making Progress for Young Children, a partnership funded by the Packard, Kauffman, and Ford foundations. This uses child well-being indicators to build a change agenda in states and local communities in order to improve school readiness and ensure early school success.

There are three objectives:

Objective 1: To create a set of measurable indicators related to and defining school readiness that can be tracked regularly over time at the State and local levels.

Objective 2: To have states and local governments adopt this indicators-based definition of school readiness, fill in the gaps in data availability, track data over time, and report findings to their citizens.

Objective 3: To stimulate policy, program, and other actions to improve the ability for all children to read on grade level by the end of third grade.

See Appendix 2 for the summary of Maine's Recommendations for Core Indicators of School Readiness 2004.

-
- 2004 As a result of an executive order, MDOE Commissioner initiates a task force to examine pre-K-16. The task force develops a plan for an integrated and seamless public special education system in Maine. Starting All Students Ready for Kindergarten is one of four major recommendations addressed. The task force recommends that Maine take the following steps, all of which have been accomplished:
1. Establish early learning guidelines;
 2. Develop certification standards for the universal pre-K personnel;
 3. Establish transition guidelines for children served in the early care and education settings to ensure effective transitions into the preK-16 system; and
 4. Establish regional "hubs" which would allow, for example, the Regional Resources, Healthy Maine Partnerships, Communities for Children, and the early care and education programs to work together under a common vision. This work is now being led at the community level by the Collaboration Coaches.
-
- 2005 An MDOE/MDHHS cross-department work group develops Early Learning Guidelines (Maine's ELD Standards) for children ages 3 to 5 which is crosswalked with Maine's *Learning Results* standards and Head Start domains (See Appendix 3). These guidelines are required to be utilized by MDHHS child care subsidized programs, and by MDOE regional Child Development Services sites and contracted providers.-A work group has begun updating these guidelines to ensure their coordination with the Common Core and recent ELD research. (See ELD Standards in A(1)(d), below, for more information.)
-
- 2006 MDOE adopts a unified special education regulation birth to 20 (previously birth to K and school-age special education regulations were separate). This leads to greater understanding of the continuum of expectations and services for children under the federal Individuals with Disabilities Education Act (IDEA).
-
- 2008 Standards of practice for home visiting are implemented in contracts (MDHHS with community agencies statewide).

- 2008 Maine Expanding Inclusive Opportunities Team is established, a federally funded initiative designed to build on existing State efforts to provide inclusion opportunities for children with disabilities and their parents.
-
- 2008 Quality for ME, Maine’s Tiered Quality Rating and Improvement System (TQRIS), is fully implemented. This building blocks, tiered system with four steps provides financial incentives to providers to participate. MQRS has three goals:
- To recognize early care and education programs that provide quality care;
 - To encourage providers to increase their level of quality; and
 - To provide parents with identifiable standards of quality.
- (See Section (B)(1) for more information about Maine’s TQRIS.)
-
- 2008 MDOE establishes a public pre-K Community Collaboration Coach Model. This was initially funded by a Pew Center on the States Pre-K Now grant to MDOE, Head Start Collaboration Funds (MDHHS) and funds from the Maternal and Child Health Early Childhood Systems Initiative (MDHHS). Current funding includes IDEA Early Intervention Funds, Head Start Collaboration Funds and MIECHV funds.

Practices

The following practices are aligned with policies and legislation to support progress toward high quality birth to 5 early learning and development systems:

- 1987 Public preschool funding is included in annual State subsidy to schools. (MDOE)
-
- 1991 Medicaid policy is aligned with the types of medically necessary services that are needed for children birth to 20 under the federal IDEA. (MDOE/MDHHS)
-
- 2005 Maine DHHS is reorganized to include a Division of Early Childhood within the new Office of Child and Family Services (MDHHS)
-
- 2008 The MDHHS Early Childhood Division creates a Tiered Quality Rating and Improvement System (TQRIS) to identify early care and education programs based on their level of quality (Quality for ME).
-
- 2006 MDOE adopts the Essential Programs and Services (EPS) school funding formula in 2006 which includes both a subsidy for public preschool programs and a targeted weight for pre-K through grade 2. (One of the primary drivers in Maine’s school funding formula calculation is student count, pre-K through Grade 12. Four-year olds who attend public preschool programs are included in the pre-K through 2 supplemental adjustment – an extra 10 percent above the normal per-pupil allocation.
-
- 2006 Maine implements Touchpoints, an approach to enhancing the competence of parents and building strong family-child relationships from before birth through the earliest years, establishing the basis for children’s healthy development (MDHHS).

2008 The MDHHS Early Childhood Division creates a Tiered Quality Rating and Improvement System (TQRIS) to identify early care and education programs based on their level of quality (Quality for ME).

2008 Maine adopts affiliation with Parents as Teachers (PAT) as the national model required of all sites. Maine PAT training team is developed; home visiting becomes part of the Maine Roads to Quality Registry, and all State-funded Maine Families Home Visiting staff are required to be Certified Parent Educators through the Registry (MDHHS).

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including ELD Standards, CAS, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

- ***Early Learning and Development Standards (ELD Standards)***

MDHHS' child care subsidy rules require that regulated programs receiving subsidy must participate in TQRIS, which incorporates ELD Standards. MDOE, through MRSA Title 20-A §4502(2), requires public preschool programs to follow the ELD Standards. How they do so is currently determined at the local level, so there are inconsistencies. The RTT-ELC grant will support bringing public preschool, Head Start/Early Head Start, and programs funded by CCDF into the TQRIS, which will improve both quality and accountability.

MDOE and MDHHS worked with stakeholders in 2005 to develop and implement the *State of Maine Early Childhood Learning Guidelines* (the "Guidelines") for children ages 3-5. These, along with *Supporting Maine's Infants and Toddlers* standards (for children ages birth to 2, see below), comprise Maine's **ELD Standards for children from birth to kindergarten**. Both of these can be found in Appendix 3. They articulate what children should know and be able to do at developmental milestones, and lay a critical foundation for the young child's later success in school, work, citizenship, and personal fulfillment. They are age appropriate for infants, toddlers, and preschoolers.

The Guidelines include eight domains of school readiness – 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, e.g., 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. These indicators are cross-referenced to the *State of Maine Learning Results* standards (K-12) and Head Start domains by content area and/or cluster. The Guidelines also include the additional areas of Personal and Social Development and Approaches to Learning. For the young child, these areas are essential foundations for development and learning across the other domains. The Guidelines are embedded in Learning Environments and Authentic Assessment standards.

When they were developed, the Guidelines reflected then-current research on early learning and best practices in early education. They were designed to be used within and across a wide range of early learning settings, including public preschool, Head Start, subsidized child care programs, private child care programs, nursery schools, family child care homes, and informal care settings. The guidelines support State and local early care and education practitioners' efforts to improve early childhood professional practice and programs for young children ages 3 through kindergarten entry. They also support greater collaboration and consistency across systems by aligning practice from birth to Grade 3.

Supporting Maine's Infants and Toddlers was developed and implemented in 2007 by MDHHS. These guidelines are divided into three age ranges: younger infants (birth to 8 months); older infants (8-18 months); and toddlers (18-36 months). Each age range covers four areas: development into social beings; of strong and healthy bodies; of effective and creative communication; and of curious minds. These are accompanied by indicators or examples of child behavior, and specific ideas are provided as to how providers can encourage development. Ideas for organizing the environment and meeting the principles of universal design are provided at the end of each age range.

In June 2011 DOE and DHHS convened a cross-agency early learning standards workgroup to refine the *Early Childhood Learning Guidelines*; this work will incorporate the infant toddler standards within *Supporting Maine's Infants and Toddlers* to create a progression of developmental guidelines from birth to 8. This update will reflect recent research, particularly on early language, literacy and numeracy, English language learners, cultural competence and diversity. It will also better articulate the scope and sequence for early childhood and an understanding of the developmental continuum, forging a stronger link between pre-K and kindergarten. Assessments and performance indicators will also be updated

to reflect the revised guidelines. The cross-referencing to the Common Core, the Maine *Learning Results* standards (pre-K-12), and the most recent Head Start domains will be updated and strengthened to ensure consistency and will be further aligned with the national Common Core. Finally, the standards will be updated to be developmentally, culturally, and linguistically appropriate.

- ***Comprehensive Assessment Systems (CAS)***

A subgroup of the ELD Standards workgroup described above is currently developing a plan to ensure clear, consistent implementation of a four-pronged assessment system throughout Maine's early childhood system. This system includes: 1) screening measures; 2) formative assessments; 3) measures of environmental quality; and 4) measures of quality adult-child interactions. Data from these assessments will be included in Maine's State Longitudinal Data System (SLDS), with anticipated completion by summer 2012, at which time we will review the data to see what changes in policy the data might suggest.

Authentic assessment is included in the TQRIS as a standard, with collection of assessment data at Steps 2, 3, and 4. Results are used for planning, curriculum development, and family engagement. Evidence is collected on children's development in the areas of: social/emotional; cognitive; physical (gross and fine motor) development; and communication. Examples of evidence include children's work, observations, interviews with families, audio tape, video tape, and photographs. Evidence is incorporated in curriculum planning.

For infants and toddlers, the observations are linked to *Supporting Maine's Infants and Toddlers- Guidelines for Learning and Development* as described earlier in this section, and for programs serving children ages 3-5 years the observations are linked to *Maine's Early Childhood Learning Guidelines*. (See Section C.2.)

- ***Health promotion practices (see Table B(1)(1))***

Health promotion practices are currently embedded in Maine's TQRIS, in Maine Families Home Visiting standards, in State licensing regulations, and public preschool.

Quality for ME (Maine's TQRIS)

Health promotion practices are currently included in the licensing compliance standard at all Steps in Quality for ME, and in the accreditation criteria at Step 4. They are also part of the curriculum in the professional development for Infant Toddler credentials.

Maine Families Home Visiting

One of the key focus areas of Maine's home visiting program, reinforced in October 2011 with the award of a four-year, \$30.1 million federal Maternal, Infant and Early Childhood Home Visiting Program (MIECHV) expansion grant, has been to improve child health (measured by immunization rates, well child visits, access to primary care and health insurance, and change in primary caregiver health behaviors). Similarly, colleagues in child care, Head Start/Early Head Start, public/community health nursing, and pre-K have been implementing health promotion strategies such as access to primary care provider, immunization, breast feeding, reduction in preventable injuries, reduction in emergency room visits, oral health, nutrition, and lead screening. Maine's MIECHV expansion will support statewide collection of data on legislatively mandated benchmarks. Maine will meet the requirements around quantifiable, measurable improvement through ongoing data collection and reporting for each of the required six benchmark areas using our existing web-based case management and information system. All Maine Families Home Visiting staff are trained in the use of the database, and are familiar with best practices in observation and documentation of contacts with families.

MDHHS will collect data for all constructs under each benchmark area: improved maternal and newborn health; prevention of child injuries, child abuse, neglect, or maltreatment, and reduction of emergency department visits; improvement in school readiness and achievement; reduction in crime or domestic violence; improvement in family economic self-sufficiency; and improvements in the coordination and referrals for other community resources and supports. MDHHS will collect data on all eligible and enrolled families who receive MIECHV-funded services.

Child Care Health Consultation

Since 2009 Maine has reinvigorated its Child Care Health Consultation efforts with one dedicated FTE who works statewide developing curriculum (including pilots in higher education institutions as part of a New England CCHC Coalition) and updating resource guides. MDOE has piloted a course offering at University of New England Medical School in conjunction with NECCHC to train the consultants. Giving people access to consultants has a direct effect on improving health and safety in child care settings. Health promotion practices

specific to preschool programs include working with the School Health Manual Committee (made up of content specialists and practicing school nurses) to:

- Develop guidelines for preschool screenings for vision and hearing as well as assessment for body mass index. These will be posted in the School Health Manual once the approval process is complete;
- Post birth to 5 immunization guidelines to guide school nurses in assessing the immunization status of the preschool population; and
- Review other sections to include language pertaining to the preschool age population.

In addition, the MDOE School Nurse Consultant collaborates with MDHHS Head Start programs to provide training around health issues in the preschool setting. This staff person is also working to review and revise documents to make the transition from day care/Head Start to the public school setting as seamless as possible, including health care plans that can transition from setting to setting. This will include reviewing laws and rules in both MDHHS and MDOE regarding health of children in the respective settings.

- ***Family engagement strategies***

Family engagement efforts utilize evidence-based practices such as Strengthening Families® and Touchpoints to identify and engage families with high needs children, as well as school readiness forums and the use of Collaboration Coaches.

Strengthening Families®

MDHHS has partnered with the Maine Children's Trust Fund Since 2006 to introduce, develop, and implement resources to support integrating Strengthening Families®, an evidence-based approach developed by the Center for the Study of Social Policy (CSSP) and the Doris Duke Foundation.¹⁵ Using a combination of State and private dollars, Maine is finalizing a core curriculum/technical assistance resource connected to the professional development infrastructure to be offered through the coordination of the child abuse prevention councils and the state's eight Regional Development Centers (RDCs). This is

¹⁵ Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, Strengthening America's Families Expert Review: Exemplary I (independently replicated) Program. It is one of only seven parenting and family education programs at the Exemplary I Level. This is the highest level of evidence of effectiveness, meaning they have been implemented and evaluated by external researchers as well as the program developer (see OJ JDP www.strengtheningfamilies.org).

scheduled to be completed by December 2011. The integration of the protective factors language from Strengthening Families has been formalized in the contracts for several of the child and family serving disciplines. We are seeking technical assistance from CSSP to get child welfare personnel more engaged in prevention activities. We have designed a website for families and providers (strengthenme.org) with links to the TQRIS. Finally, there has been ongoing agreement to ensure linking the Strengthening Families self-assessment and resource to the updated online TQRIS site.

Touchpoints (parent-child interaction mentoring, primarily for infants and toddlers)

Maine established a Touchpoints Training Team in 2007. This was initially piloted with all State-funded home visiting programs. Supporting the training and ongoing reflective supervision and mentoring of the Brazelton Touchpoints Center approach has yielded positive outcomes and responses from families. For example: 1) 75 percent of parents who returned surveys agreed or strongly agreed that over the previous six months their home visitor had worked with them to develop skills to relieve their parenting stress; 2) 79 percent of respondents said their home visitor had worked with them to understand their child's point of view; 3) 88 percent said their home visitor had helped them anticipate changes in their child's behavior that could happen because of the child's development; 4) 96 percent of families reported being provided with child development information they had wanted to know. The Maine team continues to serve as a conduit and resource and is an example of professional development bridging the multiple disciplines serving young children and their families.

Regional School Readiness Forums (Parent Engagement Strategy)

Current Regional School Readiness Forums (Fall 2011) are delivered by the MDOE Collaboration Coach Project, the Maine Head Start Training and Technical Assistance Center and CDS administrators to develop common language around school readiness and school transition activities as well as family engagement activities. These forums help build and establish relationships between regional Head Start programs, CDS and public schools. The regional forums create a shared local understanding of school readiness, and how a community approach to readiness and transitions can benefit vulnerable children and families and create a path for future school success. These forums were jointly developed

and funded by the Maine Head Start Training and Technical Assistance Center, MDOE Early Childhood Specialist, and MDOE Child Development Services (CDS).

Public Pre-K Community Collaboration Coaches

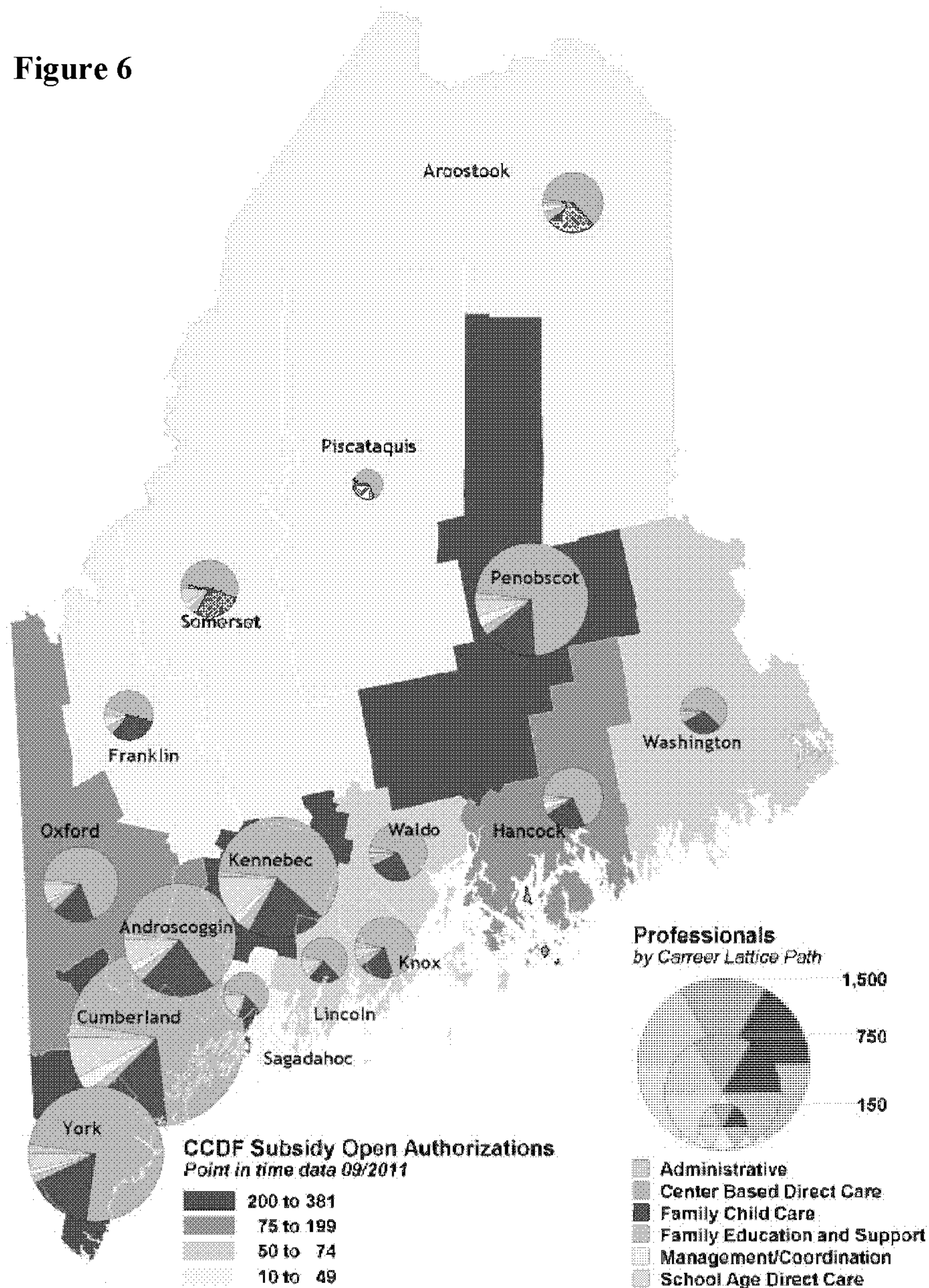
School units are required to collaborate with local early childhood education programs as part of a program approval process for public preschool programs. They help establish partnerships among school administrative units (SAUs), Head Start, community child care programs and other community support programs. Head Start also has required federal mandates regarding collaboration. Collaboration Coaches provide technical support to communities to help them identify and establish linkages. The Collaboration Coach model is intended to:

- Reduce the fragmentation of services for children;
 - Result in fewer daily transitions for some children by allowing them to stay in one setting that blends preschool experiences with child care needs; and
 - Build an understanding among parents, child care programs, Head Start programs, family child care programs, nursery school programs, school age programs, and public schools that will support later school success.
- ***The Development of Early Childhood Educators***

MDHHS contracted with the Muskie School of Public Service at the University of Southern Maine in 1999 to establish the Early Care and Education Career Development Center and manage the comprehensive, coordinated career development system. Now known as **Maine Roads to Quality: Early Care and Education Career Development Center**, its purpose is to **promote and support professionalism in the early care and education field**. With funding from MDHHS, Office of Child Care and Head Start, Maine Roads to Quality (MRTQ) provides the following services:

- 1) **Maine Roads Career Lattice and Professional Registry.** Early childhood educator qualifications are included in Maine Roads to Quality standards, which include progression along a career lattice (see Appendix 4 for the details). Figure 6 shows the current location of professionals in the state by where they are on the career lattice. This analysis helps us understand where our resources are and will help target future workforce development activities to those areas with the greatest number of high-needs children (CCDF subsidy open authorizations).

Figure 6



2) **Maine Roads Core Knowledge Training Program.** This program offers a wide range of approved training in these core knowledge 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. This training shares consistent, common best practices among new and experienced practitioners, can be used to meet Child Development Associate (CDA) training requirements, and is eligible for college credit upon completing the 180-hour

sequence. And it provides training which meets requirements for State licensing, the (CDA) credential, and continuing education units (CEUs).

- 3) **Maine Roads to Quality Trainer Registry.** The Registry maintains a listing of early care and education trainers.
- 4) **Maine Child Care Leadership Institutes.** These are two 40-hour training curricula for beginning (Level One) and mid-career child care directors.
- 5) **Maine Roads Scholarship Program.** The program improves access to higher education by providing scholarships to support child care and early education providers in Maine pursuing a CDA credential, an associate's degree, a bachelor's degree, or a master's degree (including Wheelock College, Portland site).
- 6) **Maine Roads Accreditation Project.** This project strives to increase the number of family child care providers, child care centers, part-day programs, and school-age programs that are accredited, meeting nationally recognized standards for high quality care and education. Quality programs promote children's physical, social, and cognitive development.

In 2010, as part of a three-year work plan to improve professional development for early childhood educators, the Maine Children's Growth Council held eight focus groups throughout Maine to learn more about training needs. The focus groups included staff from home-based child care providers, child care centers, public preschools, home visiting programs, libraries, health clinics, child abuse prevention programs, homeless providers, and others. Three common themes emerged from the focus groups:

- 1) Public preschool teachers emphasized the need for practitioners, parents, and school administrators (such as elementary school principals) to gain a better understanding of developmentally appropriate practice (in A.4 and C.1.d we discuss our plans to provide ELD Standards training for principals and administrators);
- 2) All participants emphasized the need for improved understanding of special education services, including eligibility requirements, how to get children assessed for special education services, and resources available for children who have special needs but may not qualify for special education services (this will be addressed under B.2.); and
- 3) Participants also stressed the need to improve their skills in working with families living in poverty without bias or judgment (this is addressed under C.1.d)

As a result of these focus groups, Maine will adjust its early childhood training approach, working across systems to deliver professional development. Training will be delivered through, or in partnership with, the eight regional RDCs that MDHHS funds. The RDCs currently support child care providers with multiple resources and services:

- **Referral database.** Providers can register with their regional RDC. Parents call the RDC for referrals.
- **Resource materials.** Most RDCs have a resource lending library that offers books, activity guides, educational materials, toys, and/or videos.
- **Newsletters.** Monthly or quarterly newsletters offer information about child care issues, including educational opportunities, State news, and health and safety concerns.
- **Technical assistance.** RDC educational specialists consult regarding continuing education and career development, such as Child Care Plus ME or Maine Roads to Quality, supporting providers' efforts to progress to higher steps on the Maine TQRIS.
- **Scholarships.** RDCs provide financial assistance for providers to attend courses, workshops, and conferences. Funding is limited and is on a first-come, first-serve basis.
- **Training.** Regional trainings include core knowledge training through MRTQ, conferences, guest speakers, and topics such as health and safety, literacy or transitions.

- ***Kindergarten Entry Assessments***

By statute and regulation MDOE Chapter 125, Section 6.03-B, all schools in Maine are required to do kindergarten screening, and are able to choose their own assessment. The assessment subcommittee of the group currently working to revise Maine's ELD Standards will survey kindergarten principals to learn what assessments are being used and will recommend criteria for choosing valid and reliable instruments.

The Maine Coalition for Excellence in Education (MCEE) is a business-education coalition dedicated to building an organized, engaged, statewide alliance of advocates. MCEE advocates for a system where all children have access to the early learning experiences and family supports they need to enter kindergarten ready to learn. MCEE initiated legislation, LD 1422, An Act to Prepare Maine People for the Future, which calls for a common statewide kindergarten assessment. LD 1422 was carried over to the 2012 legislative session. SAIEL staff will share the recommendations of the ELD Standards workgroup assessment subcommittee, as well as the fruits of work on our proposed reform agenda to the development of the legislation related to comprehensive assessment systems. Should the legislature change the education statute to require a common kindergarten assessment tool, the data collected as a result of this

grant, as well as an informed comprehensive assessment system tied to the revised ELD Standards, will provide vital support to choosing the tool and supporting its implementation.

- ***Effective data practices***

Since 2009 Maine has been in the process of fully linking its TQRIS to the State Longitudinal Data System (SLDS). The RTT-ELC grant will accelerate that process. Maine's TQRIS is designed around a linked data system. We have developed a web-based application to assess child care programs by combining: 1) self-reports by the child care provider; 2) administrative data collected by the State child care licensing bureau; 3) administrative data collected by the State professional development registry; and 4) the requirements of child care and school age accreditation systems.

Linking to administrative data is designed to relieve the burden on child care providers and Head Start programs participating in the TQRIS by reducing redundant data entry, and to increase data reliability and validity. The State requires programs receiving government subsidy to enroll in the TQRIS; enrollment by other programs is voluntary. The web-based measure of child care quality includes self-assessments in eight areas:

1. Compliance history/licensing status;
2. Learning environment/developmentally appropriate practice;
3. Program evaluation;
4. Staffing and professional development;
5. Administrative policies and procedures;
6. Parent/family involvement;
7. Family resources; and
8. Authentic assessment.

The web-based application gives providers immediate feedback on quality, both overall and in each of the eight subscales, along with specific recommendations on how to move up to the next step of quality. We are in the process of conducting on-site observations (using Environmental Rating Scales of a random selection of programs enrolled in the TQRIS to validate the web-based measure of quality. In section B.5 we describe this validation activity in more detail).

Home Visiting

Maine's web-based data tracking system gives State administrators and local managers access to real-time data. Data are typically reported in aggregate at county level. The evaluators

and direct service providers are trained regarding all rules and regulations protecting the privacy and integrity of the families served, assuring full compliance with federal and State regulations guarding participants from harm, including IRB/human subject protections, HIPAA, and FERPA. In addition, all staff are required to follow best practices in observation and documentation of contacts with families, including sensitive and responsive administration of interviews and screening tools. Staff who work with families in their homes are also trained in identification and mandated reporting of all forms of child maltreatment and neglect. Training for new staff is provided as needed. Program supervisors are responsible for managing data safety and monitoring on an ongoing basis.

(A)(2) Maine's early learning and development reform agenda and goals.

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State's progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(2)

- *The State's goals for improving program quality statewide over the period of this grant.*
- *The State's goals for improving child outcomes statewide over the period of this grant.*
- *The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.*
- *Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).*
- *Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).*
- *Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).*
- *For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.*

(a) *Goals - Ambitious yet achievable goals for:*

Maine's overall goals for our early learning and development reform agenda are summarized below in A.2.b. Achievement of these goals will advance the RTT-ELC's interest in improving program readiness, improving outcomes for children, and closing the readiness gap.

The contribution each goal makes to one or more of those three interests is identified through the use of one of the following three symbols:

- ❶ Improving Program Readiness
- ❷ Improving Outcomes for Children
- ❸ Closing the Readiness Gap

The goals are described in greater detail under each of the relevant selection criteria. For a more detailed list of action steps and timelines, please see the work plan in Appendix 5.

(b) Summary of the State Plan

Should clearly articulate how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

The reforms outlined in this State plan strengthen Maine’s early learning and development infrastructure by setting consistent standards of quality among ELD programs regardless of the funding stream that pays for their operations, and coordinating their management in a way that maximizes resources and increases access for high-needs children.

Our State’s strengthened infrastructure will include updated early learning program standards that form the basis for quality ratings, supports for program improvement, and related training resources aimed at cultivating a top-quality early childhood educator workforce steeped in the most effective practices for educating high-needs children.

We must ensure access to quality programs, family supports and services for diverse populations of children and families, including those in remote areas of our state, English language learners in our urban centers, and children who are members our five federally recognized tribal populations.

By implementing our ELC reform agenda, Maine will:

A.3: Create a governance structure that will implement interdepartmental planning, joint policy development, budgeting, and community engagement.❶

State Agencies Interdepartmental Early Learning (SAIEL) is the interdepartmental sub-agency established by MDOE and MDHHS commissioners, to plan and implement Maine’s early childhood learning and development reforms; streamline decision-making; ensure interagency coordination; allocate resources to support progress toward goals; incorporate findings from the early learning challenge projects statewide; and plan and advocate for long term sustainability.

A.4: Develop a public-private strategic plan for sustainable investment in early learning and development programs. ①②③

The planned RTT-ELC activities are drawn from State agency or community partner strategic plans (particularly those of the Maine Children's Growth Council and MACECD) and aim to save money through joint technical assistance, policy development and rulemaking and other efforts to be more cost-effective and efficient. Private groups such as the Maine Early Learning Investment Group are already participating in these efforts.

A.4.1 Pilot a public-private partnership expansion for evidence-based parent education programming that builds on the existing relationship with the Maine Children's Trust (MCT).

The MCT, a private non-profit organization dedicated to child maltreatment prevention and governor-designated recipient of federal Community Based Child Abuse Prevention dollars, uses its granting committee and online technology to request competitive bids for State/federal funds for evidence-based parent education. In this contractual relationship, the MCT collects outcome data related to the evidence-based parent education offerings and disburses funds to county-based child abuse prevention councils. This pilot would add additional financial resources to the pool of money used for evidence-based parent education, requiring the same financial and outcome reporting from grantees as currently exists, but would add the element of a progressively increasing community match over the course of the RTT grant. A portion would be set aside for investment in a web-based data system and in-state training and mentoring capacity. This project would require communications and marketing efforts to engage the private grantors in Maine, such as the Maine Community Foundation, local United Way chapters, and the Maine Early Learning Investment Group.

A.4.2. Support local communication and collaboration with the federal MIECHV project, capitalizing on use of MDOE Collaboration Coaches. Work must happen both locally and at the State level.

A.4.3. Work with and support the MCGC Data/Resource Mapping Committee to link child outcomes with State and community investments in ELD programming.

A concrete example of the relationship between SAIEL and its community partners/advisory councils is the development of data reports/resource mapping of early childhood programming. To ensure that there is clarity and data-driven decision-making, and that all parties understand and espouse the principles of accountability and quality programming, the public-private strategic plan for sustainable investment in ELD programs requires input from both State government (SAIEL) and community partners (e.g., MCGC, MACECD).

B.1: Refine, enhance and expand our TQRIS to include Part B- and Part C-contracted providers and develop a new strand for Title I and public preschool programs. ❶

We will complete the revisions already underway to the existing ELD Standards to incorporate evidence-based programs such as Early Reading First, to link and align curricula, to increase specificity of health and safety standards, and to make them linguistically and culturally competent. Health and safety and family engagement measures will be embedded in the TQRIS at all steps. We will extend the collection of authentic assessment data and use it to differentiate activities and supports for high-needs children by adding collection of data linked to the ELD Standards in home visiting and CDS programs. All screening and assessment data collected across programs (CDS, Head Start, CCDF programs, home visiting and public pre-K) will be collected to identify a common set of indicators of children's learning and development from these to include in the SLDS. This will support data collection, analysis, and reporting through the SLDS (See Section E.2 for more information).

B.2: Increase participation of all ELD programs in TQRIS. ❷

Program quality standards will be defined for the public preschool setting through a systematic literature review and incorporation of relevant "best practices." A pilot will be conducted to learn whether: 1) the program quality standards are valid and can be reviewed in a reliable manner; and 2) to test the monitoring procedures and data collection processes. The pilot will be designed so that comparisons can be made between different types of pre-K programs. The TQRIS will be incorporated into the public preschool approval process as well as for contract providers that are funded by Maine's CDS system. An evidence base for new and/or revised TQRIS standards will be documented, and valid measures adopted to assess application of the standards, including introduction of the CLASS observational measures. Staff and parent self-report questionnaires will be revised. The monitoring process will be

tested and implemented, strengthening the validation process for the new and revised TQRIS standards. This will inform improvements in the training and technical assistance network, which supports providers in their efforts to improve the quality of their programs and the outcomes for the children they serve.

B.3: Refine the validation and monitoring framework for ELD programs to include benchmarks for English language learners and low socioeconomic status children; this data will link to the SLDS and be applied to ongoing research on assessment instruments demonstrating improved child outcomes. ②

We will continue utilizing the MRTQ research team to monitor programs in the TQRIS separately from the administration and delivery of training and technical assistance. We will design a system to monitor benchmarks for low SES and ELL children and expand the linked data system to include the SLDS. The Classroom Assessment and Scoring System (CLASS®) will be included as a measurement tool for TQRIS Steps 3 and 4 and linked to the research base on improved child outcomes. Finally, we will develop a report card system that is public and displayed at providers' programs, and which integrates the TQRIS and licensing data/information.

B.4

B.4.1: Refine policies, practices and incentives for providers to improve their programs ②

B.4.2. Enhance supports provided to working families with children with high needs to help them access programs that meet their needs. ② ③

We will develop a shared service assessment with collaborative partners that can support provision of financial incentives by the private as well as the public sector. The TQRIS portal will be re-designed to facilitate use by providers seeking to update their step information. Training and technical assistance will be expanded cross-sector to include CDS programs as well as public preschools. Maine will develop a compensation strategy linked to tiered reimbursement of ELD programs, based on the TQRIS. Providers at higher TQRIS steps receive a “quality bump,” a payment at a percentage above the market rate. Programs serving high-needs children would be required to use 75 percent of their quality bump to increase salaries for direct service staff. We will establish a 50 percent match for programs that hire and retain these staff so that the State provides 50 percent of the incentive and the

employer matches this, and provide the incentive for up to five years as long as the staff member remains employed in that setting.

B.5: Complete validation of the TQRIS and apply the findings to improve it as well as to improve ELD program quality and school readiness outcomes for children ages birth to 5. ① ②

MDHHS will enhance current validation efforts by the cross-state university research consortium and begin to investigate the extent to which the outputs of the rating process are related to progress in children’s learning, development, and school readiness.

C.1: Refine and enhance ELD Standards to reflect the progression of development from infants and toddlers to the Common Core for K-12, as well as linguistic and cultural competence. These will incorporate new research on early language, literacy, numeracy, and family engagement, and guide professional development throughout the state, particularly to teachers of children with high-needs. ① ② ③

We will complete revisions currently underway to create birth to Grade 3 ELD Standards that are developmentally, linguistically, and culturally competent, and complete the crosswalk between the revised ELD Standards and the Common Core. The ELD Standards will be aligned with the ELD Standards training curricula, which will be embedded in Maine’s TQRIS standards, and the current Core Knowledge Training Program. ELD Standards training will be provided to administrators and elementary school principals to assure “buy-in” for teachers to continue to implement strategies. Online resources will be developed for early childhood educators working with high-needs populations. Finally, MRTQ Registry data on teacher quality will be linked to student assessment data in the SLDS.

C.2.1: Complete the framework and implement the plan for a comprehensive assessment system for ELD programs that is integrated into the SLDS. ① ②

C.2.2. Train early childhood educators in Maine’s framework of the CAS, how to appropriately administer assessments, and how to interpret and use assessment data in order to inform and improve instruction, programs and services. ① ② ③

The ELD Standards subcommittee will create an inventory of current assessments used across programs serving children birth to 5, including kindergarten entry screening, and use this to develop criteria for authentic assessment activities birth to kindergarten entry. Training

will be revised and provided to all ELD programs based on the revisions to the ELD Standards once those are completed. The use of CLASS and Environmental Rating Scale (ERS) assessments will be expanded to public preschool and CDS programs. Through work with two pilot programs we will develop an assessment integration planning and implementation kit to be used by programs serving high-needs children. We will 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. This will be embedded in a new teacher preparation degree program at USM and also offered through professional development centers (continuing education) at campuses throughout the state.

D.1: Refine and align ELD Standards, assessments, Core Knowledge Training Program (MRTQ), workforce competencies, and credentialing to support high-quality early learning and development programs and professionals. ① ②

The Core Knowledge Workforce and Competency Framework will be revised to include revised ELD Standards which address the competencies for working with children with high needs. SAIEL will support a cohort of higher education programs to incorporate NAEYC teacher preparation standards into their teacher preparation programs. Common articulation agreements for transferring between credential, certification, community college and university systems will be developed. A statewide training approval system will be developed to align training and technical assistance with the revised Core Knowledge Workforce and Competency Framework. A cohort of higher education programs (Maine's seven community colleges) will be supported to achieve common standards for teacher preparation, aligned with NAEYC standards for teacher preparation programs. SAIEL will support the USM College of Education and Human Development to implement a four-year teacher preparation degree with a focus on teaching students with high needs (low SES, ELL, disabilities).

D.2: Expand career pathways through the higher education systems, and increase accessibility to professional development aligned with MRTQ for early childhood educators; expand the system of incentives to promote professional improvement and advancement along the career lattice, and strengthen public reporting of this information. ① ② ③

SAIEL will support the USM College of Education and Human Development to implement a four-year teacher preparation degree with a focus on teaching students with high needs (low SES, ELL, disabilities). We will expand training and technical assistance to include cross-sector opportunities for birth to 8 practitioners. Birth to 5 and K-3 teacher certification will be aligned with core knowledge and workforce competencies. Higher education faculty will receive release time for working on aligned teacher preparation standards with the goal of building consistency in course objectives, course numbering and student outcomes across associate degree programs in Maine. We will establish and implement trainer and training approval processes in Maine to ensure consistency in training delivery as well as alignment to the Core Knowledge Workforce and Competency Framework. Wage enhancements and other incentives will be offered to increase the number and percentage of early childhood educators who progress to higher credentials. By requiring MRTQ Registry participation by early childhood educators we will strengthen public reporting on development, advancement, and retention of these professionals.

E.2: Include ELD programs in the SLDS to capture child, program, and early childhood educator data, and develop a process and practice for examining interaction of those data elements on child outcomes. The expanded data system will coordinate with eligibility software systems. ② ③

The SLDS will be expanded to coordinate with MDHHS data systems (including TQRIS) in order to allow linkages to MRTQ Registry, ChildLink and Maine Families Home Visiting. Integrated eligibility software will be installed to facilitate consumer ease of access and reduce error rates for the multiple programs offered by MDHHS. The decision support system and the development of reports specific to early childhood programs will also be strengthened and expanded.

(c) Maine's rationale for choosing the Focused Investment Area Selected Criteria
including why these selected criteria were chosen and how they will best achieve these goals.

Maine has elected to address (C)(1) and (C)(2) in Focused Investment Area C. We believe we have established a strong foundation for these criteria on which we can build over the next four years, and that doing so will significantly advance the State's capacity to provide high quality ELD programs to children with high needs. Specifically:

(C)(1): Maine developed ELD Standards beginning in 2005 and has convened a cross-departmental group to revise them to reflect new research on early childhood development, and to make them developmentally, culturally and linguistically competent. Completion is planned for summer 2012. The RTT-ELC grant will support embedding the ELD Standards into revisions of workforce competencies, professional development (MRTQ), training and technical assistance, and inform the process of refining and incorporating the elements of a high quality comprehensive assessment systems into the TQRIS.

(C)(2): Maine does not have a comprehensive assessment system in use across all State-funded programs. By developing one and embedding it in the TQRIS and making participation required for all regulated State-funded programs, we will provide a consistent assessment framework that will support high quality ELD programs. This will also support the examination of kindergarten assessments; currently, these are required but districts can choose their own.

Maine elected not to respond to (C)(3) because we know that the health, behavioral, and development needs of high-needs children will be explicitly and implicitly embedded in the ELD Standards, workforce competencies and TQRIS. Also, (C)(4), engaging and supporting families, will not be addressed as a specified focus area but will be embedded in workforce competencies and the State's ELD Standards as well as the work of the committees of the Maine Children's Growth Council. By embedding (C)(3) and (C)(4) within other areas of focus and priority, these activities will become sustained expectations for a competent and ambitious workforce that can work collaboratively at local levels to harness the energy of multiple delivery systems.

Maine is making a strong investment in both criteria under D: A Great Early Childhood Workforce, which we believe is critical to sustaining the RTT grant's absolute priority of Promoting School Readiness for Children with High Needs. Specifically:

(D)(1) and (D)(2): Maine has laid a strong foundation for a common, statewide Core Knowledge Workforce and Competency Framework through the MRTQ Early Care and Education Career Development Center. MRTQ works with an Early Childhood Higher Education Committee, established in 1999, comprised of members of two-year community colleges and four-year degree granting programs. This group has begun the discussion and work necessary to create a horizontal and vertical alignment that is crucial to preparing a competent workforce. This is an enormous step forward in a field that has traditionally been

fragmented in its approach to teacher preparation, and which has such a broad span of professional development needs. MDOE teacher certification will also be included in these discussions to determine if there is any need for revisions to current endorsements. The tenets of our SLDS have been built into existing programs and a need to strengthen this connection into a strong practice with high-needs children has been identified. Toward this end, our reform agenda includes a plan for an additional four-year degree program focused on the competencies and practical experience required to serve young children and their families. USM has provided a plan for developing and sustaining this program, as well as a means to coordinate and offer these courses on a statewide basis. The reform agenda also supports a cohort of Maine’s seven community colleges to achieve NAEYC accreditation for teacher preparation programs.

Finally we have selected (E)(2) because we have already begun the process of linking our early learning data system to the SLDS; the RRT-ELC will support completion of this initiative, linking key data elements across and through all systems. With these tools we will understand more effectively the relationship between the elements of program quality that support learner engagement and success, as well as professional development components that are necessary to create and sustain a stable and competent workforce. We will understand clearly what programs and which geographic areas need capacity building. Data systems across all departments and programs will be able to “speak” to each other.

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D)

the State is choosing to address

- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address

- (E)(1) Understanding the status of children’s learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(A)(3) Aligning and coordinating early learning and development across Maine

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by—

The election in November 2010 of Paul LePage as Governor presented new opportunities for achieving early childhood learning and development reform in Maine. Both Stephen Bowen, Commissioner of MDOE, and Mary Mayhew, Commissioner of MDHHS, had previously served then Governor-elect LePage as advisors on his transition team and were initially appointed as senior policy advisers in the Governor’s office. This has given them excellent access to the Governor in obtaining his input and approval into the early childhood learning and development reform agenda. Both commissioners are developing strategic plans that outline systemic approaches to the work of their respective departments, laying out a vision for cross-systems solutions, making the work envisioned in this application possible.

A.3. GOAL: Create a governance structure that will implement interdepartmental planning, joint policy development, budgeting, and community engagement. ①

Current: (Bullets reference subheaders a-c under Selection Criterion A.3)	Planned: (● indicates planned use of RTT funding) (see work plan in Appendix 5 for more details about activities and timeline)
<ul style="list-style-type: none"> ○ (A.3.a.): SAIEL Executive Committee established; in process of refining and clarifying role and function for this and for the SAIEL Management Team. 	<ol style="list-style-type: none"> 1. (A.3.a.): Formalize SAIEL Management Team to include broader, required participation from other State agencies and identify staffing support 2. (A.3.a.): Examine State organizational structure for cross-agency redundancy/inefficiencies or opportunities related to ELD programming, especially in context of zero-based budgeting. 3. (A.3.a.): Secure legal expertise from the Attorney General’s office to document variations in agency rules and statutes, protocol for rulemaking and policy development for ELD programming, and make recommendations for policy streamlining or alignment across agencies. 4. (A.3.c): Formalize relationship between SAIEL and MCGC, MACCED, and other related advisory councils

(a) Governance structure for participating State agencies, partners

Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing—

(1) Organizational structure

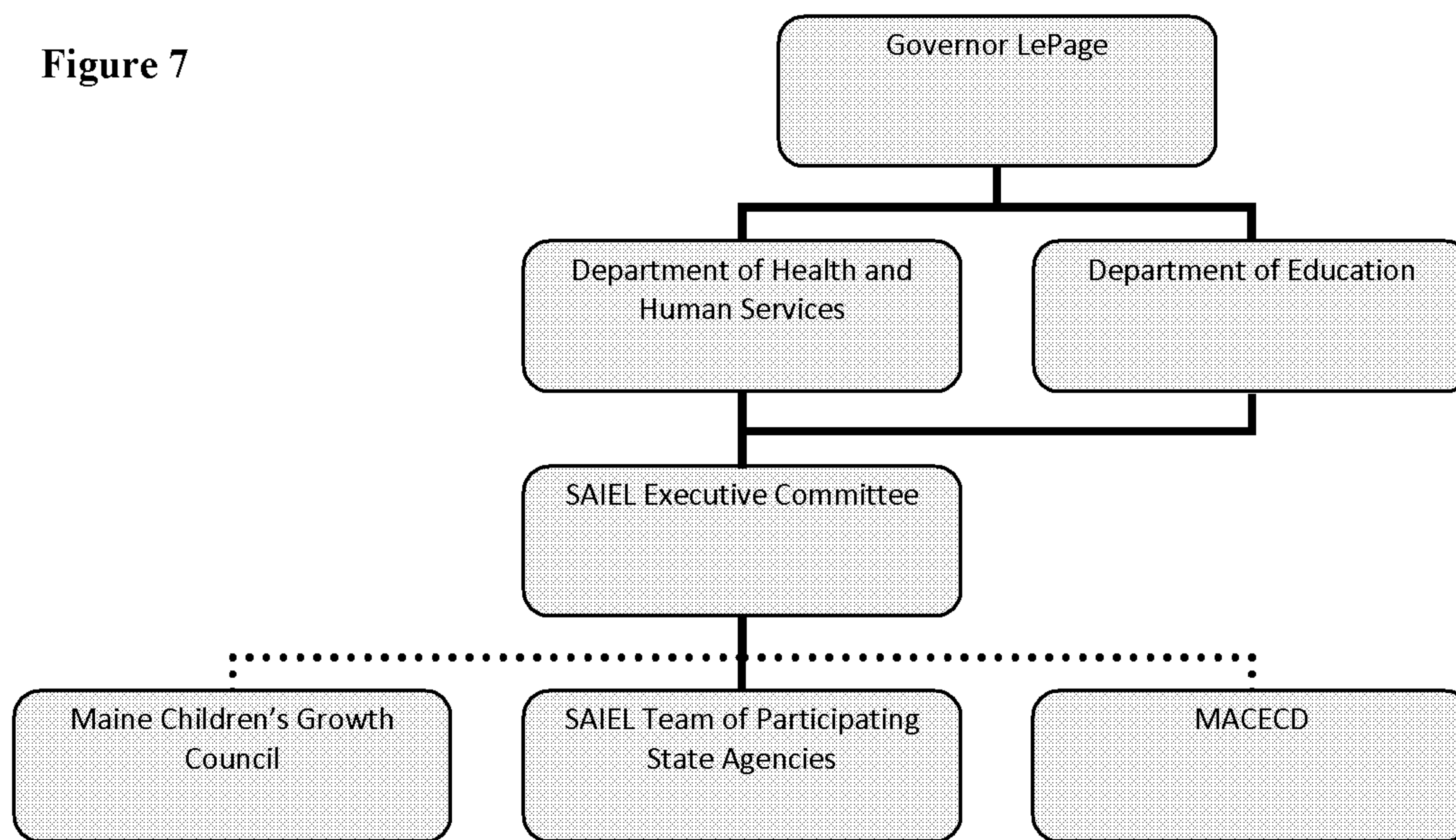
The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children’s cabinets, councils, and commissions, if any already exist and are effective;

Maine’s early learning reform agenda will be implemented through the **State Agencies Interdepartmental Early Learning (SAIEL)**, an interdepartmental sub-agency originally established by the commissioners of MDOE and MDHHS as work group in July 2011 to plan and implement early childhood learning and development reforms. SAIEL serves as MDOE’s and MDHHS’ cross-agency working platform to:

- Plan and implement Maine’s early childhood learning and development reforms;
- Streamline decision-making;
- Ensure interagency coordination;
- Allocate resources to support progress toward goals;
- Incorporate findings from the early learning challenge projects statewide; and
- Plan and advocate for long term sustainability for ELD initiatives.

Figure 7 is an organizational chart illustrating SAIEL’s position within State government. The sub-agency placement of SAIEL is intended to fill the gap in policy, communication and administration of resources related to innovative ELD State programming and infrastructure. SAIEL’s Executive Committee and a broader team of stakeholders (see chart below for the SAIEL membership list) help effect change at both the strategic and operational levels. SAIEL’s membership includes key MDOE and MDHHS staff who administer ELD programs, and the

Figure 7



staff hired to help administer and implement the RTT-ELC grant will work under SAIEL. SAIEL will report directly to the MDOE and MDHHS commissioners via its Executive Committee. MDOE will function as the primary federal contact and the lead agency for this grant and will staff the SAIEL meetings. SAIEL is co-chaired by the lead staff from each department. SAIEL membership, at a minimum, will include the following staff members:

Participating Agency	Program	Current Staff Position(s)
DHHS	CCDF/TQRIS	QRIS Program Specialist and the CCDF Administrator
DOE	Part C/ Section 619	Federal State Legislative Liaison
DOE	State Funded Preschool	Early Childhood Consultant
DOE	Title I	Title I State Coordinator
DOE	Finance	Deputy Commissioner
DOE	Maine Advisory Council for the Education of Children with Disabilities (MACECD)	Federal State Legislative Liaison
DHHS	Home Visiting	Director of Early Childhood Initiative
DHHS	Head Start Collaboration	Head Start Collaboration Coordinator
DHHS	MCH Block Grant	MCH Director
DHHS	Child Care Licensing	Licensing Director
DHHS	TANF	TANF Director
DHHS	Early Childhood Advisory Council (MCGC)	Director of Early Childhood Initiative
DHHS	Finance	Chief Financial Officer
DHHS	MaineCare	MaineCare Policy Director
DHHS	Information Technology	Office of Information Technology Director
DHHS	Substance Abuse	OSA Prevention or Treatment Team Specialist
DHHS	Audit	Audit Analyst

- (2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
<p>Maine Department of Education <i>Lead Agency</i></p>	<p>Responsible for overall grant management, financial accounting, and reporting. Primary federal contact.</p> <p>MDOE's Federal & State Legislative Liaison and the Early Childhood Consultant have been appointed by the MDOE Commissioner to serve as principal coordinators of the RTT-ELC grant.</p> <p><i>Responsibilities:</i></p> <ul style="list-style-type: none"> • Administer the grant; • Coordinate and facilitate regular meetings of the staff assigned to SAIEL; • Facilitate with the SLDS grant manager the early childhood enhancements to the data system; • Authorize and monitor the expenditures for the grant projects/activities • Oversee integration of all MDOE early childhood programs into early childhood learning and development system reform. • Examine the ELD work in the context of MDOE's evolving strategic plan for pre-K through 12
<p>Maine Dept. of Health and Human Services <i>Participating State Agency</i></p>	<p>The Director of Maine's Early Childhood Initiative will serve on SAEIL Executive Committee</p> <p>The following staff positions will serve on SAIEL's Management Team:</p> <ul style="list-style-type: none"> • MDHHS CCDF Administrator • MDHHS Head Start Collaboration Coordinator • MDHHS Maternal and Child Health Director • MDHHS Licensing Director • MDHHS TANF Director <p>MDHHS data offices will work with the MDOE SLDS grant manager to bridge technical and operational gaps with multiple data warehouses and input systems.</p> <p>MDHHS will continue to function as the fiscal agent for other ELD system building grants, including the MCH Early Childhood Comprehensive Systems Grant, Child Care Development Fund (CCDF) federal grant, MCH Maternal, Infant, and Early Childhood Home Visiting (MIECHV) grant, the ACF State Advisory Council grant, and the OPRE Child Care Research Capacity project.</p>

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	Governance-related roles and responsibilities
SAIEL Executive Committee	<p>SAIEL Executive Committee Membership</p> <ul style="list-style-type: none"> • MDOE- Federal-State Legislative Liaison: Represents Part C/ Part B, Section 619 program (see Appendix 6.A for job description, and 7.A for resume) • MDOE- Early Childhood Consultant (See Appendix 6.B for job description, and 7.B for resume) • MDOE Deputy Commissioner- will serve on the Executive Committee of the SAIEL which will focus on the functional, operational and administrative elements of the project management. • MDHHS TQRIS Program Specialist: (see Appendix 6.C for job description and 7.C for resume) • MDHHS Director of the Early Childhood Initiative: (see Appendix 6.D for job description and 7.D for resume). The Director will represent the MIECHV Program, as well as the Maine Children’s Growth Council.
SAIEL Management Team	<p>The full SAIEL membership will include persons representing leadership in both MDOE and MDHHS and will meet at least monthly, more often as needed, to focus on progress, barriers, opportunities and policies that affect implementation of the reform agenda. These regular meetings will include participation, as appropriate, by representatives of early childhood demonstration projects such as THRIVE (SAMHSA Trauma-Informed System of Care grant); Project LAUNCH (SAMHSA grant); and Educare Central Maine (a public-private venture providing education and comprehensive supports to children ages birth to 5 and their families).</p> <p><u>SAIEL Management Team Membership</u></p> <ul style="list-style-type: none"> • MDHHS Chief Financial Officer • MDOE Title I Coordinator • MDHHS CCDF Administrator • MDHHS Head Start Collaboration Coordinator • MDHHS Maternal and Child Health Director • MDHHS Licensing Director • MDHHS TANF Director

Other Entities	
State advisory council on early childhood education and care	The Maine Children’s Growth Council. The commissioners of MDOE and MDHHS currently sit on the Growth Council. Each of the accountability subcommittees of the Growth Council includes representatives from the other State advisory groups such as the Child Care Advisory, the Head Start Directors Association, and the Four Year Old Resource Group. The members of the subcommittees present the input of the advisory and other stakeholders groups, and make recommendations regarding policy changes or other actions to the Growth Council. The Commissioners and SAIEL members can then examine the recommendations and their effect on grant implementation. Each of the staff assigned to SAIEL will report on a regular basis to its respective, relevant advisory council on the progress of implementation; conversely, staff will bring to the SAIEL the ideas and concerns of its member councils.
State Interagency Coordinating Council for Part C of IDEA	The Maine Advisory Council for the Education of Children with Disabilities (MACECD). Under 20 U.S.C. 1400 et seq. as amended, the Council provides policy guidance with respect to special education and related services for children with disabilities in Maine as defined by special education regulations and applicable State and federal law. The Council advises and assists the Department of Education (DOE) regarding the provision of appropriate services for children birth to 20.

(3) Decision making method, process, and dispute resolution

The method and process for making different types of decisions (e.g., policy, operational) and resolving disputes;

SAIEL Executive Committee

Principles: Multi-agency funding and cooperation is a core operating principle of SAIEL. Compromise and negotiation are essential to the success of interagency work. MDOE and MDHHS also acknowledge that they will each serve as lead for certain projects or programs. Both departments and their commissioners are committed to communication and the allocation of time, staff and space in which to work together effectively and have updated the job descriptions of the SAIEL Executive Team members to ensure clarity of strategic functions (see Appendix 6.A-E).

Oversight: SAIEL’s Executive Committee will plan, oversee, and guide implementation of ELD reforms, including this RTT-ELC grant. The Executive Committee will meet weekly and include no more than six persons, three from each department. These will include two programmatic/policy persons, and a fiscal manager and/or data coordinator. The Executive Committee will report directly to the Commissioners of MDOE and MDHHS (see Figure 7, above). In addition, the Executive Committee will coordinate regular joint meetings of the two

commissioners for decision making and updates. SAIEL's Executive Committee is charged with finding common ground within the differing management systems and structures in order to make change happen. Executive Committee members are senior personnel with extensive experience in the early care and learning field (see Appendix 7.A-E for their resumes).

Decision Making: SAIEL staff will make budgeting and policy recommendations to the commissioners of MDOE and MDHHS and, upon approval of the commissioners, develop joint policies or actions and implement them collaboratively.

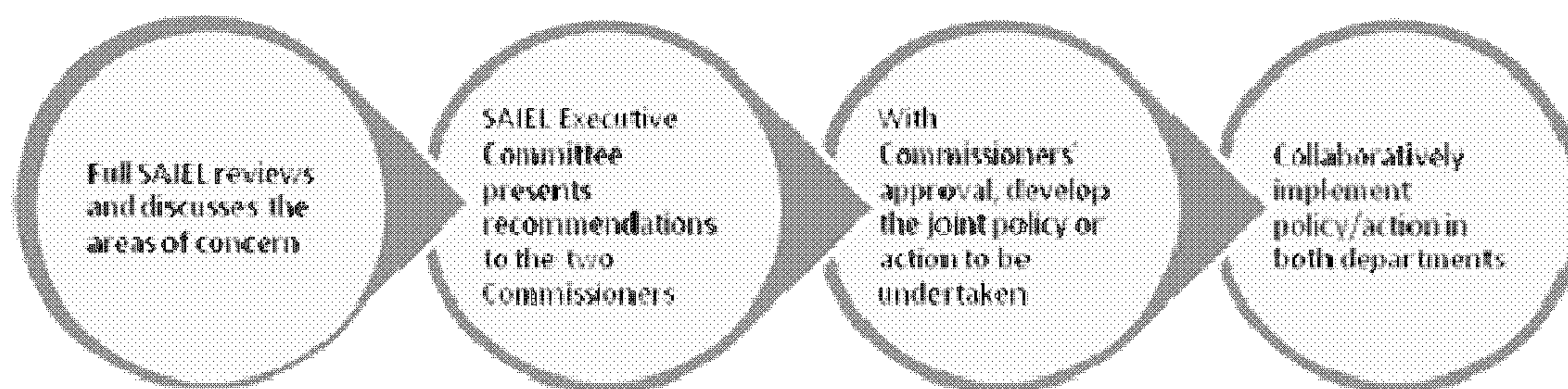
Accountability for Results, including Rulemaking: The Executive Committee will look for specific vehicles that can be used in each department to ensure consistent implementation, such as utilizing the same contract language about participating in the TQRIS system, or employing the same regulatory language in rules promulgated by both departments. Under State statute each commissioner has rulemaking authority.

Repurposing State Funds. SAIEL will review resource mapping reports and the existing funding guide to document funding of the various ELD programs within each department and make recommendations for the “repurposing” of limited State finances into:

- Pooled funding, in which multiple departments contribute to some or all costs (both cash and in-kind);
- Joint funding, in which departments contribute equal proportions to the costs; or
- New funding, which SAIEL will use to “jump start” or enhance State-funded services (including public-private partnerships, such as the Maine Early Learning Investment Group or piloting community match requirements for competitive grants).

Assuring fiscal accountability. As the RTT-ELC lead agency, MDOE will authorize and monitor with the staff assigned to SAIEL the expenditures for the grant projects/activities. Expenditure of grant funds or allocation of pooled/joint funds beyond RTT-ELC will occur only with approval from both commissioners. Staff from each department will ensure that resulting budgets and contracts go through department-specific processes as appropriate. The process for decision-making for the two commissioners will be as illustrated in Figure 8.

Figure 8



SAIEL Management Team

The SAIEL Management Team will have the following roles and responsibilities:

- Developing policy jointly across systems to enhance the consistency and clarity of the program standards, learning standards, comprehensive assessment systems, workforce quality, and data system elements for early childhood care and education;
- Developing monitoring mechanisms to review regulatory and policy implementation in an ongoing fashion using data systems such as the SLDS;
- Ensuring that programs and activities are informed by evidence-based, promising, or other best practices, and undertaken with a plan for ensuring their viability and sustainability;
- Conducting policy development or action planning through joint review of the above systems components, and obtaining approval from the MDOE and MDHHS commissioners. Once approved, the Management Team will oversee and facilitate the collaborative, coordinated implementation of joint policy and action;
- Making recommendations for maximizing use of existing assessments across and within agencies to support zero-based budgeting decisions. (Governor LePage has instituted zero-based budgeting for planning the FY 13 budget and beyond);
- Reporting on a regular basis to their respective, relevant advisory council on the progress of implementation; conversely, members will bring to SAIEL the ideas and concerns of its member councils; and
- Striving for purposeful and meaningful stakeholder involvement in the planning and implementation of specific activities under the grant. This will be done through the Maine Children's Growth Council and its committees.

Dispute Resolution

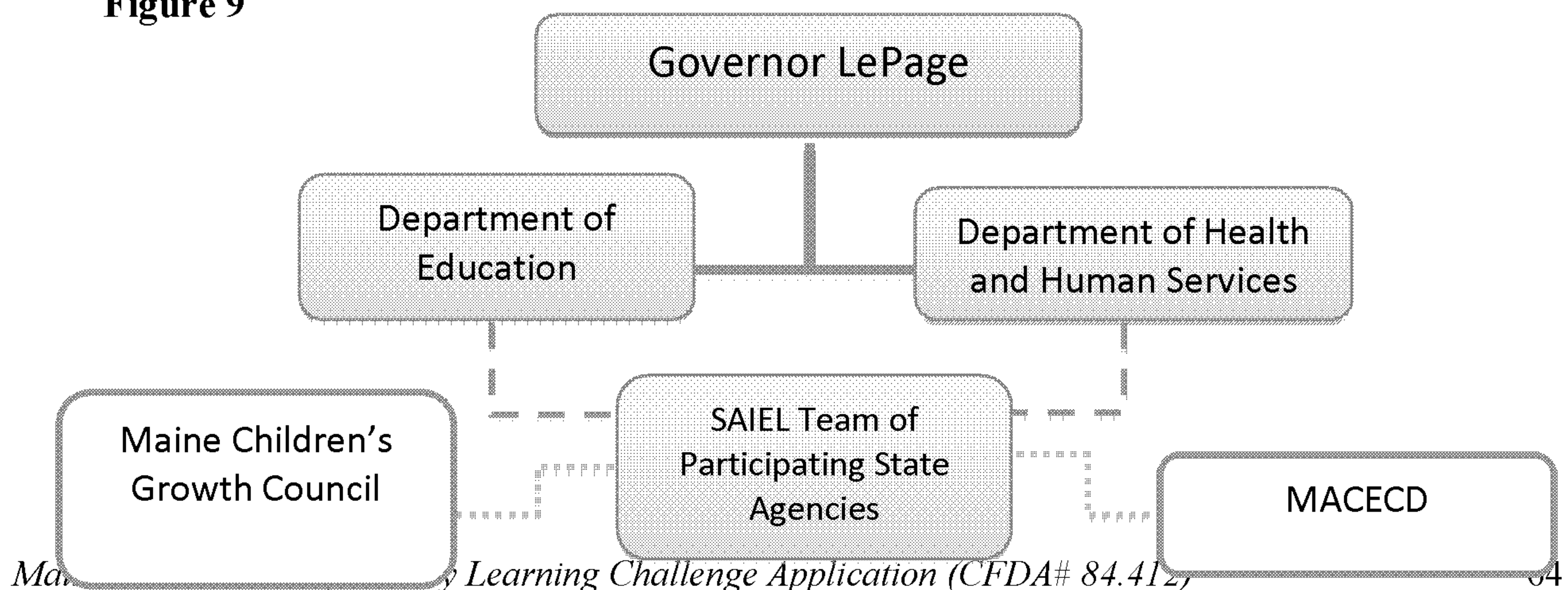
The SAIEL staff will use the dispute resolution mechanisms within the existing MDOE and MDHHS interagency agreement on Early Childhood Special Education, which was signed in September 2010. This agreement reflects that the departments will utilize a joint Monitoring Team as the vehicle for resolving interagency disputes at both the State and local levels. The team includes staff from both departments at the State and regional levels. Departmental processes will be honored when addressing disputes; if the team is unable to resolve, the concern will be forwarded to both commissioners for resolution within the framework of their separate and/or joint dispute resolution processes.

(4) Plan for involving key stakeholders-

The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the grant activities.

The plan for involving key stakeholders builds on existing structures. Both the Maine Children’s Growth Council (MCGC) and MACECD are designed to invite many stakeholders into the state-level decision-making that affects young children and their families. Both of the advisory councils have both parent and parent organization representation. MCGC has statutory seats for the Governor’s Office, the Attorney General, the Head Start Collaboration Director, and the two commissioners (as ex officio). Non-government representation comes from a variety of private sector groups including philanthropy, business, law enforcement, child abuse prevention, parents, the Child Care Advisory Council and the Head Start Directors Association. The MCGC is structured with committees (“Accountability Teams”) that are open to other public participation and which funnel ideas and work from many stakeholders, and provide the vehicle to bring items or recommendations to the deliberative table of the Growth Council. MCGC members are charged with overseeing implementation of Maine’s early childhood comprehensive systems plan, *Invest Early in Maine*.

Figure 9



The Maine Children's Growth Council and MACECD (Maine's Interagency Coordinating Council for Part B and Part C of IDEA) serve as advisory bodies for the departments and the Legislature and will use SAIEL as the strategic lever for systems change within State government (see Figure 9). The Commissioners and the staff assigned to SAIEL can then examine such considerations and their relationship to the work of the grant. SAIEL members will report on a regular basis to their respective, relevant advisory councils on the progress of implementation; conversely, members will bring to the SAIEL the ideas and concerns of the councils.

Communication

Interagency team success hinges on effective communication. For SAIEL, this means clear protocols within the group about information-sharing among members and with leadership. Just as importantly, it requires guidelines for effective messaging and listening to community stakeholders. Internal SAIEL communication has already been facilitated with a shared electronic workspace for the Executive Committee to develop and update the RTT documentation and schedule meetings.

Externally, SAIEL recognizes there are two effective strategies to bring varied groups together to achieve results: 1) deliver a message that is sound and reiterated by partner agencies and stakeholders, and 2) publicize that message proactively. Developing a consistent message has been the focus of the MCGC Communications Committee, which has template language on brain development that is widely accessible to all ELD advocates statewide. Partners such as Fight Crime: Invest in Kids and America's Edge use the same framework for telling the early childhood story, and reports and surveys from providers repeat the same message: that early brain development is much like building a house on a solid foundation. This approach, especially in a rural state, indicates a respect for all stakeholders, provides an opportunity to listen, and helps to diminish perceived or real hierarchies that might compromise effective partnerships. We are confident it will work effectively in fostering new connections among schools and community agencies. During the first three months of this grant, we will complete an external communications plan that makes use of opportunities to formally present SAIEL and the State's reform agenda to community stakeholders, and to solicit their feedback.

(b) Commitment of participating State agencies

Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency—

- (1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;*
- (2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and*
- (3) A signature from an authorized representative of each Participating State Agency; and*

The MOU signed by MDOE and MDHHS can be found in Appendix 8. It includes terms and conditions that reflect each State agency's commitment to implementing this early childhood learning and development reform agenda. It includes a detailed scope of work for each agency.

(c) Stakeholder commitment to the State plan

Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining—

- (1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and*

Table A(3)-2(a) lists every Intermediary Organization and local early learning council in the state, and shows that every one has supplied a letter of support or intent. The letters can be found in Appendix 9.

Table (A)(3)-2(a): Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Regional Resource Centers	Y
State Head Start Association	Y
Child Care Advisory	Y
Maine AEYC	Y
Maine Association of Special Education Directors	Y
America's Edge Maine	Y
Fight Crime Invest In Kids	Y
Maine Children's Alliance	Y
CDS Directors	Y
Maine Family Literacy Initiative	Y
United Ways of Maine	Y, signed by 10 chapters

Table (A)(3)-2(a): Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
State Board Of Education	Y

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

See the letters of intent and support from other stakeholders in Appendix 10.

Table (A)(3)-2 (b): Other Letters of Support and Intent (if applicable)	
List Organization or local early learning or educator type (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Maine Congressional delegation	Y (4) Senator Snowe, Senator Collins, Congressman Michaud, Congresswoman Pingree
Superintendent – Portland, SAD 17, SAD 4, South Portland, Auburn, Lewiston, Waterville, Otis, RSU 19	Y (9)
Higher Education Committee members	Y
Early Childhood Teachers	Y (3) Androscoggin Head Start, Peoples Regional Opportunities Program (PROP), Hall-Dale Elem. School
Maine Juvenile Justice Advisory Group	Y
Center for Community Inclusion	Y
President , University of Southern Maine	Y
Touchpoints	Y

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).
- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative **but must be included in the Appendix with a table.**)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

(A)(4) The budget to implement and sustain the work of this grant.

A.4. GOAL: Develop a public-private strategic plan for sustainable investment in early learning and development programs. ①②③

A.4.1: Pilot a public-private partnership expansion for evidence-based parent education programming that builds on the existing relationship with the Maine Children’s Trust (MCT).

A.4.2: Support local communication and collaboration with the federal MIECHV project, capitalizing on use of MDOE Collaboration Coaches.

A.4.3: Work with and support the MCGC Data/Resource Mapping Committee to link child outcomes with State and community investments in ELD programming.

Progress to Date:	RTT-ELC Plan: (☛ indicates planned use of RTT funding) (see work plan in Appendix 5 for more details about activities and timeline)
<p>○ (A.4) MDHHS and MDOE have been active members of the Maine Children’s Growth Council, which has focused on effective public communication about brain development, has produced data reports on early childhood, and is currently mapping resources to match State investments to child outcomes.</p>	<ol style="list-style-type: none"> 1. SAIEL Guidelines for Interagency Structure/Policy/Budgeting 2. Formalize interagency coordination efforts (use needs assessments to inform multiple program allocations). 3. Explore use of existing resources to inform State investments/develop guidelines for ongoing State investment in ELD infrastructure and evidence-based, best-practice programming in conjunction with MCGC Data/Resource Mapping Committee. 4. Coordinate early learning and development messaging with partners to generate greater public will for ELD investment. 5. Pilot sustainability project for parent education in partnership with the Maine Children’s Trust. 6. Align DHHS child care subsidies (CCDF, TANF, and Maine

(a) Maine’s use of existing funds

that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

Maine will continue to use federal IDEA, Part C funds to support early intervention services for eligible infants and toddlers and IDEA, Part B, Section 619 funds for eligible children age 3 to 5 served within the CDS system. State General Funds will continue to support the CDS system in the provision of early intervention and special education and related services to young children birth to 5. Public preschool programs within the school administrative units will continue to receive General Purpose Aid subsidy for the children in the programs as well as the targeted weight for pre-K through Grade 2. The MDOE Title I consultant will continue to encourage school units to utilize Title I funds to support public preschool programs. MDOE will continue to develop the early childhood link between MDOE and the MDHHS data systems for Head Start in order to monitor the effectiveness of early learning programs in preparing children for elementary education. This will underpin the expansion to all ELD programs under this grant.

Maine will also continue to use funds from the Child Care Development Fund (CCDF) to support quality improvement initiatives via CCDF’s quality set-aside money (we are required to use 4 percent of our funds for these activities.) For the 2012-2013 CCDF plan Maine is projected to fund quality activities with 30 percent of the total overall federal award.

Future funding is detailed in Table A.4.1.

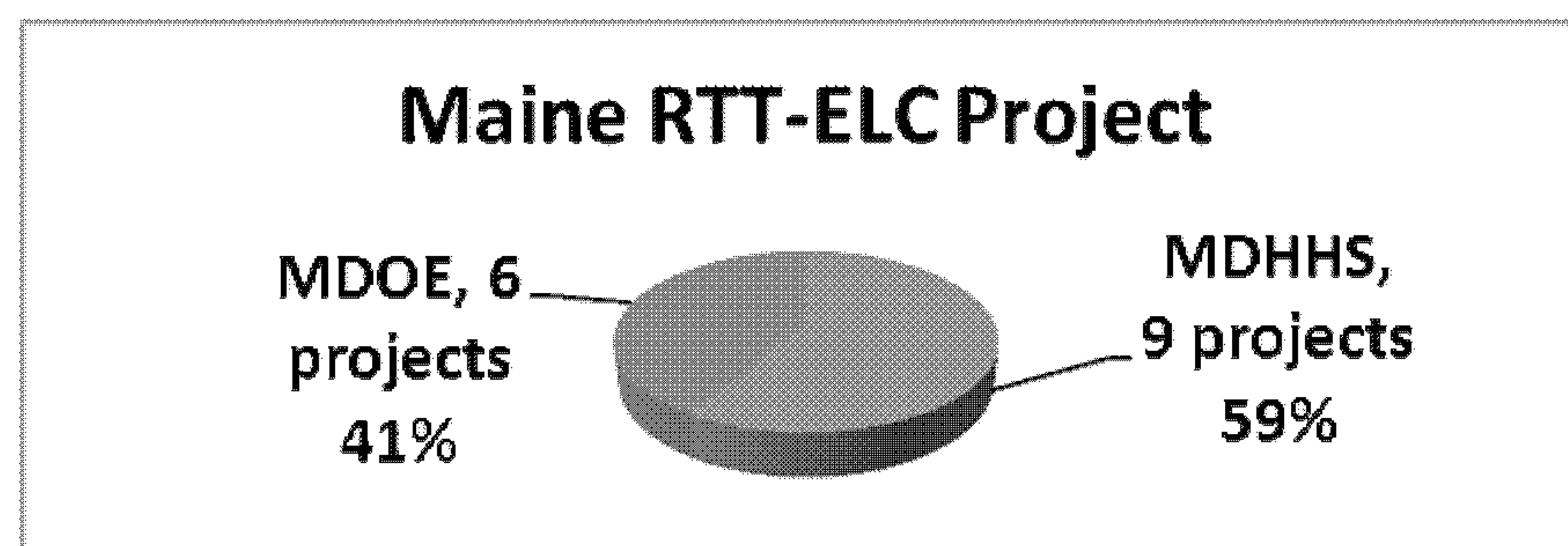
(b) How Maine will use funds to achieve RTT State Plan outcomes

Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that—

- (1) Is adequate to support the activities described in the State Plan;*
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and*
- (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and*

Maine’s budget tables (starting at page 143-164) reflect a thoughtful approach to leveraging existing social and capital resources and a healthy respect for sustainable investments that do not create an ongoing financial burden to the public. Maine’s budget shows a clear balance of funds and activities between the two primary State agencies governing this project (MDHHS: 9 Project Leads, \$22, 923,037; MDOE: 6 Project Leads, \$16,191,964).

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Maine’s total project budget leverages \$6.9 million (nearly 20 percent of total budget) from other resources. The budget tables and summaries reflect that nearly all of Maine’s RTT plan is committed to strategic investments in infrastructure or one-time costs.

Ninety-six percent of the budget is proposed go out to local partners, intermediary organizations, or communities for local implementation of the State’s reform agenda.

(c) Sustainability plan

Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of CHN served by Early Learning and Development Programs in the State will be maintained or expanded.

In preparing the application, Maine has committed to using RTT funds responsibly and sustainably to ensure success beyond the end of the terms of the grant. Thus Maine proposes to use most RTT funds to support infrastructure improvements. The MDOE and MDHHS commissioners have authorized budgeting RTT funds only for activities that are achievable, accountable, and do not bring undue burden on State and local agencies. The SAIEL Executive Committee has worked to ensure that all activities listed by project code in the budget meet solid criteria for sustainability and success. These include:

- Use for activities that currently exist in a State agency or community partner strategic plan (particularly those of the Maine Children’s Growth Council and MACECD);

- Investment in infrastructure supports that will generate cost savings over time;
- Commitment to repurposing State dollars using credible and reliable data; and
- Alignment with the zero-based budgeting required of all State agencies for the upcoming biennium.

Sustainability is further enhanced by recent changes to State contracting policy, which require competitive or other bids, demonstration by contractors of solid fiscal management and regulatory compliance history, and agreement by them to report on measurable performance indicators of improved outcomes for children and families. The Maine Families Home Visiting program will serve as a model for this. In October 2011 it was awarded one of nine federal MIECHV expansion grants, based in part on its use of performance-based contracts with community agencies to drive practice improvements, quality assurance, and improved child outcomes, making it possible to serve more families with less money. It is a model for State-funded, data-driven decision-making.

Long-term program success relies heavily on the commitment and buy-in of consumers, funders and providers. For that reason, the State will leverage momentum already generated by an active early learning and development community, including:

- The Early Childhood Philanthropy Coalition, which provides mini-grants to support family child care programs to achieve TQRIS standards;
- The blossoming Maine Early Learning Investment Group, a CEO-led group created to promote private sector investment in early learning care and development programs for high needs children;
- Growing public commitment to funding ELD programs generated by successful social marketing efforts of the Maine Children's Growth Council and its partners;
- Increasing willingness to collect data that shows outcomes, not just numbers served;
- Evidence from programs such as Early Reading First that demonstrates the effectiveness of ELD programs in bridging the readiness gap for high-needs children in Maine; and
- An advocacy community that has a solid network of early learning and development providers statewide.

Adherence to the criteria outlined by the commissioners, coupled with the involvement of, and communication with, stakeholders and advisory councils (see section A(3)), will assure that

resources allocated to serve vulnerable young children and their families will be improved, maintained, and expanded.

The State's response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State's Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(4)(a):

- *The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).*
- *Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.*

Evidence for (A)(4)(b):

- *The State's budget (completed in section VIII).*
- *The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).*

Table (A)(4) – 1: Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
<i>2009 ARRA SLDS</i>	\$220,900	8,800	-	-	\$229,700
<i>IDEA Part B</i>	85,612	85,612	85,612	85,612	342,448
<i>MIEC Home Visiting (Coaches)</i>	75,000	76,500	78,030	79,591	309,121
<i>MIEC Home Visiting for MCGC</i>	125,000	256,250	262,656	269,223	913,129
<i>ARRA SAC (ECAC)</i>	66,790	146,580			213,370
<i>ECCS (HRSA-MCHB)</i>	75,000	140,000	140,000	140,000	495,000
<i>Head Start Collaboration</i>	15,000	15,000	15,000	15,000	60,000
<i>University System</i>	594,772	497,942	554,935	420,993	2,068,642
<i>Title IV-B (PSSF)</i>	75,000	100,000	125,000	150,000	450,000
<i>State DHHS GF</i>	60,000	60,000	60,000	60,000	240,000
<i>State DOE GF</i>	50,000	50,000	50,000	50,000	200,000
<i>Community Match</i>	33,750	64,000	111,000	157,500	366,250

Table (A)(4) – 1: Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
<i>CCDF</i>	456,816	456,835	10,538	10,557	934,746
<i>Bingham Program</i>	12,500	25,000	25000	0	62,500
<i>Totals</i>	\$1,960,082	\$1,996,486	\$1,531,763	\$1,452,493	\$6,940,824
Continued Support for Services to Children with High Needs ⁽²⁾					
<i>Federal IDEA Part C and 619</i>	\$5,119,544	\$5,119,544	\$5,119,544	\$5,119,544	\$20,478,176
<i>State General Fund for CDS</i>	\$24,613,391	\$24,613,391	\$24,613,391	\$24,613,391	\$98,453,564
⁽¹⁾ 2009 SLDS grant funding includes linkage of early childhood and K-12 identifiers as well as pilot data collection and sharing system with Educare, Early Head Start and Head Start programs.					
⁽²⁾ The State will continue to support children with disabilities birth to 5 with the federal Part C and 619 funds as well as the State General Fund.					

The sources of funds identified in Table (A)(4)-1, above, will be used for the following purposes (see relevant Selection Criterion for more information):

Source of Funds	Selection Criterion	Purpose
2009 ARRA SLDS grant	E2	Data systems collaboration
IDEA Part B	A4	Collaboration Coaches
MIEC Home Visiting	A4	Collaboration Coaches
MIEC Home Visiting for MCGC	A4	Sustainability, public communication
ARRA SAC (ECAC)	A3, A4, B1	Sustainability, public communication
ECCS (HRSA-MCHB)	A4	Sustainability, public communication
Head Start Collaboration	A4	Collaboration Coaches
University System	B, C, D	Revisions and training on Early Learning Guidelines; TQRIS enhancement/validation; workforce development; training and technical assistance; higher education engagement; new degree
Title IV-B (PSSF)	A4	Sustainability pilot
State DHHS GF	A4	Sustainability pilot
State DOE GF	B4	Child safety restraints
Community Match	A4	Sustainability pilot
CCDF	A, B, C, D	All aspects
Bingham Program	B1	Strengthening Families ®

B. High-Quality, Accountable Programs

A high-performing State infrastructure for early learning and development programs requires a means for defining consistent standards of quality, providing programs with incentives to improve, and ensuring transparency about each program's level of quality. Maine's Tiered Quality Rating Improvement System (TQRIS), Quality for ME, is the overarching system for meeting these requirements.

Currently, Quality for ME includes research-based standards outlining, at each of the four steps, increasingly stringent quality benchmarks. The system has been in place for licensed child care programs statewide since 2008, is required of programs serving CCDF subsidy populations, has incentives attached through a tiered reimbursement system, and is currently undergoing a validation study. This work places Maine in a strong position to advance a key part of its early childhood care and education reform agenda: expanding enrollment in the TQRIS to public preschool, Title I, early intervention, and early childhood special education programs and serving more children with high needs in high-quality programs as a result.

In addition, Maine's RTT-ELC reform plan will embed the newly revised ELD Standards (see C1&C2) into the TQRIS' quality benchmarks and child-level assessments that will become an integral part of TQRIS-enrolled early learning and development programs.

Since its 2008 implementation, Maine's TQRIS has incorporated the State's ELD Standards, providing a critical link between quality indicators and children's development. Race to the Top funding will strengthen this work by linking ELD Standards directly to curriculum in TQRIS programs, by deepening the supports (training and technical assistance) offered to programs enrolled in the TQRIS, and by adding authentic assessment data collected in classrooms to Maine's SLDS to better track children's developmental progress and measure program effectiveness.

RTT funding will support the use of the Classroom Assessment and Scoring System® to ensure that programs in the TQRIS provide the level of teacher-child interaction needed to scaffold children's learning and development. Research has linked this research-based tool to improved developmental outcomes for high-needs children (Curby et al., 2009; Early et al., 2006; Hamre & Pianta, 2001, 2005; Mashburn et al., 2008). Maine has already begun using

CLASS in both the Central Maine Educare program in Waterville and Early Reading First Programs in Southern Maine.

Finally, to ensure that Maine's children with high needs have access to high-quality programs -- as defined in the TQRIS -- our Race to the Top plan includes strategic investments in parent outreach, including the creation of a public report card system for TQRIS programs, and improvements to strengthinme.org, a parent resource website.

These strategic investments in Maine's TQRIS – and related work in implementing research-based standards and assessments – should make it clear and transparent which programs offer the highest-quality early care and learning experiences, and help create a culture that prizes continuous improvement among ELD programs.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(1):

- *The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).*
- *To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--*
 - *A copy of the tiered Program Standards;*
 - *Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;*
 - *Documentation of how the tiers meaningfully differentiate levels of quality.*

(B)(1) Maine’s common, statewide Tiered Quality Rating Improvement System (TQRIS). *The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that—*

B.1. GOAL: Refine, enhance and expand our TQRIS to include Part B- and Part C- contracted providers and develop a new strand for Title I and public preschool programs.

❶

<p>Progress to Date: (Bullets reference subheaders a-c of Selection Criterion B.1)</p>	<p>Plan: (❁ indicates planned use of RTT funding) (see work plan in Appendix 5 for more details about activities and timeline)</p>
<ul style="list-style-type: none"> ○ (B.1.a) Maine established a TQRIS in 2006 that is based on a tiered set of Program Standards that include ELD Standards, a CAS, ECE qualifications, family engagement strategies, health promotion practices, and effective data practices (see Table B.1.1). The ELD Standards are currently being revised (see Section A.1.d for more detail). ELD Standards are embedded in Learning Environments and Authentic Assessment standards. ○ (B.1.a) The CAS includes Screening Measures (ASQ, ASQ-SE, health, dental, and vision screenings); Formative Assessments (the TQRIS includes authentic assessment as a standard with collection of assessment data at Steps 2, 3, and 4); Measures of Environmental Quality (the TQRIS uses the Environmental Rating Scales -- ECERS-R, ITERS, FCCERS and SAECERS -- to measure environmental quality for a random sample of enrolled programs); and Measures of the Quality of Adult-Child Interactions (Head Start programs, Educare and Early Reading First currently use the Classroom Assessment and Scoring System, CLASS, to measure the quality of teacher-child interaction.) ○ (B.1.a) ECE qualifications included in professional development/staff qualifications 	<ol style="list-style-type: none"> 1. (B.1.a) Complete planned revisions to the existing TQRIS and ELD Standards 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. 2. (B.1.a) ELD Standards will be revised to include specific learning trajectories for Literacy and Numeracy to link to the Common Core, to ensure culturally appropriate developmental milestones, and to inform assessment practices birth to 5 (including K screening). ❁ 3. (B.1.a) Develop child outcome measures for the CAS on which ECE practitioners across sectors (pre-K, Child Care, Head Start, home visiting) can report in a statewide longitudinal database. Collection of data will be done within an authentic assessment framework. ❁ 4. (B.1.a) Embed family engagement strategies taken from Touchpoints and Strengthening Families in the TQRIS at all Steps. 5. (B.1.b) Develop a standard for Health and Safety based upon NAEYC, NAFCC, COA and AAP practices. Include threshold measurement on

<p>standard and includes progression along a career lattice.</p> <ul style="list-style-type: none"> ○ (B.1.a) There is a Family Engagement Standard (called “Parent/Family Involvement” in the TQRIS) (see Table A.1.9) ○ (B.1.b) TQRIS is a tiered progression toward national standards of excellence as defined by NAEYC, NAFCC, and COA. These best practice standards are linked to improved learning outcomes in the research. ○ (B.1.c) The TQRIS and State licensing system are connected at all four Steps through a standard which addresses compliance. 	<p>ECERS, ITTERS, FCCERS, SAECERS as validation.</p> <ul style="list-style-type: none"> 6. (B.1.b) Include the CLASS as a measurement tool for Steps 3 & 4 to enhance link to research base on improved child outcomes. 🌸 7. (B.1.c) Expand linked data system to include SLDS. 🌸
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(a) Is based on a statewide set of tiered Program Standards that include the 6 points below:

Maine initially piloted a four-step TQRIS in 2006, known as Quality for ME, and has since implemented it statewide. Programs that have had a license for at least a year and are receiving CCDF subsidy must enroll in the TQRIS, but enrollment by other programs is voluntary.

The TQRIS assesses the quality of licensed child care providers on a tiered, four-step rating scale. Every step is an important quality measure based on the following eight standards:

- | | |
|--|---|
| <ul style="list-style-type: none"> 1. Licensing history 2. Learning environment 3. Program evaluation 4. Staff development | <ul style="list-style-type: none"> 5. Administrative policies and procedures 6. Family involvement 7. Community resources 8. Child observations |
|--|---|

The **purpose** of the TQRIS is to: give families and caretakers a simple tool to help recognize and choose quality child care; give Maine child care programs help in improving their quality; help Maine measure how well supports to child care programs are working; and help Maine join other states in measuring and supporting quality child care for families.

The TQRIS is a web-based measure that assesses child care programs by combining the self-reports from child care programs with administrative data collected by the State child care licensing bureau, by the State professional development registry (MRTQ Registry), and the requirements of child care and school-age accreditation systems. By linking the self-

reports to administrative data we reduce data-entry burdens on child care programs participating in the TQRIS and increase data reliability and validity. It gives programs immediate feedback on quality, along with specific recommendations for moving up to the next step of quality. The TQRIS is funded with a "quality set-aside" allocation required by the federal Child Care Development Fund (CCDF) and has also been supported by a competitive federal ACF Data Capacity grant to evaluate the impact of the TQRIS, to investigate how CCDF dollars help to improve the quality of care, and to explore how evidence from child assessments for infants and toddlers is used to improve programs.

Through Maine's TQRIS the MDHHS Early Childhood Division collaborates with multiple partners in order to provide an organized and seamless support network for licensed child care providers.

The TQRIS includes the six Program Standards outlined below. Refer to Selection Criterion A2 for a discussion of the current status of these, and the work plan in Appendix 5 for more detail.

Program Standards	Planned Activities ● Indicates planned use of RTT funds
ELD Standards	<ul style="list-style-type: none"> ○ Complete the revisions already underway to the existing ELD Standards to incorporate evidence-based programs, to link and align curricula, to increase specificity of health and safety standards, and to make them linguistically and culturally competent. <p><i>This work is led by the MDOE Early Childhood Consultant, who is a member of the SAIEL Executive Team, and involves a cross-departmental group. Planned completion date summer 2012.</i></p>
CAS (Screening Measures, Formative Assessments, Measures of Environ.	<ul style="list-style-type: none"> ○ Extend the collection of authentic assessment data, and use it to differentiate activities and supports for CHN by adding collection of data linked to the ELD Standards in home visiting and CDS programs. ● ○ Identify all screening and assessment data collected across programs (CDS, Head Start, CCDF, home visiting and public pre-K) and identify a common set of indicators of children's learning and development from these to include in the statewide longitudinal data system. ●

Program Standards	Planned Activities <ul style="list-style-type: none"> ● Indicates planned use of RTT funds
Quality, Measures of Quality of Adult-Child Interactions)	<ul style="list-style-type: none"> ○ Build data reporting on these common elements into TQRIS standards for programs enrolled (Child Care, Head Start, public pre-K, Center-based CDS programs) as well as for home visiting or early intervention programs delivered in the home. ● <p><i>This work will be led by the Early Childhood Consultant and the Early Childhood Quality Initiative Specialist. It will be completed by October 2011.</i></p>
ECE Qualifications	<ul style="list-style-type: none"> ○ Plan and implement compensation and retention initiatives to encourage progression along the ECE career lattice. <p><i>This work will be led by the Early Childhood Quality Initiative Specialist in partnership with MRTQ. See work plan for section D.2.</i></p>
Family Engagement	<ul style="list-style-type: none"> ○ Family engagement strategies taken from Touchpoints and Strengthening Families will be embedded in the TQRIS at all Steps. <p><i>This work will be led by the Child Care Research Partnership and TQRIS Subcommittee of the Child Care Advisory Council as part of the revisions model for the Maine TQRIS, with completion planned by December 2013.</i></p>
Health Promotion	<ul style="list-style-type: none"> ○ 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. <p><i>This work will be led by the Child Care Research Partnership and TQRIS Subcommittee of the Child Care Advisory Council as part of the revisions model for the Maine TQRIS, with completion planned by December 2013.</i></p>
Effective Data	<ul style="list-style-type: none"> ○ Develop ECE child outcome measures and integrate into the existing SLDS. <p><i>This work will be led by the SLDS Project Director, the Early Childhood Consultant, and the Federal-State Legislative Liaison, with completion planned by December 2013.</i></p>

Through the TQRIS, the MDHHS Early Childhood Division collaborates with multiple partners in order to provide an organized and seamless support network for licensed child care providers. These include:

- **Resource Development Centers (RDCs).** The eight RDC sites throughout the state maintain a referral database and provide resource materials, newsletters, technical assistance, scholarships and training to the child care community.
- **Child Care Plus ME.** The project works to ensure that all infants, preschoolers, and young children – including children with challenging behaviors and children with medical, physical, and developmental disabilities – have an opportunity to be cared for and educated in high-quality, inclusive schools and community child care settings.
- **Infant Toddler Initiative.** This initiative assists in securing resources for infant-toddlers and assists with training and technical assistance to ensure programs are inclusive, high-quality, and meet the needs of this population of children.
- **Afterschool Network.** This network assists in securing resources to help develop new after-school programs, assist with training, and provide technical assistance to ensure programs are inclusive, high-quality, and meet the needs of children, families and communities.
- **Maine Roads to Quality.** Houses the Core Knowledge Training Program (including on the ELD Standards), scholarships for providers accessing credit-based professional development, and the accreditation facilitation project that supports ELD programs meeting Step 4 of the TQRIS.
- **University of Maine and Muskie School for Public Service.** Their joint project is to evaluate the impact of the *Quality for ME* TQRIS and to investigate how CCDF dollars help to improve the quality of care and to explore how evidence from child assessments of infants and toddlers is used to improve programs.

(b) Program standards are clear, measurable, differentiate program quality and reflect high expectations leading to improved learning outcomes for children.

Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children; and

Maine's TQRIS is a tiered progression toward national standards of excellence as defined by NAEYC, NAFCC, and COA. These best-practice standards are linked to improved learning outcomes in the research (Campbell & Ramey, 1994, 1995; Campbell, Ramey, Pungello,

Sparling & Miller-Johnson, 2002; Schweinhart, Berrueta-Clement, Barnett, Epstein, & Weikart, 1985).

In response to recent research linking the quality of teacher-child interaction to children's improved developmental outcomes (Curby, et al., 2009; Early et al., 2006; Hamre & Pianta, 2001, 2005; Mashburn et al. 2008) Maine plans to include the CLASS (CLASS, Pianta, LaParo, & Hamre, 2007) as a measurement tool for programs at TQRIS Steps 3 and 4 to enhance the link between Maine's TQRIS and research on improved child outcomes. By adding CLASS (Pianta et al., 2007) to the monitoring of Step 3 and 4 programs in Maine, the TQRIS will provide valuable information for program improvement in those areas most predictive of improved child outcomes.

The existing TQRIS Program Standards for Head Start, Family-Based, Center-Based, and School Age children can be found in Appendix 11. These will be revised as noted above in this section, but the standards are clear, measurable, differentiate program quality and reflect high expectations leading indicative of improved learning opportunities for children. (Note that we print them on poster-size paper). Explanations for parents are also available in hard copy at the RDC/CCRRs and online at <http://www.mainerdc.org>, the RDC website, that describe the TQRIS and its benefits to parents and their children (see Appendix 12).

Maine's TQRIS has set clear standards for Child Care Centers, Family Child Care Homes, Head Start Programs, and School-Age Care. The standards include Compliance History/Licensing Status; Learning Environment/Developmentally Appropriate Practice; Program Evaluation; Staffing and Professional Development; Administrative Policies and Procedures; Parent/Family Involvement; Family Resources; and Authentic Assessments. At each quality step, ELD programs must meet all of the standards to qualify for that rating.

At Step 1, programs merely have to meet minimum regulatory standards and have their staff registered in the MRTQ Registry. Each additional step sets progressively stiffer standards around curriculum, use of the State's ELD Standards, professional development, administrative procedures, parent involvement, family resources, and frequency and methods of assessment.

(c) TQRIS' links to licensing system for Early Learning and Development Programs.

To receive Maine licensure, for ELD programs must meet minimum standards for health and safety. The TQRIS builds on the licensure system by incorporating a standard addressing

compliance. All licensed programs are eligible for Step 1. Each step requires compliance with State licensing standards plus progressively more exacting expectations in other areas.

Maine’s TQIRS includes a standard for staffing and professional development, which embeds progression up a career lattice into the tiered steps of quality. The career lattice is connected to a statewide workforce registry housed at the MRTQ Early Care and Education Career Development Center.

The MRTQ Registry documents the experience, training and education of all registered child care and early education practitioners and assigns them to levels on the Maine Career Lattice for Family Education and Support Professionals; Direct Care Professionals; and Administration, Management and Coordination Professionals. Experience, training, and education can combine in a variety of ways to allow the practitioner to move along a chosen career path.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements¹⁶ <i>If the Program Standards address the element, place an “X” in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
TQIRIS System:							
<i>Compliance History/Licensing Status</i>	-	-	-	-	X	-	-
<i>Learning Environment/Developmentally Appropriate Practice</i>	X	-	X	-	X	-	-
<i>Program Evaluation</i>	-	-	X	-	-	-	-
<i>Staffing and Professional Development</i>	X	-	X	-	-	-	-

¹⁶ Please refer to the definition of Program Standards for more information on the elements.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements¹⁶ <i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
<i>Parent/Family Involvement</i>	-	-	-	X	-	-	-
<i>Family Resources</i>	-	-	-	X	-	-	-
<i>Authentic Assessment</i>	X	-	-	-	-	-	-
<i>NAEYC Accreditation Standards</i>	X	X	X	X	X	X	-
<i>NAFCC Accreditation Standards</i>	X	X	X	X	X	X	-
<i>Head Start Zero Non-Compliance</i>	X	X	X	X	X	X	-
<i>COA Afterschool Accreditation Standards</i>	X	X	X	X	X	X	-
State Licensing regulations	-	-	X	X	X	-	-
Public Pre-K	X	-	X	-	X	-	-
Maine Families Home Visiting		X	X	X	X	X	-
NIEER	X	X	X	X	X	X	-
Part B	X	X	X	X	-	X	-
Part C	X	X	X	X	-	X	-
These are based on data from each of these systems.							

(B)(2) Promoting participation in Maine’s TQRIS.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State’s Tiered Quality Rating and Improvement System by—

B.2. GOAL: Increase participation of all ELD programs in TQRIS ②

<p>Progress to Date: (Bullets reference subheaders a-c of Selection Criterion B.2)</p>	<p>RTT Plan: (☼ indicates planned use of RTT funding) (See work plan in Appendix 5 for more information about activities and timelines)</p>
<ul style="list-style-type: none"> ○ (B.2.a) Regional Development Councils provide: Technical assistance linked to quality improvement; Free/low cost training to TQRIS enrollees; and Professional Development plan creation and implementation support. ○ (B.2.b) Subsidy “bumps” currently exist at TQRIS Steps 2, 3, and 4 to provide incentives for movement along the Steps. The bonuses increase as programs move up the TQRIS steps. ○ (B.2.b) Scholarships, mini-grants, and accreditation fees support incentives to TQRIS enrollees to pursue professional development and accreditation. ○ (B.2.b) Tax credits are available for parents using Step 4 programs, and for businesses investing in TQRIS-related quality improvements. ○ (B.2.b) The Child Care Plus ME project 	<ol style="list-style-type: none"> 1. (B.2.a) 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). ☼ 2. (B.2.a) Complete the development of a public preschool plan for the SLDS. 3. (B.2.a) Develop a report card system that integrates the TQRIS and licensing data/information, is public, and is displayed at a provider’s program. ☼ 4. (B.2.a) Launch Parent Choices website and include consumer education pieces on quality, TQRIS Steps and ELD Standards information on site. ☼ 5. (B.2.a) Plan and implement compensation and retention initiatives tied to progression along the ECE career lattice. ☼ 6. (B.2.b) Develop a Shared Service

<p>provides information, resources, training and technical assistance to increase access, participation, retention and stability of children in child care; prevent expulsion; and improve the quality of ECE for all Maine children. It has a special focus on children with disabilities and their families.</p>	<p>Assessment to look strategically at potential funding partners in all sectors, not just government. The purpose is to encourage participation by offering greater financial incentives than limited public funds. ●</p> <p>7. (B.2.c.) Through its contracts with them, MDOE will require CDS providers to be part of the TQRIS system by 2013.</p>
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(a) Effective policies and practices to promote full participation in the TQRIS

Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

(1) State-Funded Preschools (Includes ELD programs funded under Title I of the ESEA)

Currently, public schools must secure MDOE approval to begin a preschool program and receive State subsidy for it. They are required to follow basic rules set forth in Chapter 125 Basic Approval Standards: Public Schools and School Administrative Units, and submit annual information through the Basic School Approval Report EF-I-29. Public/Consumer information about quality indicators is currently not available. But with RTT support, Public/Consumer Information about public preschool and the TQRIS will be incorporated by 2013 into the MDHHS web-based information. The MDOE Public Preschool webpage will be updated to include information and links to these sites.

The public preschool application process currently asks for information based upon NIEER (National Institute for Early Education Research) Benchmarks of Quality for Public Preschool Programs. Six of these ten benchmarks are already in State statute.

The work plan for bringing State-funded preschools into the TQRIS is as follows:

January 2012-August 2012

The MDOE Early Childhood Consultant will work with MDHHS TQRIS personnel, the Four Year Old Resource group, and administrative leadership from a sampling of approved public preschool programs to develop a strand of preschool sites to be included in Maine’s TQRIS. This group will work to define program quality standards for the public preschool setting through a review of appropriate literature and an analysis of available scientific evidence, including the incorporation of relevant “best practices” culled from

experience with Maine's Early Reading First grants and other sources. The program quality monitoring process will express similar expectations in the TQRIS regardless of program type.

September 2012-June 2013

The Child Care Research Partnership (which will be expanded to include MDOE) will implement a pilot project (1) to learn whether the established program quality standards are valid and can be reviewed in a reliable manner, and (2) to test the monitoring procedures and data collection processes. The pilot will be designed so comparisons can be made among different types of pre-K programs. It will include 80 currently approved programs: 40 stand-alone, school-based public pre-K programs, and 40 public preschool programs that partner with community-based agencies. The pilot will seek to answer the following questions:

- a) Are the program quality standards valid?
- b) Can sufficient evidence be collected in a reliable manner to assess whether a program has met a quality standard?
- c) As a result of monitoring, can programs be provided with improvement plans that result in their advancement from one TQRIS Step to the next?
- d) What are the differences in program quality between different types of pre-K programs? (Quality can be measured by Step Level, classroom observation, teacher self-report, parent self-report, review of documentation, etc.)
- e) Based on the pilot results, what revisions are necessary to the TQRIS standards, monitoring process, or provision of program supports?

July/August 2013 to September 2013

The TQRIS will be incorporated into the public preschool approval process. All public preschool programs currently approved and any subsequent programs approved will enter at Level 1 for meeting the requirements of Basic School Approval. Programs will be eligible for upgrades by providing documentation that proves they qualify for higher TQRIS steps. Related technical assistance, both onsite and professional development, will be offered to any public preschool program requesting it.

Information about the public preschool TQRIS step will be added to Maine public schools' annual reporting to the MDOE via the Department's Maine Education Data Management System (MEDMS). Following the technology improvements described in

Selection Criterion E2, the MEDMS system will be able to communicate with the TQRIS system so the public preschool strand can seamlessly be incorporated into the TQRIS.

(2) Early Head Start and Head Start

All of Maine's Early Head Start- and Head Start-funded ELD programs participate in the State's TQRIS.

(3) ELD programs funded under Section 619 (Part B) and Part C of IDEA

Through its contracts, MDOE is moving all CDS providers into TQRIS by 2013.

(b) Policies and practices to promote high-quality child care

Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

Maine currently provides financial incentives to parents and to providers to support movement to programs at higher TQRIS Steps. Scholarships for professional development and credentialing are also available to ECE. These are described in more detail in B.4. We plan to maintain these financial incentives over the next four years. However, we anticipate increased demand for incentives due to higher numbers of providers moving to higher TQRIS steps, and a greater number of parents using these programs.

In order to cover these costs, SAIEL will appoint a statewide Sustainability Assessment (SA) subgroup to identify existing opportunities for attracting and blending private investment with public funding, and to explore opportunities to use multiple resources to support ELD programs. The Shared Service Assessment subgroup will make recommendations to SAIEL by June 2013. This effort will support the development of a sustainability plan to maintain financial incentives for programs in the top tiers of the TQRIS.

(c) Targets for participation in the TQRIS

Setting ambitious yet achievable targets for the numbers and percentages of ELD Programs that will participate in the TQRIS by type of ELD Program (as listed in (B)(2)(a)(1) through (5) above).

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS											
Type of Early Learning and Development Program in the State	# of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the TQRIS</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool ⁽¹⁾	195	55	28	90	46	125	64	160	82	195	100
Early Head Start and Head Start ⁽²⁾	69	69	100	69	100	69	100	69	100	69	100
Programs funded by IDEA, Part C ⁽³⁾											
Programs funded by IDEA, Part B, section 619	249	82	33	117	47	152	61	187	75	249	100
Programs funded under Title I of ESEA ⁽⁴⁾	40	0	0	10	25	20	50	30	75	40	100
Programs receiving CCDF funds ⁽⁵⁾	790	579	73	614	78	649	82	684	87	719	91
<p>⁽¹⁾ Actual data based on the TQRIS enrollment database</p> <p>⁽²⁾ Actual data based on the TQRIS enrollment database, 9/2011 and 2009-2010 Head Start Performance Information Report (PIR)</p> <p>⁽³⁾ This is a primary service model. Children are served in their homes, primarily.</p> <p>⁽⁴⁾ These are estimated based on the number of children in title I programs divided by 18 which is the required ratio for kindergarten programs</p> <p>⁽⁵⁾ Actual data based on the Maine Quality Rating and Improvement System enrollment database, 9/2011 and ACF 819 Report, 8/2011.</p> <p>Methodology to collect data: Over the last two years the Maine Child Care Research Partnership has monitored "time to event" data that evaluates how many providers are: 1) Enrolling in the current TQRIS; and 2) Moving within the various steps. These data were utilized in formulating the targets for 2012-2015.</p> <p>Data Quality Consideration: 108 of the Part B baseline programs also have a collaboration with Head Start and pre-K settings and therefore these programs are listed in all 3 of these ELD programs settings.</p>											

(B)(3) Rating and monitoring Early Learning and Development Programs. *In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to

which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations. Additionally, the State must provide baseline data and set targets for the performance measures under (B)(4)(c)(1) and (B)(4)(c)(2).

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by—

B.3. GOAL: Refine the validation and monitoring framework for the ELD programs to include benchmarks for English language learners and low socioeconomic status children. This data will link to the SLDS and be applied to ongoing research on assessment instruments demonstrating improved child outcomes.📍

Progress to Date: (Bullets reference the subheaders a & b of Selection Criterion B.3)	Plan: (📍 indicates planned use of RTT funding) (See work plan in Appendix 5 for more details on activities and timelines)
<ul style="list-style-type: none"> ○ (B.3.a) Maine’s TQRIS is monitored primarily through its research partnership with the University of Maine system. University partners hire assessors who maintain 85 percent reliability to anchor raters who are trained to 85 percent reliability with the authors of the ERS tools. ○ (B.3.a) The TQRIS application is online and reviewed by the State Early Childhood Division. ○ (B.3.a) MRTQ provides accreditation confirmation for Step 4 programs, which reduces the data collection need for that group of providers. They complete an abbreviated application, reporting on fewer elements. ○ (B.3.b) A user-friendly, online application process currently exists. Licensing and TQRIS data are also available online. ○ (B.3.b) Regional child care referral agencies (RDCs) include TQRIS data with child care referrals. A website (“Parent Choices”) with a web-based search tool that connects families to child care programs relating to 	<ol style="list-style-type: none"> 1. (B.3.a) Explore utilizing the MRTQ research team to continue monitoring programs in the TQRIS separately from the administration and technical assistance delivery system. 📍 2. (B.3.a) Design a system (using best practices from Early Reading First) to monitor benchmarks for low SES, and ELL children. 📍 3. (B.3.a) Expand linked data system to include the SLDS. 📍 4. (B.3.a) Include the CLASS as a measurement tool for Steps 3 & 4 to link to research base on improved child outcomes. 📍 5. (B.3.b.) Develop a report card system that is public and displayed at providers’ programs, and integrates the TQRIS and licensing data/information. 📍

<p>their interest and resources has been designed, implemented and evaluated. Through two focus groups, parents made specific comments on website appearance, content, and functionality, which were used to improve the site.</p>	
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(a) Tools and methods for monitoring ELD programs

Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the ELD Programs with appropriate frequency; and

The four Environmental Rating Scales we will use are as follows:

- **Early Childhood Environmental Rating Scale – Revised (ECERS-R).** Assesses quality in group preschool programs for children ages 2 to 5. Aspects assessed include: space and furnishings, personal care routines, language-reasoning, activities, interactions, program structure, and parents and staff.
- **Family Child Care Environmental Rating Scale (FCCERS).** Assesses quality in family child care programs conducted in a provider’s home. Aspects assessed include: space and furnishings for care and learning, basic care, language and reasoning, learning activities, social development, and adult needs. The tool highlights a program’s areas of strength and opportunities for improvement.
- **Infant and Toddler Environmental Rating Scale (ITERS).** Assesses quality in infant and toddler programs (birth to 30 months). Aspects assessed include: space and furnishings, personal care routines, listening-talking, activities, interactions, program structure, parents and staff. The tool can highlight areas of strength and opportunities for improvement.
- **School Age Care Environmental Rating Scale (SAECERS).** Assesses quality of before- and after-school group care programs for children ages 5 to 12. Aspects assessed include: health and safety, activities, interactions, program structure, staff development and special needs.

The monitoring process will include the following:

- **A data collection and reporting process that defines the kind(s) of evidence necessary for an ELD Program to meet a quality program standard.** This process will include the procedures necessary to evaluate the necessary evidence and if necessary, protocols for interviewing ELD Program staff and/or parents concerning the nature of the

evidence. Software that allows for remote, web-based data collection and secure storage and sharing of information will support this process.

- **Procedures to identify, train and evaluate a monitoring team.** Child Care Research Partnership (CCRP) will develop regional teams of three to four people, who will be trained to conduct the ELD program monitoring reviews. These teams will consist of ECE professionals currently working in child care settings, Child Care Education Specialists, and a State agency representative with responsibility for the final monitoring report. On each team, the Education Specialist will have the lead role in facilitating the team and final responsibility for the written quality improvement report, which will address improvement steps for the ELD program. This structure serves to include child care providers in the monitoring process. ECE providers and specialists would not review programs in their own region; conflict of interest concerns would be addressed as necessary. The ELD program monitoring team would have access to technical support from other ECE specialists with expertise in both the program quality standards and in the monitoring process and procedures. ELD program monitoring team members would serve under contract with the University of Southern Maine (USM). The MDHHS TQRIS Program Specialist will support the team in its work and will be responsible for documenting and responding to issues when an ELD program does not meet a program standard. When a program doesn't meet a quality standard, this will be documented in a written program performance improvement plan along with suggestions on how to meet the standard. ELD programs will be given a set timeframe in which to meet the standard. The Education Specialist and the State agency staff person will facilitate the improvement process through writing and on-site verification as needed. This team-based program monitoring process will be designed, piloted and evaluated before full implementation.
- **Frequency.** ELD programs with a history of poor performance will be monitored on-site annually or more frequently if needed. We will use a stratified, random sample with the remaining programs and visit them once every five years.

(b) Making quality rating and licensing info available and accessible to parents with children enrolled in ELD programs

(e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

We believe that the easy availability of information about the quality of ELD programs will be a powerful force in encouraging parents to choose the highest quality child care possible based on their geography and resources.

As noted in the beginning of this section, Maine currently has several strategies in place to help parents learn about the TQRIS, program quality rating data, health and safety violations, and licensing history. Maine contracts with eight RDCs located across the state to serve as resource and referral networks for parents seeking ELD programs. Also, a website (“Parent Choices”) with a search tool that connects families to child care programs relating to their interest and resources has been designed, implemented and evaluated.

In August 2011, researchers at the Muskie School of Public Service, Child Care Research Project were contracted to conduct two parent focus groups charged with reviewing the website’s appearance, function and content, and making recommendations. The parents’ comments were used to improve the site. The majority of parents (more than 70 percent) believed the Internet was a useful way to disseminate information about child care quality and availability. This website will be expanded to include information about public preschool, Title I, and early intervention and special education programs provided through CDS.

As quality standards are revised in the proposed work plan, the updated TQRIS Steps will be seamlessly integrated into the website search tool. The web site will also be modified to integrate the description of TQRIS tiers with search results, so parents can easily understand which standards each provider has met. Going forward, parents will also be able to filter search results based on which providers accept child care subsidy and which providers have openings in the required age ranges. RTT-ELC funding will be used to enhance the website by adding publicly available licensing history (including health and safety violations) in easy-to-understand, useful formats. Finally, the existing website will be complemented by a mobile site or mobile app, as some families with high needs children may be more likely to connect with such lower-bandwidth options.

As noted in B.2.a, while public schools must submit annual information to the MDOE through the Basic School Approval Report EF-I-29, information about quality indicators is currently not available to the general public. RTT support can change that. By 2013, MDHHS' web-based information can incorporate public/consumer information about public preschool and the TQRIS. The MDOE Public Preschool webpage will also be updated to include information and links to the RDCs, TQRIS and the Parent Choice web-sites.

(B)(4) Promoting access to high-quality ELD programs for children with high needs.

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by—

B.4.1. GOAL: Refine policies, practices and incentives for providers to improve their programs ②

B.4.2. GOAL: Enhance supports provided to working families with children with high needs to help them access programs that meet their needs. ② ③

Progress to Date: (Bullets reference the subheaders Selection Criterion B. 4)	RTT-ELC Plan: (✿ indicates planned use of RTT funding) (See work plan in Appendix 5 for more details on activities and timelines.)
<ul style="list-style-type: none"> ○ (B.4.a) Orientation training on TQRIS is delivered through eight regional Child Care Resource and Referral (CCRR) sites; uses a standard curriculum created by the State Early Childhood Division. ○ (B.4.a) Training on self-assessment strategies is delivered as an elective training through eight regional CCRR sites. ○ (B.4.a) The State has inventoried all sources of program support across sectors and assessed their potential for alignment with the TQRIS. ○ (B.4.a) All child care technical assistance providers are part of a statewide network to coordinate and strengthen quality improvement (QI) technical assistance across the state. ○ (B.4.a) QI planning is linked to on-site technical assistance and provided by eight Education Specialists located regionally across the state. The 	<ol style="list-style-type: none"> 1. (B.4.a) Develop a Shared Service Assessment with collaborative partners that can support provision of financial incentives by the private as well as the public sector. ✿ 2. (B.4.a) Re-design the TQRIS portal to facilitate use by providers seeking to update their Step information (which can result in higher subsidies). ✿ 3. (B.4.a) Expand training and technical assistance to include Head Start training and technical assistance, as well as public preschool training and technical assistance. ✿ 4. Maine will develop a compensation strategy linked to its tiered reimbursement by requiring programs

<p>Education Specialists develop a QI plan with providers, then collaborate with other technical assistance providers to design/deliver professional development and technical assistance.</p> <ul style="list-style-type: none"> ○ (B.4.a) A website with a search tool that connects families to child care programs of their interest and family-specific resources has been designed, implemented and evaluated. Consumer education pieces on quality, steps in TQRIS and ELD Standards information are on site. ○ (B.4.b) The TQRIS offers quality bumps in subsidy to providers at Steps 2, 3, and 4 serving low-income households. Bonuses increase as programs move up the TQRIS steps; the highest subsidy bonus comes at the highest level (Step 4). Financial incentives/assistance for enrolled providers pursuing professional development to move up Steps. ○ (B.4.b) Tax credits are available for parents using Step 4 programs, and for businesses investing in QI at a TQRIS program. 	<p>to use 75 percent of their quality bump to enhance practitioner compensation. ❁</p> <p>5. Provide wage enhancements to practitioners who achieve credentials and/or certification. Establish a 50 percent match for programs that hire and retain these staff so the State provides 50 percent of the incentive and the employee matches this. Provide the incentive for up to five years as long as the provider remains employed in that setting. ❁</p>
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(a) Policies and practices to support/incent improvement

Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

Maine is committed to maintaining – and even enhancing – the financial incentives available to child care providers who commit to continuously higher levels of quality service by moving up the TQRIS levels. That’s why we’ve given careful thought in this application to ensuring these incentives are sustainable.

By June 2012, a SAIEL-appointed ad hoc group will conduct a statewide Sustainability Assessment (SA), designed to gather data identifying opportunities for collective purchasing and increasing shared services within the early care and education industry. The ad hoc group membership will include representation from the current Quality Initiatives partners (the eight RDC’s, Child Care Plus ME, and Muskie) as well as from MDOE. A report on this assessment, with recommendations that align with a three-year work plan, will be submitted to SAIEL by

June 2013 to support the sustainability plan for public-private financial incentives for programs in the top tiers of the TQRIS.

Based on the Sustainability Assessment subgroup's findings, by July 2013, SAIEL will develop a statewide TQRIS Advancement Fund to distribute a percentage of SA-identified funding to regions based on the total number of children with high needs within the region. SA will explore financial incentives for Training and Technical Assistance, Financial Awards/Incentives, Higher Subsidy Reimbursement Rates, and Teacher/Practitioner Compensation. This work will be funded by the RTT-ELC grant.

(b) Helping working families who have children with high needs access ELD programs that meet their needs

Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services); and

Our experience in Maine has demonstrated that communities need technical support and guidance to help them create and sustain partnerships and strategies that maximize fiscal resources and expand families' awareness of and access to high-quality ELD programs. That's why this application devotes resources to providing more such support. Additional support for communities, after all, ensures a greater chance of sustainable, high-quality programming throughout the day.

Public Pre-K Community Collaboration Coaches in recent years have worked to link schools with top-tier TQRIS child care and Head Start programs to maximize the resources available for quality programming. Thirty nine percent of the current 195 public preschool programs use such a collaborative model, taking advantage of the setup to provide high-quality care for longer periods and to capitalize on multiple funding streams. Using RTT-ELC funding, we will add four FTE Collaboration Coaches to strengthen collaborations among public preschools and Head Start, Early Head Start, and other community child care programs that are at top TQRIS tiers.

In addition, we plan to use RTT-ELC funding to address a more direct need affecting the ability of high-needs children to participate in high-quality early learning and development programs: transportation.

In our rural state, there is virtually no public transportation, so distance is a barrier to accessing high-quality programs. High-needs children without access to reliable transportation

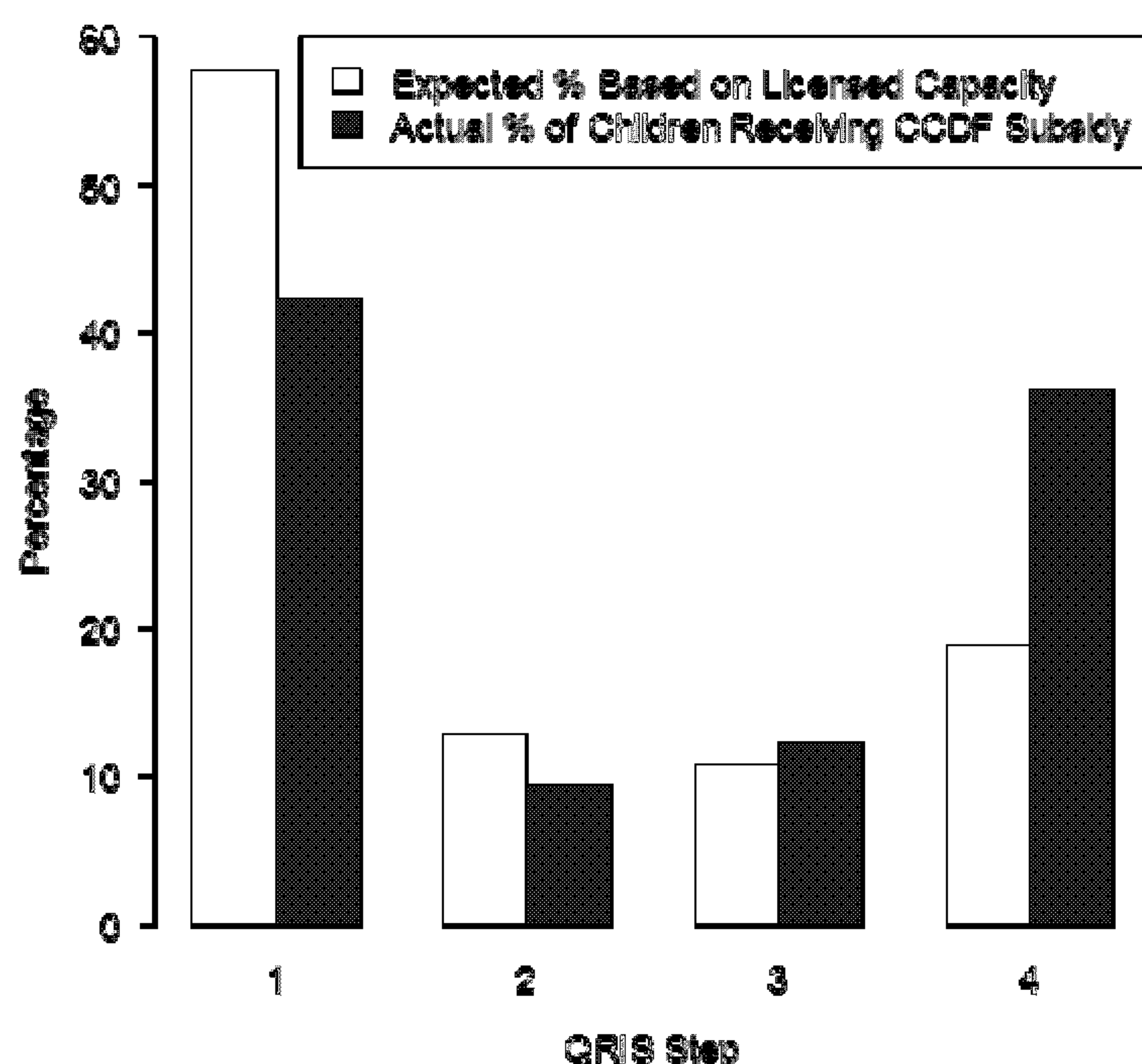
often can't participate. But we can use RTT-ELC funding to make Maine's 2,800 school buses part of the solution.

MDOE encourages the provision of transportation to children attending public preschool programs in compliance with guidelines established by NHTSA (National Highway Transportation Safety Agency.) A public four year old program in partnership with Head Start must adhere to the Head Start Transportation and Safety Requirements found in 45 CFR Part 1310. Both sets of regulations require child safety restraint systems (CSRS) for the youngest passengers, and that means school districts may require financial assistance in making sure that their school buses are equipped for preschool riders.

Each year, Maine makes approximately \$50,000 of State school bus purchase funds available to schools to reimburse them for the purchase of CSRS. However, there is insufficient capacity to equip our buses to transport all young children in a safe and appropriate manner. We will use RTT-ELC funds toward CSRS reimbursement to increase the availability of safe and appropriate transportation across the state, especially in remote, rural areas.

Lastly, we propose an analysis that will help us learn from and replicate our successful track record of encouraging high-needs families who receive CCDF subsidies to enroll their children

Figure 10



in high-quality programs.

A recent study completed by the Maine Child Care Research Partnership found that children from families receiving CCDF subsidy were enrolled in **higher-quality** child care (see Figure 10).¹⁷ In particular, children receiving CCDF subsidy were only 0.7 times as likely to be enrolled in Step 1 or Step 2 programs as would be expected based on licensed capacity, but they were 1.9 times as likely to be enrolled in Step 4 programs as would be expected based on licensed capacity. This suggests that Maine has been successful at providing supports to help this subset of working families who have CHN access high-quality ELD programs. Although this study was not able to obtain complete attendance data (which will be addressed as part of the proposed work in section (B)(5)), we did have access to the licensed capacity of programs in the TQRIS and to a snapshot of enrollment data for children with CCDF subsidy.

In the RTT-ELC work plan, we propose to enhance our SLDS to better track changes in access to high-quality programs for children with CCDF. Furthermore, we will conduct analogous studies of other subsets of families who have Children with High Needs (e.g., those receiving services under IDEA Part B or IDEA Part C, those in the foster care system, and families receiving TANF, and SNAP).

(c) Ambitious yet achievable targets for increasing ELD programs and enrollment of Children with High Needs

Setting ambitious yet achievable targets for increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

(1) The number of ELD programs in the top tiers of the TQRIS:

The 2012-2015 targets in Table B.4.c.1 will be achieved through the technical assistance, training, scholarships and financial incentives that are described in Selection Criterion B.2.

These targets have been developed with input from the Child Care Research Partnership, and we believe they are both ambitious and achievable. They also include the addition of all public preschool programs, Title I-funded programs, and programs funded by IDEA, Part B, Sect. 619. Moving to higher steps in the TQRIS already requires providers to invest substantial amounts of time and financial resources, and we plan to make these standards even more rigorous with RTT-ELC funding. Using these funds, Maine will embed intensive

¹⁷ Cobo-Lewis et al., 2011, *Child care quality assessed by web-based quality rating system and on-site validation*, Poster presented at biennial meeting of Society for Research in Child Development, Montreal, CA.

training and technical assistance into its professional development system for providers who wish to move to higher tiers.

Based on the implementation science literature of “early adopters,” the State will target quality improvement monitoring, technical assistance and training to a group of programs who declare an interest in moving up to the top tiers in Maine’s TQRIS. Within this framework, the technical assistance delivery system will provide more intensive support to programs before and after their entry into the TQRIS so they can quickly move to the next step. This strategy will be implemented through: 1) identifying program types or regions of the state where high-quality programs are not prevalent, 2) creating a simple registration process that allows an ELD program to receive the support needed to move at least one step within 12 months, and 3) creating accountability mechanisms to evaluate the technical assistance provided.

The 2012-2015 targets were projected based on the increased availability (through RTT funding) of Training and Technical Assistance, scholarships and financial incentives for programs to achieve Step 3 and 4 ratings through our TQRIS system. As a result of these supports, we project that we will see more growth in participation in our higher steps (Step 3 and 4) and less growth in the lower steps (Steps 1 and 2) as shown in Tables B(4)(c)(1) and B(4)(c)(2).

In the first year, we project minimal increases of movement of programs up the steps, followed by a higher percentage of movement in years 2-4 – a direct result of the more intense supports for providers offered as a result of RTT-ELC funding. We project that, by offering resources to programs specifically focused on moving to the top two tiers of the TQRIS, by year 4 we will have more ELD programs at Steps 2 and 3 than at the lower levels of Maine’s TQRIS. We further project that more programs will achieve a Step 3 rating than a Step 4 due to the added difficulty of completing the accreditation process required by Step 4.

(2) The Number and Percent of Children with High Needs enrolled in top tier programs

[Also, if applicable, describe in your narrative how programs participating in the current Tiered Quality Rating and Improvement System will be transitioned to the updated Tiered Quality Rating and Improvement System.]

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target - end of calendar year 2012	Target - end of calendar year 2013	Target - end of calendar year 2014	Target - end of calendar year 2015
Total number of programs covered by the TQRIS	1143	1223	1373	1477	1621
Number of programs in Tier 1 (Lowest)	689	689	723	712	702
Number of programs in Tier 2	160	160	176	168	165
Number of programs in Tier 3	110	190	201	275	326
Number of programs in Tier 4 (Highest)	184	184	273	322	428

Include a row for each tier in the State's Tiered Quality Rating and Improvement System, customize the labeling of the tiers, and indicate the highest and lowest tier.

[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information. Also, if applicable, describe in your narrative how programs participating in the current Tiered Quality Rating and Improvement System will be transitioned to the updated Tiered Quality Rating and Improvement System.]

The baseline data is actually based on Maine's current TQRIS enrollment data on 10/3/11.

Methodology to collect data: 2012-2015 targets were formulated disproportionately based on the baseline data and projected higher concentrations of technical assistance, training, scholarships and financial incentives for programs to achieve Step 3 and 4 ratings through our TQRIS system and detailed in the narrative section. With these supports, we project that we will see higher increases in our higher steps (Step 3 and 4) and lower increases in the lower steps (Steps 1 and 2)

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	# of CHN served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of CHN Participating in Programs that are in the top tiers of the TORIS</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool ⁽¹⁾	2,127	1,048	49	1,287	55	2,584	60	2,831	75	3,114	100
Early Head Start and Head Start	4,060	4,060	100		100		100		100		100

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Type of Early Learning and Development Program in the State	# of CHN served by programs in the State	Baseline and Annual Targets -- Number and percent of CHN Participating in Programs that are in the top tiers of the TORIS									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
Early Learning and Development Programs funded by IDEA, Part ⁽³⁾	930	Home-Based Preferred Provider Model									
Early Learning and Development Programs funded by IDEA, Part B, section 619 ⁽³⁾	3,824	1,336	35	1,530	40	2,295	60	2,868	75	3,824	100
Early Learning and Development Programs funded under Title I of ESEA ⁽⁴⁾	742	252	34	300	40	445	60	557	75	742	100
Early Learning and Development Programs receiving funds from the State's CCDF program ⁽⁵⁾	3,058 ⁽⁵⁾	868 ⁽⁶⁾	28	916	30	964	32	1,012	33	1,060	35

⁽¹⁾ Actual baseline data based on the TQRIS enrollment database, Sept. 2011. Projections estimated at 10% increase per year based on previous experience

⁽²⁾ Actual data based on the TQRIS enrollment database, Sept. 2011 and 2009-2010 Head Start Performance Information Report (PIR)

⁽³⁾ Federal December 1 2010 Child Count

⁽⁴⁾ Actual baseline data based on the TQRIS enrollment database, Sept. 2011.

⁽⁵⁾ Estimate based on June 2011 ACF 819 report

⁽⁶⁾ Actual data based on the TQRIS enrollment database, Sept. 2011

Methodology to collect data: As of 9/26/11, over the last 3 years we have seen an average increase of 48 high-needs children in our current TQRIS in the top 2 tiers. This was formulated by taking the total amount of increase of children over the last 3 years at these Tiers and dividing it by three to get an average amount of movement over the last 3 years. This formula is being utilized to formulate the targets for 2012-2015 in ELDP settings; Early Head Start/Head Start, Part C, Part B Section 619, and CCDF funded families). Please note, in our current TQRIS system, children with high needs are children who are eligible for child care subsidy and Head Start. Public Preschool settings' methodology of data collection is based on current participation, current basic school approval expectations and future required participation.

(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.
(15 points)

B.5. GOAL: Complete validation of the TQRIS and apply the findings to improve it as well as to improve ELD program quality and school readiness outcomes for children ages birth to 5. ❶ ❷

Progress to Date: (Bullets reference the subheaders a & b under Selection Criterion B.5)	Plan: (❶ indicates planned use of RTT funds) (See work plan in Appendix 5 for more details on activities and timelines.)
<ul style="list-style-type: none"> ○ (B.5.a.) Maine has two studies under way to validate aspects of the TQRIS: <ul style="list-style-type: none"> ○ A cross-State evaluation consortium of University researchers to conduct a validation study of the current program quality Standards and Step Levels (tiers). ○ A Child Care Research and Data Capacity grant from US DHHS, OPRE, that is investigating the use of administrative data, child care licensing data and Registry (teacher qualifications and education), to detect differences at the program level comparing licensed programs enrolled in the TQRIS and those not enrolled in the TQRIS. 	<ol style="list-style-type: none"> 1. MDHHS will enhance current validation efforts by the cross-State University research consortium and begin to investigate the extent to which the outputs of the rating process are related to progress in children’s learning, development, and school readiness. ❶

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State’s TQRIS accurately reflect differential levels of program quality;

Through a research partnership between USM and MDHHS there already exists a commitment to validate and evaluate many aspects of the TQRIS. Since Maine established the TQRIS in 2008 we have been working with a cross-State evaluation consortium of University researchers to conduct a validation study of the current program quality Standards and Step Levels (tiers). This validation study design includes random selection of programs based on Step Level and program type over a three-year period of TQRIS implementation, 2008-2011. The

validation study seeks to answer questions about the similarities and differences in program quality at each Step Level; child outcome-level data is not being collected. Measures include: on-site observations with the Environmental Rating Scales (ERS) (Harms et al, 1999) for all setting types, staff self-report questionnaires and parent self-report questionnaires. In addition, administrative data is used from the program enrollment and program self-assessment upon entry to the TQRIS, data from the State licensing system, and teacher training and education data from the State MRTQ Registry. At the time of this proposal, this study is near completion.

Maine also has a Child Care Research and Data Capacity grant from US DHHS, OPRE that is investigating the use of administrative data, child care licensing data and Registry data (teacher qualifications and education), to detect differences at the program level comparing licensed programs enrolled in the TQRIS with those not enrolled in the TQRIS. This study involves individual record reviews and the application of propensity scoring to create two similar groups of TQRIS-enrolled and non-enrolled programs for analyses. This administrative data study is due to be completed in December 2011.

The framework used to conduct validation studies is based on emerging work of Zellman and Fiene (2011 in press) who propose a four component model for validating a TQRIS. This project will continue a focus on each of these areas.

- **Examine the Concepts of Quality:** Ongoing assessment of the validity of the core constructs of the TQRIS – particularly the standards that result in ratings. Concepts used or applied will be assessed for kinds of evidence that demonstrate that the concept is related to the expected outcome. The expectation is that there is empirical evidence in support of relationships. This work is ongoing and systematic – based on when new ELD programs and program types are included in the TQRIS and or when revisions to the standards in the TQRIS are considered. It is also influenced by research informing child development, family functioning and program improvement.
- **Examine the Measures Used to Assess Quality:** Identify the ways in which individual measures are used in a TQRIS. For example, Section (B)(3) mentions a plan to design and test the validity and reliability of an ELD programs Quality monitoring protocol.
- **Examine the Scores/Outputs of the Rating Process:** Assess the rating system as a whole, determining if an increase to the next Tier/Step has a value-added increase in quality

within the scoring system. For Maine's current TQRIS, this study is underway – identifying what, if any, differences exist between programs at different Step Levels.

- **Examine if Ratings are Related to Appropriate Outcomes:** Assess the degree to which the concepts/standards improve outcomes for children. Validation work in this area could also include a focus on outcomes related to ECE professionals and parents/families if those ultimately are standard areas in a TQRIS. The focus on child level outcomes will be a new focus in Maine and a major focus on this project.

TQRISs are an accountability effort that can enhance the credibility of early childhood programs, guide program improvements and generate data to support continued public investment (NECATF, 2009). Validating the effectiveness of a TQRIS is a vital process, and for the TQRIS State Program Administrator, it is a performance management and measurement tool. Data from ELD programs monitoring, more in-depth validation of the TQRIS Standards, and evaluation of the TQRIS outcomes yield information that can be used for planning, budgeting, monitoring and reporting. Maine has been successful in developing information at the program level.

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

Using RTT funds, MDHHS will enhance current validation efforts by the cross-State University research consortium and begin to investigate the extent to which the outputs of the rating process are related to progress in children's learning, development, and school readiness.

The **first goal area** is to **enhance the current standards validation process through incorporating new measures**. During Year One, MDHHS will undertake a study to test the feasibility and value of adding an additional classroom observation measure, the CLASS (Pianta, LaParo, & Hamre, 2007), to the ERSs, which are the current measures (ECERS-R, FCCERS-R, etc.). We will test whether using both measures in the ongoing validation of the Standards will result in information that is better able to help teachers improve their practice. Another project that will commence in Year One is a review of the literature, re-design and pilot testing of the staff and parent questionnaires. These measures were selected and implemented almost five years ago, and research is now emerging that can inform revisions. Concepts of Family

Engagement have become better defined in the literature since then, and issues of culture and language need to be better addressed in these self-report measures.

The **second goal area**, also to commence in Year One, is to provide **research support to the Standards design and review process** described in Section (B)(3). Researchers will provide staff support to the expert groups that revise the current Standards and develop new Standards for the pre-K, Part B and Part C programs. They will also evaluate the pilot testing of the Standards in Year Two, and through Years Two to Four evaluate the pilot testing and implementation of the ELD Programs Quality Monitoring process described in goal area two in Section (B)(3).

The **third goal area** is to **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**. To better understand if ELD program quality has an influence on child outcomes, we will assess child outcomes based on domains defined through a review of Maine's ELD Standards. These will include a focus on the domains of learning, development and school readiness. The work of defining the domains is highlighted in Section E of this application.

In addition to the child-level assessments, we acknowledge that the National Early Childhood Accountability Task Force and others strongly recommend that valid and accurate ELD program-level data must be included in any attempt at describing program level influences. In particular, Maine's project will focus on identifying and implementing the necessary data capacity and infrastructure to conduct this kind of evaluation. One first step is the design and implementation of a systematic process to collect attendance data in order to more accurately and precisely measure the amount of exposure a child has to a program. This is key for examining "dose-response" relationships. In addition, as children often receive out-of-home care from more than one type of provider, it is important to get an accurate description of the types of care children receive most often. We therefore propose to develop and pilot a web-based system for collecting attendance data and information about the child's care in multiple settings, and then implement statewide.

Activities in Year One continuing into Year Two of this goal area will focus on two objectives: (1) Designing and implementing necessary data capacity infrastructure to support this type of validation study and research design, and (2) ensuring that the research

design is supported by key stakeholders and a completed feasibility study. At this point in time, the recommendation is to consider comparison studies with a focus on children/families receiving child care subsidies as the population of interest. We propose two related studies: (1) The *Preschool and Beyond* study would collect child-level data from one cohort of children longitudinally in Year 2 and Year 4, and (2) the *Infant and Toddler* study would collect child-level data from eight- to 30-month-olds in Year 3 and Year 4. The sampling approach could include a comparison between children in Step One level programs to children in Step Four level programs. For the *Preschool and Beyond* study, 100 children on subsidy at a Step One program could be matched with 100 children in a Step One program who are not on subsidy, and the same process for children served in Step Four programs. This results in a total sample size of 400 with comparisons possible for subsidy and non-subsidy children and outcomes analyzed by Step level or tier of quality. For the *Preschool and Beyond* study, we will use assessments selected in the process described later in Section E. Children in the *Preschool and Beyond* study would be observed at two points in time, at the age of four in the Fall of 2013 and then again at the age of 6+ in the Spring of 2015, or perhaps the end of Grade One. This time frame would allow for data to be collected both while the child is in a child care setting as well as when the child transitions to a public school setting. In addition, it allows for testing the feasibility of collecting accurate program level data and attendance data across two or more different settings. It is hypothesized that, for children receiving subsidy, growth will be steeper for children in higher-quality child care settings.

For the *Infant and Toddler* study, we would also use validated measures developed by the university research partners under funding from the National Institutes of Health. Specifically, the computerized adaptive MacArthur-Bates Communicative Development Inventories constitute a rapid tool for assessing the communicative development of children from 8 months to at least 30 months. In the *Infant and Toddler* study, 50 children on subsidy at a Step One program could be matched with 50 children in a Step Four program. Including control children not on subsidy results in a total sample size of 200. Data would be collected on children in the *Infant and Toddler* study at the age of one during Year 3 of the project and again at age two during Year 4 of the project. It is hypothesized that, for children receiving subsidy, growth will be steeper for children in higher-quality child care settings. Additional studies of longer-term outcomes of the

children in the Infant and Toddler study will be undertaken after the end of the current project period, using the data linkages established in the current proposal.

In addition, links will be established with child-level records in the database supporting the Children with Special Health Needs (newborn hearing screen, newborn bloodspot screen for metabolic deficiencies, and birth defects registry) so that additional child-level covariates will be available to reduce unexplained variability in the dataset. Maine's University research partners have also developed a Comprehensive Intervention Model for Maine (CIMME), which is a secure, web-based data system to collect and display high-frequency assessment data in user-friendly, easily interpreted formats. CIMME encourages easy data entry and examination of multiple developmental outcome variables in a single interface. Complex permission systems to ensure FERPA- and HIPAA- compliance are built into CIMME in order to guarantee that teachers, providers, or interventionists are able to legally and securely access information. Under proposed activities the child-level outcome measures will be incorporated into the CIMME, this data can be linked to program level and teacher / provider level data as part of the overall SLDS; see Section E.

Final research design parameters will be established no later than Spring 2013. The expectation is that starting no later than 18 months into the project, these studies will begin collecting child-level outcome data (Fall 2013). This time frame results in at least a 24- to 30-month observation period during the grant funding period, with a final wave of data collection in Spring 2015.

C. Promoting Early Learning and Development Outcomes

ELD Standards are the backbone of a strong early care and education system. As noted in A.1.d., Maine has had preschool standards in place since 2005 and infant toddler standards since 2007, as well as a 30- hour MRTQ Core Knowledge Training Program in developmentally appropriate strategies for implementing the ELD Standards in early childhood settings. Both sets of standards are also embedded in Maine's TQRIS in the Learning Environment and Authentic Assessment Standards. A cross-sector task force has begun the work of revising the preschool standards and their link to authentic assessments with the goal of creating a single ELD Standards document available online and clearly showing alignment from Birth through third grade and beyond.

Once these are completed (Summer 2012), funds from RTT-ELC grant will help embed the revised ELD Standards into the Core Knowledge Training Program, workforce competencies, and higher education standards in both two- and four-year degree programs throughout the state. In order to ensure that the needs of children who are at high risk are being met, MRTQ will establish the "Center for Curriculum and Instruction" to build on the training and technical assistance (expert coaching model) developed through two Early Reading First grants (see Appendix 14 for ERF Child and Classroom Outcome Data). The goal of the Center will be to design intensive training and technical assistance using the ELD Standards to enhance the knowledge, skills, and abilities of teachers who work in any programs with children who have high- needs, including family child care, child care, Head Start, early intervention, and public pre-K.

Research has shown that "programs under *certain circumstances* can produce meaningful gains in cognitive, social and emotional development for high-risk children. But, *just as important*, in the absence of these conditions, education interventions *do not* yield significant benefits, or benefits are modest, insufficient and unsustainable."¹⁸

Beginning with two cohorts in different geographic regions of the state, Center staff will pilot the scaling up of these effective interventions. After evaluation, changes will be made and the model will be available to all regions in the state.

¹⁸ Neuman, S.B.(2009) *Changing the Odds for Children at Risk* Westport, CT. Praeger. (p.51)

In addition Center staff will develop pilot cross-sector assessment teams to develop joint intervention plans. MDOE Preschool Collaboration Coaches will work with the Center staff to help child care providers, programs and agencies align their curricula with the local school system. They will build on or create authentic assessments that connect with the receiving schools so kindergarten teachers and school systems are informed about the needs of children entering their school. When schools share authentic assessment information across the transition from preschool to kindergarten, children with high needs are served more effectively and schools are ready to sustain and promote their developmental outcomes.

Lasting change requires active involvement of school, agency or program leadership. Administrators will be strongly encouraged to attend teacher training/technical assistance, but if that is not possible, they will be required to attend an administrator training that will be developed specifically to build their knowledge of best practices with high-needs children, authentic assessments and linkages to K-3 standards and curricula.

Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points. Address two or more selection criteria within Focused Investment Area (C).

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(1)(a) and (b):

- *To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--*
 - *Proof of use by the types of Early Learning and Development Programs in the State;*
 - *The State's Early Learning and Development Standards for:*
 - *Infants and toddlers*
 - *Preschoolers*
 - *Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;*
 - *Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;*
 - *Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards.*

Note: Maine has chosen to address Selection Criteria C1 & C2 only.

(C)(1) Develop and use statewide, high-quality ELD Standards.

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that—

C.1. GOAL: Refine and enhance ELD Standards to reflect the progression of development from infants and toddlers to the Common Core for K-12, as well as linguistic and cultural competence. These will incorporate new research on early language, literacy, numeracy, and family engagement and guide professional development throughout the state, particularly to teachers of children with high-needs. ❶❷❸

<u>Progress to Date:</u> (Bullets reference the subheaders a-d of Selection Criterion C.1)	<u>Planned:</u> (❶ indicates planned use of RTT funding) (See work plan in Appendix 5 for more details of activities and timelines)
<ul style="list-style-type: none"> ○ C.1.a: Maine has ELD Standards for infants and toddlers and preschoolers, and a team is currently refining the ELD Standards for preschool as described in A.1.d. The current standards address all domains of school readiness, are linguistically and culturally appropriate and address children with developmental delays and disabilities as well as English Learners (See Appendix 3, p 6) ○ C.1.b: Current standards are aligned with the Maine <i>Learning Results</i> standards (K-3), Head Start outcomes and Early Reading First (ERF) curricula. (See Appendix 3, Maine Early Learning Guidelines) ○ C.1.c: Both sets of standards are embedded in Maine’s TQRIS in the system’s Learning Environment and Authentic Assessment Standards. 	<ol style="list-style-type: none"> 1. C.1.a. & b: Cross-sector ELD Standards Committee completes revisions currently underway to create birth to Grade 3 ELD Standards that are developmentally, linguistically, and culturally competent. Use NAEYC’s Pathways to Cultural Competence Program Guide and current research to guide this work. 2. C.1. b: Cross-sector ELD Standards Committee creates a single document that shows alignments between ELD Standards and the Common Core, Maine <i>Learning Results</i> standards and Head Start outcomes. 3. C.1.d: MRTQ creates the “Center for Curriculum & Instruction” 4. C.1.b. MRTQ Center for Curriculum and Instruction staff create online resources (tip sheets, videos, materials) for each domain and indicator to help teachers understand trajectories from birth to 8 with an emphasis on the transition from preschool to kindergarten standards. ❶ 5. C.1.c: MRTQ Core Knowledge Training Program Director aligns the ELD Standards training curricula

<p>(See A.1.d)</p> <ul style="list-style-type: none"> ○ C.1.d: MRTQ Core Knowledge Training Program includes a 30-hour curriculum on both infant/toddler and preschool ELD Standards (see Appendix) delivered by Education Specialists through eight Regional Development Centers (RDCs). 	<p>and the current Core Knowledge Training Program. ❁</p> <ol style="list-style-type: none"> 6. C.1.c: “Center” staff and PreK Collaboration Coaches align local pre-K – Grade 3 curricula with new ELD Standards beginning in two pilot regions. ❁ 7. C.1.c: MRTQ Core Knowledge Training Program Director embeds revised ELD Standards training curricula in Maine’s TQRIS standards in Steps 2-4. ❁ 8. C.1.c: MRTQ Center for Curriculum and Instruction staff and Core Knowledge Training Program Director train master trainers, Community College faculty, Pre-K Collaboration Coaches in expert coaching model (see D.2.a). ❁ 9. C.1.d: “Center” staff use ELD Standards to develop and provide intensive training/technical assistance for teachers working with children who are high-needs. ❁ 10. C.1.c: MRTQ CK Director designs and implements fidelity to training assessment. ❁ 11. C.1.d: Pilot training and technical assistance to two cohorts in two regions of the State programs serving CHN (TANF, CCDF, Head Start or Title I/public pre-K funding). ❁ 12. C.1.d: “Center” staff and pre-K Collaboration Coaches develop ELD Standards training for administrators and elementary school principals to assure “buy-in” for teachers to continue to implement strategies. ❁ 13. C.1.d: “Center” staff develop online resources for early childhood educators working with high-needs populations. ❁ 14. C.1.d: MRTQ CK Director develops data collection and analysis plan for technical assistance pilots. ❁ 15. “Center” staff utilize current Early Reading First classrooms as “lab” sites for observations.
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(a) Appropriateness of ELD Standards/ Essential Domains of School Readiness

Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

Section (A)(1)(d) contains a description of Maine's current ELD Standards, which include all essential domains of school readiness (see Appendix 3). As described in A.1.d, a DOE/DHHS cross-sector committee was formed in June 2011 to revise the preschool ELD Standards. This is led by the MDOE Early Childhood Consultant, who is also a member of the SAIEL Executive Committee. This work does not require RTT-ELC funding. (See work plan in Appendix 5 for detailed Action Steps and timelines). The revised ELD Standards will maintain all of the essential domains of school readiness, but they will incorporate research published in the last five years on early childhood development and learning, particularly in the areas of early language, literacy and numeracy, English language learners (ELL), cultural competence and diversity. We will use NAEYC's Pathways to Cultural Competence Program Guide (April 2010) to guide this work.

(b) Alignment between ELD Standards and Maine's K-3 academic standards

Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

The current *State of Maine Early Learning Guidelines* aligns all standards with the Maine *Learning Results* standards(see pp.36-51). As noted above under C(1)(a), a revision to the ELD Standards is in progress. The revision committee will create a single document that articulates the scope and sequence in the areas of early language, literacy and numeracy, forging a strong link between pre-K and kindergarten-3rd grade. In addition, the committee will bridge the ELD Standards to the Common Core State Standards in Literacy and Mathematics, the Maine *Learning Results* in the other content areas, and the most recent *Head Start Child Development and Early Learning Framework*.

(c) Incorporation of ELD Standards in other standards and systems

Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities;

and

(d) Supports in place to promote understanding of and commitment ELD Standards across ELD programs

The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

As illustrated in the chart below, Maine has shown a strong commitment to the

“My teaching has been more intentional. Every activity has a purpose resulting in the children having more elaborate play. Due to the children being more engaged, there are fewer behavioral concerns with the classroom as the children are spending their time learning in appropriate play. As a result the knowledge they gain over the course of the year is unbelievable. I will never go back to my old ways of teaching.” (Diana Smith, Androscoggin Head Start, Lewiston, Maine/ERF Lead Teacher 2008-2011).

incorporation of the ELD Standards into program standards, curricula and activities, CAS and Workforce Knowledge and Competency Frameworks. Through regional Resource and Development Centers, Education Specialists already offer training in the ELD Standards on a regular basis. RTT-ELC funds will allow us to develop more updated training that is targeted to children with high-needs. Through including learning trajectories in numeracy and a scope and sequence in early language and literacy, teachers will be able to assess whether children have met these indicators. The training and technical

assistance will assist teachers in developing and implementing a curriculum that is intentional around these targets. These strategies have proven successful on a small scale in two Early Reading First projects (See Appendix 14 for ERF child outcome data). The MRTQ Center for Curriculum and Instruction will begin to scale up this work in two pilot cohorts beginning in 2012. After a thorough evaluation of the training fidelity and impact on teacher change, the Center will offer this training in all regions of the state and develop online videos and resources, as well as e-coaching through video for teachers in the most rural areas.

Incorporating ELD Standards into:	Planned Activities * Denotes planned Use of RTT Funds
Program Standards, Curricula and Activities	<p><i>Current:</i> Maine's TQRIS currently includes the use of Maine ELD Standards by requiring teachers to complete the 30-hour Core Knowledge Training Program on use of the ELD Standards and by requiring programs to use the ELD Standards in their authentic assessment of children's growth and development.</p> <p><i>Planned:</i> By 2013 Maine's TQRIS subcommittee will embed into Maine's TQRIS standards in Steps 2 to 4 revised ELD Standards training curricula, as well as require the use of the revised ELD Standards in authentic assessment practices. *</p>
Comprehensive Assessment Systems	<p><i>Current:</i> A subgroup of the ELD Standards workgroup is developing a plan to ensure clear, consistent implementation of a four-pronged assessment system. This system includes 1) screening measures, 2) formative assessments, 3) measures of environmental quality, and 4) measures of quality adult- child interactions. The CAS will be implemented across all of Maine's early childhood system and the data from these assessments will be included in Maine's SLDS. This work is planned for completion by summer 2012.</p>
Maine's Core Knowledge Workforce and Competency Framework	<p><i>Current:</i> The ELD Standards are embedded in Maine' infant toddler competencies, and evidence of demonstrating the competencies is tied to specific activities completed in the accompanying MRTQ training. For school-age competencies, the use of the Common Core is included with demonstration of competency linked to the National Institute for Out of School Time's Links to Learning Curriculum.</p> <p><i>Planned:</i> Align the ELD Standards training curricula with the current Core Knowledge Training Program. * This will be overseen by the newly hired MRTQ Director of the Core Knowledge Training Program and the Center for Curriculum Instruction staff and will be completed by 2013.</p>
Professional Development Activities	<p><i>Current:</i> MDHHS funds training and technical assistance in ELD Standards through contracts with MRTQ and the RDCs.</p> <p><i>Planned:</i> MRTQ will hire a Director of Core Knowledge Training Program to oversee training and technical assistance. * We will hire and train master trainers, Community College faculty and Pre-K Collaboration Coaches in expert coaching model (see D.2.a). This work will also</p>

Incorporating ELD Standards into:	Planned Activities ☼ Denotes planned Use of RTT Funds
	<p>include:</p> <ol style="list-style-type: none"> 1. Designing pre- and post- training knowledge assessments. 2. Developing real-time/online trainer evaluation for participants. 3. Revising MRTQ Trainer Registry to house trainer approval process that includes requirement of: a) Completion of MRTQ Adult Learning Theory Modules, b) Masters Degree in ECE, c) Experience teaching/training adults, and d) Attendance at Train-the-trainer events. <p>Once they are hired and trained, the MRTQ Core Knowledge Training Program Director will observe master and approved trainers in training delivery. This work will take place from Fall of 2012-2014. ☼</p>

(C)(2) Support effective uses of Comprehensive Assessment Systems.

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by

C.2.1. GOAL: A completed framework and implementation plan for a comprehensive assessment system for ELD programs that is integrated into the SLDS. ① ②

C.2.2. GOAL: Train early childhood educators in Maine’s framework of the CAS, how to appropriately administer assessments, and how to interpret and use assessment data in order to inform and improve instruction, programs and services. ① ② ③

Progress to Date: (Bullets reference subheaders a-d under Selection Criterion C.2)	Plan: (☼ indicates planned use of RTT Funding) (Further details on activities and timeline can be found in the work plan, Appendix 5)
<ul style="list-style-type: none"> ○ (C.2.b): Maine’s TQRIS standard for Learning Environment/Developmentally Appropriate Practice includes a requirement that programs participate in the MRTQ Training on implementing Maine’s ELD Standards. The objectives of this training are to introduce the content of the standards as well as 	<ol style="list-style-type: none"> 1. (C.2.a): Use the ELD Standards subcommittee to create an inventory of current assessments used across programs serving children birth to 5 including kindergarten entry screening, and then to develop criteria for authentic assessment activities birth to kindergarten entry. 2. (C.2.a): ELD Standards subcommittee to create list of criteria for selection of assessment tools that are appropriate for use with high-needs children and that are culturally and linguistically competent.

Progress to Date: (Bullets reference subheaders a-d under Selection Criterion C.2)	Plan: (☼ indicates planned use of RTT Funding) (Further details on activities and timeline can be found in the work plan, Appendix 5)
<p>the development of a portfolio of authentic assessment evidence related to the standards. This training is currently offered at low or no cost to programs enrolled in the TQRIS.</p>	<ol style="list-style-type: none"> 3. (C.2.b): Implement revised ELD Standards training (30-hour training), which currently embeds content on selection of appropriate assessment tools. Use criteria created by ELD Standards subcommittee to strengthen these modules. ☼ 4. (C.2.b): Deliver revised ELD Standards training and expand to public preschool, early intervention and home visitors. ☼ 5. (C.2.b): Design training module on linking child assessment data to SLDS. ☼ 6. (C.2.b): Deliver training module on linking child assessment data to child care, Head Start, public preschool, early intervention and home visitors. ☼ 7. (C.2.b): Expand the use of CLASS® and ERS assessments to pre-K and CDS programs. ☼ 8. (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. ☼ 9. (C.2.c): Develop pilot, cross-sector assessment teams at two regional pilot programs to use assessment data on high-needs children and develop joint intervention plan in these settings. ☼ 10. (C.2.c): Evaluation pilot cross-sector assessment teams use a case-study approach to document process. Develop assessment integration planning and implementation kit to be use by programs serving high-needs children. ☼ 11. (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

Progress to Date: (Bullets reference subheaders a-d under Selection Criterion C.2)	Plan: (☼ indicates planned use of RTT Funding) (Further details on activities and timeline can be found in the work plan, Appendix 5)
	<p>preparation degree program at the University of Southern Maine (USM) and offer through Professional Development Center (continuing education) at USM and other campuses throughout the state. ☼</p> <p>12. (C.2.d): Develop and implement training on the use of curriculum-based measurements (CBMs) to inform instruction around school readiness targets for high-needs children. Pilot in cohorts. ☼</p>

The planned RTT activities are identified above. The work plan in Appendix 5 provides greater detail, including the timing of activities and who is responsible for implementing them.

(a) Plan to work with ELD programs to select appropriate assessments

Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

The ELD Standards subcommittee will create an inventory of current assessments used across ELD programs serving children birth to 5, including, but not limited to, kindergarten entry screening tools. The subcommittee will use this information to develop criteria for authentic assessment activities birth to kindergarten entry. This will include a list of criteria for selection of assessment tools that are appropriate for use with children with high needs, and that are culturally and linguistically competent.

This work will occur in Year 1, and will be staffed by the MDOE Early Childhood Consultant, who is a member of the SAIEL Executive Committee.

(b) Plan to work with ELD programs to strengthen understanding of assessments

Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

The educators who staff all varieties of ELD programs – including child care, Head Start, public preschool, early intervention, early childhood special education, and home visitors – will need a broad awareness of Maine’s ELD Standards and associated use of assessments in order to make effective use of the tools. That’s why Maine will use RTT-ELC funds to develop a number of training programs.

Once the ELD Standards have been revised, by early summer of 2012, they will be incorporated into the 30-hour ELD Standards training, which currently embeds content on selection of appropriate assessment tools. This work will be led by the MRTQ Core Knowledge Training Program Director and MRTQ curriculum and instruction staff and will be completed by Summer 2012.

This revised training will be delivered to all ELD programs, including child care, Head Start public preschool, early intervention, early childhood special education and home visitors. Training using the revised ELD Standards will be provided to ELD programs in Years 2 to 4 by the MRTQ curriculum and instruction staff.

A training module on how to link child assessment data to SLDS will be designed and delivered to child care, Head Start, public preschool, early intervention, early childhood special education, and home visitors.

The use of CLASS and Environmental Rating Systems assessments will be expanded to public preschool and CDS programs.

Training will be designed on the use of program assessments to improve quality of care. This module will be embedded in the MRTQ Leadership Institutes training (for child care directors) on use of program assessments.

The RTT-ELC grant will be used to fund all of the activities in this section.

(c) Approach for aligning, integrating, and sharing assessments and results

Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and

We will develop and pilot cross-sector assessment teams at two regional pilot programs to use assessment data on children with high needs and develop joint intervention plans in these settings. The pilot cross-sector assessment teams will be evaluated using a case-study approach to document the assessment process. As a result of this work, an assessment integration planning and implementation toolkit will be developed for use by programs serving children with high needs.

(d) Plan to train Early Childhood Educators to administer assessments/use data

Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

We will 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 as a way to inform program improvement activities and child-level intervention. This training will be embedded in the teacher preparation degree program at the University of Southern Maine and offered through Professional Development Centers (continuing education) at the USM as well as at other campuses throughout the state.

We will also develop and implement training on the use of curriculum-based measurements (CBM's) to inform instruction around school readiness targets for high-needs children. This will be piloted in cohorts.

Finally, we will link MRTQ Registry data on teacher quality to assessment data in the ELD Standards.

D. A Great Early Childhood Education Workforce

Maine has a strong foundation of workforce core knowledge and competencies from which to plan and implement its early care and education reform agenda. MRTQ, established in 1999, is the State's early career and development center, providing a hub for professional development activities in the State. MRTQ houses the Core Knowledge Training Program, which includes training on the ELD Standards. These 180 hours of training can be articulated into college credit. The articulation agreements in place with Maine's higher education system mean that early childhood educators across Maine can progress along a continuum of professional development beginning with any of the 180 hours of core knowledge training and progressing to teacher certification in early childhood and early childhood special education. RTT-ELC funds will be used to build on this system by re-aligning the core knowledge and competencies with the planned revision of Maine's ELD Standards described in Section A.1.d. This connection of the revised ELD Standards to workforce competencies and core knowledge will insure that the investments we make in our workforce are intentionally linked to the skills, knowledge, and abilities teachers need to meet the needs of diverse high-needs children and lead to stronger developmental outcomes for them.

RTT-ELC funding will also support the alignment of Maine's core knowledge and competencies with two- and four-year degree programs in Maine. Higher education faculty will work jointly to align coursework and teacher preparation standards to ensure seamless transitions for early childhood educators who wish to progress toward a credential. This work will also further embed the ELD Standards into the coursework offered in these programs. Figure 11, below, outlines this alignment from initial, training-based credentials to credit-based degrees and certification. This alignment is critical to ensuring that at each level of credentialing early childhood educators are progressing along a consistent set of workforce competencies and deepening their understanding of core knowledge.

To address the needs of teachers who work with high-needs children, Maine will use RTT funds to support the development of a unique Bachelor of Science degree program, located in the geographical regions in which the highest population of ELL students reside (greater Portland and Lewiston). This new program will focus on teaching students with high needs (low SES, ELL, disabilities) and is aligned with the Teacher Education Reform and Improvement elements

announced by the U.S. Department of Education on September 30, 2011. The *Our Future, Our Teachers* guidance from the U.S. Department of Education seeks to hold teacher preparation programs to clear standards of quality that include their record of preparing and placing teachers who deliver results for children, particularly those with high needs. The new degree program will include rigorous clinical experiences, using model classrooms developed through two Early Reading First classrooms in each region. It will develop clear workforce standards aligned to the ELD Standards and linked to improving the developmental outcomes of Maine's high-needs populations, using data to examine student growth, and examine the new teachers' instructional skills as measured by multiple measures of professional practices.

RTT-ELC funds will help us embed the aligned credentials into the requirements of programs at the highest levels of Maine's TQRIS. This ensures that programs of the highest quality include a workforce prepared to meet the needs of children with the highest needs. We will also provide cash incentives of \$500/year for up to five years to early childhood educators completing credentials, and require programs to use 75 percent of their quality bump (see Section B.4) to enhance practitioner compensation. Coupled with incentives in the TQRIS (section B.2) to increase the participation of high-needs children in the programs at Maine's highest TQRIS steps, this plan ensures that our most competent teachers are working with those children in most need of their support and instruction.

To improve our capacity to publicly report aggregated data on early childhood educator development, MDOE and MDHHS will expand membership of the MRTQ Registry to include all licensed practitioners, public preschool, and CDS practitioners. We will utilize the MRTQ Registry to track progress in reaching targets for increasing the educational qualifications and credential achievement of Maine's workforce. Those ambitious but achievable targets can be found in Tables D.2.d.1 and D.2.D.2, below.

Note: The total available points for (D)(1) and (D)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points. The applicant must address one or more selection criteria within Focused Investment Area (D).

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (D)(1):

- *To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:*
 - *The Workforce Knowledge and Competencies;*
 - *Documentation that the State’s Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children’s learning and development and improve outcomes.*

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging);

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

D.1. GOAL: Refine and align ELD Standards, assessments, Core Knowledge Training Program (MRTQ), workforce competencies, and credentialing to support high-quality early learning and development programs and professionals. ① ②

<u>Progress to Date:</u> (The bullets reference the subheaders a-c under Selection Criterion D.1.)	<u>Planned:</u> (☼ indicates planned use of RTT funds) (See work plan in Appendix 5 for more details on activities and timelines)
Maine has: <ul style="list-style-type: none"> ○ (D.1.a): A common Core Knowledge Workforce and Competency Framework which includes an articulated Core Knowledge Training Program designed to promote children’s learning and development. ○ (D.1.a): Articulated competencies for infant and toddler and youth development practitioners. ○ (D.1.b): Child Development Associate (CDA) competencies 	<ol style="list-style-type: none"> 1. (D.1.a): Revise Core Knowledge Workforce and Competency Framework to include revised ELD Standards which address the competencies for working with children with high needs. ☼ 2. (D.1.b): 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. ☼ 3. (D.1.c): Align revised Core Knowledge and Workforce Competency Framework with associate’s and bachelor’s degree student competencies for degree attainment and early childhood teacher certification. ☼

<p>for practitioners working with preschool aged children.</p> <ul style="list-style-type: none"> ○ (D.1.b): A common statewide progression of credentials aligned with the Core Knowledge Workforce and Competency Framework. ○ (D.1.c): A training delivery system aligned with the State’s Core Knowledge Training Program. This program is delivered within the State resource and referral network by education specialists. ○ (D.1.c): Maine’s 180-hour Core Knowledge Training Program articulates into 9-12 early childhood credits at the associate’s degree level. 	<ol style="list-style-type: none"> 4. (D.1.c): Support a cohort of higher education programs to incorporate NAEYC teacher preparation standards into their teacher preparation programs. 🌟 5. (D.1.c): Create a Statewide Coordinator of Community College Accreditation to facilitate cohort. 🌟 6. (D.1.c): Develop common articulation agreements for transferring between credential, certification, community college and university system. 🌟 7. (D.1.c): Develop a common coursework numbering system. 🌟 8. (D.1.c): Align training and technical assistance with the revised Core Knowledge Workforce and Competency Framework through a statewide training approval system. 🌟 9. (D.1.c): Support a cohort of higher education programs (Maine’s seven community colleges) to achieve common standards for teacher preparation, aligned with NAEYC standards for teacher preparation programs. 🌟 10. (D.1.c): Work with the USM College of Education and Human Development to implement a four-year, teacher preparation degree with a focus on teaching students with high needs (low SES, ELL, disabilities). To be aligned with the revised workforce knowledge and competencies and ELD competencies, and include milestones linked to improving the developmental outcomes of Maine’s high-needs populations (see Letter of Support in Appendix 10 from Selma Botman, USM President). 🌟
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The activities planned to achieve this goal are those listed above. The work plan in Appendix 5 provides more detail about the activities, the timeline for implementation, and responsibility for each activity.

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children’s learning and development and improve child outcomes;

Maine’s Core Knowledge Workforce and Competency Framework defines the knowledge, skills and abilities that practitioners need to demonstrate to effectively work with young children. Maine defines such competencies for infant toddler caregivers, early childhood practitioners

completing 180 hours of core knowledge training who typically work with preschool aged children, and youth development workers who generally work with children 5 to 13 years old (see Appendix 13 for Maine's workforce competencies). Each set of competencies was written by a collection of stakeholders including practitioners, parents, early childhood trainers, MDHHS and MDOE representatives and members of the Early Childhood Higher Education Committee. After the competencies were written by this small but inclusive group they were circulated in draft form across the state for further input and revision from a wider representation of early learning and development experts and early childhood educators.

The competencies were written to meet evidence-based standards of best practice (NAEYC Standards for Teacher Preparation) and intentionally embed Maine's Early Learning and Development Standards, as well as the Common Core. Within these competencies special attention was also given to effective behavior management strategies for each age level as well as the use of observation and assessment to inform instruction (see competency documents). Where the competencies do not go far enough to define practice for early childhood educators is in the areas of early mathematics and literacy development and instructional practices to support development in these areas. The RTT grant will help us remedy this as we work to align our workforce competencies with the newly revised ELD Standards, which will include an enhanced focus on literacy and numeracy, including learning trajectories and instructional practices to support development in these areas.

Specific activities and timelines for incorporating these revised standards into our workforce competencies is included in the work plan for this section. Revisions to the competencies will be the work of Maine's professional development system (trainers, technical assistance providers and higher education representatives) and will be completed by 2013.

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and

Once the revised the ELD Standards are incorporated into Maine's Core Knowledge Workforce and Competency Framework, the next step will be to ensure that Maine's Infant Toddler, 180 Hour, and Youth Development credentials are aligned with them. These credentials will also be embedded into the TQRIS at Steps 3 and 4. MDHHS and the TQRIS subcommittee will lead this work, which is projected for completion by the end of 2013.

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State’s Workforce Knowledge and Competency Framework.

Progress on the work completed under D.1.a and D.1.b, above, will be reported quarterly at the Early Childhood Education Higher Education Committee meetings. The Early Childhood Higher Education Committee was established in 1999 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. Members are drawn from all of the colleges and universities in Maine that offer courses leading to a certificate, Child Development Associate (CDA), two-year associate degrees, four-year bachelor degrees, and graduate degrees in Early Childhood Education and related fields. The Committee also includes representation from the Child Care Resource Development Center system (RDCs) and the Maine Head Start Directors Association.

ECE faculty will receive release time for working on aligning standards for teacher preparation with NAEYC teacher preparation standards and Maine core knowledge and workforce competencies. Faculty members will also receive technical assistance to ensure consistency in course objectives, numbering and student outcomes across associate degree programs in Maine.

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

D.2. GOAL: Expand career pathways through the higher education systems, and increase accessibility to professional development aligned with MRTQ for early childhood educators; expand the system of incentives to promote professional improvement and advancement along the career lattice, and strengthen public reporting of this information. ① ② ③

Progress to Date: (Bullets are aligned with the subheaders a-d under Selection Criterion D.2)	Plan: (☼ indicates planned use of RTT funds) (See work plan in Appendix 5 for more details about activities and timeline)
○ (D.2.a): A common Core Knowledge	1. (D.2.a): Align training and technical assistance

<p>Workforce and Competency Framework which includes an articulated Core Knowledge Training Program designed to promote children's learning and development.</p> <ul style="list-style-type: none"> ○ (D.2.a): Articulated competencies for infant and toddler and youth development practitioners. ○ (D.2.a): Child Development Associate (CDA) competencies are used for practitioners working with preschool aged children. ○ (D.2.a): A common statewide progression of credentials and degrees aligned with the Core Knowledge Workforce and Competency Framework. ○ (D.2.a): Training delivery aligned with the State's Core Knowledge Training Program. This program is delivered within the State resource and referral network by education specialists. ○ (D.2.a): A 180-hour Core Knowledge Training Program articulated into 9-12 early childhood credits at the associate's degree level. This is offered throughout the state at low or no cost to practitioners. <p>(D.2.b): Maine provides scholarship to practitioners pursuing credit-based coursework toward credentialing or certification.</p>	<p>with core knowledge and workforce competencies. 🌸</p> <ol style="list-style-type: none"> 2. (D.2.a): Align B-5 and K-3 teacher certification with core knowledge and workforce competencies. 🌸 3. (D.2.a): Expand training and technical assistance to include cross-sector opportunities for birth to 8 practitioners. 🌸 4. (D.2.a): Work with the USM College of Education and Human Development to implement a four-year teacher preparation degree with a focus on teaching students with high needs (low SES, ELL, disabilities). 🌸 5. (D.2.a): Incentivize the higher education cohort to include release time for faculty working on aligned teacher preparation standards; provide monthly technical assistance to cohort members to ensure consistency in course objectives, course numbering and student outcomes across associate degree programs in Maine. 🌸 6. (D.2.a): Establish and implement trainer and training approval processes in Maine to ensure consistency in training delivery as well as alignment to the Core Knowledge Workforce and Competency Framework. 🌸 7. (D.2.b): Provide wage enhancements of \$500/year to practitioners who achieve credentials. Provide the incentive for up to five years as long as they remain in the same ELD programs. 🌸 8. (D.2.b): Develop a compensation strategy linked to tiered reimbursement by requiring programs to use 75 percent of the quality bump to increase practitioner compensation. 🌸 9. (D.2.b.) Creation of a comprehensive, career-long system that gives educators a professional growth and learning community aligned to the needs of the State, SAUs and ELD programs. 🌸 10. (D.2.c): Strengthen public reporting on early childhood educator development, advancement, and retention. 🌸
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	<p>11. (D.2.c): Expand membership of TQRIS Registry to include all licensed practitioners as well as all public pre-k practitioners and all CDS program approval practitioners. 🌸</p> <p>12. (D.2.d): Increase the number and percent of early childhood educators who are progressing to higher credentials. 🌸</p>
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The goal of the educator quality management component is to provide a comprehensive on-boarding-through-retirement system that gives educators a professional growth and learning community aligned to the needs of the state, school administrative units (SAUs) and programs. Together with the credentialing system being developed under the 2009 ARRA grant, the educator quality management system will help support the essential area of reform: ***Making improvements in teacher effectiveness and ensuring that all schools have highly qualified teachers.*** The educator quality management system is expected to go live by early 2013. Funding from the RTT-ELC grant will expand the educator quality management system to include early childhood educators and providers and will link to the data within the Maine Roads to Quality Registry.

The activities planned to achieve this goal are those listed above. The work plan in Appendix 5 provides more detail about the activities, the timeline for implementation, and responsibility for each activity.

(a) Providing/expanding access to effective professional development opportunities

Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework;

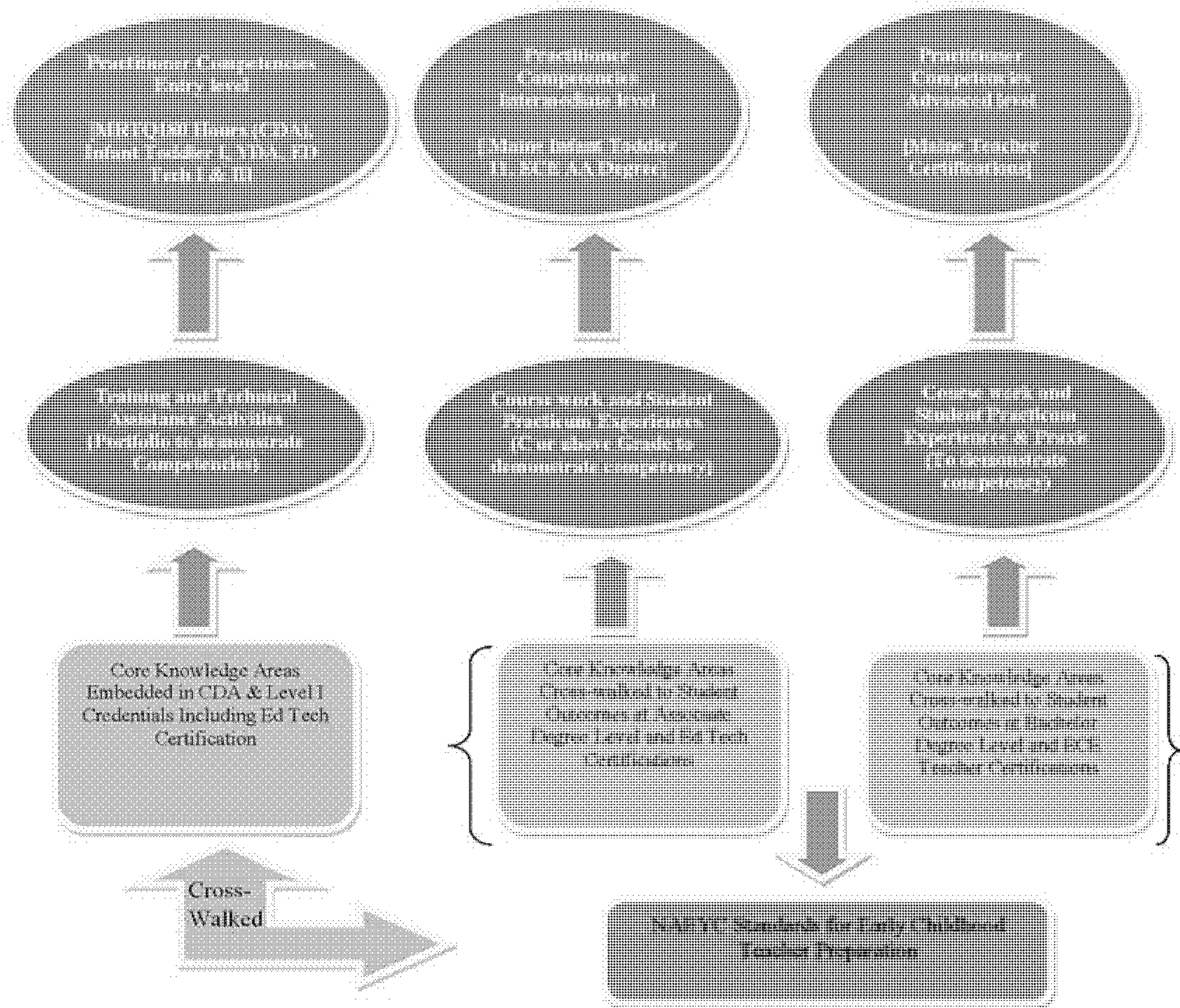
Maine's RTT work will also support the alignment of Maine's core knowledge and competencies with two and four-year degree programs in Maine by bringing together higher education faculty to align coursework and teacher preparation standards that align, ensuring seamless transitions for early childhood educators who wish to progress toward a credential as well as further embedding the ELD Standards into the coursework offered in these programs. Figure 11, below, outlines this alignment from initial, training-based credentials to credit-based degrees and certification. This alignment is critical to ensuring that, at each level of credentialing, early childhood educators are progressing along a consistent set of workforce competencies and deepening their understanding of the Core Knowledge Workforce and

Competency Framework. This work will be led by the MRTQ Core Knowledge Training Program Director, in concert with the statewide Professional Development Committee.

To address the needs of teachers who work with high-needs children, Maine's plan for Race to the Top includes the development of a unique Bachelor of Science degree program, located in the geographical regions in which the highest population of English Learners reside. This new bachelor's program being proposed at University of Southern Maine will focus on teaching students with high needs (low SES, ELL, disabilities) and is aligned with the Teacher Education Reform and Improvement elements announced by the U.S. Department of Education on September 30, 2011. The *Our Future, Our Teachers* guidelines seeks to hold teacher preparation programs to clear standards of quality that include, but are not limited to, their record of preparing and placing teachers who deliver results for children, particularly those with high needs. The proposed Maine bachelor's degree program will include rigorous clinical experiences, using model classrooms developed through two Early Reading First classrooms in each region, clear workforce standards aligned to the ELD Standards and linked to improving the developmental outcomes of Maine's high-needs populations, using data to examine student growth, and examine the new teachers' instructional skills as measured by multiple measures of professional practices.

Finally, Maine's RTT-ELC work will include an intentional link to Maine's TQRIS as we embed the aligned credentials into the requirements of programs at the highest levels of Maine's TQRIS. This final piece of the work plan for Race to the Top ensures that those programs of the highest quality include a workforce prepared to meet the needs of children with the highest needs. Coupled with incentives in the TQRIS (section B) to increase the participation of high-needs children in the programs at Maine's highest TQRIS steps, this plan ensures that our most competent teachers are working with those children in most need of their support and instruction.

Figure 11



(b) Policies/incentives to promote professional improvement/advancement

(e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

Maine will develop a compensation strategy linked to tiered reimbursement of ELD programs, based on the TQRIS. Providers at higher TQRIS steps receive a “quality bump,” a payment at a percentage above the market rate. Programs serving high-needs children would be required to use 75 percent of their quality bump to increase salaries for direct service staff. We will also expand the MRTQ scholarship fund to include cross-sector early childhood educators who are working on an aligned credential (as described in (D)(1)(b) & (c)). Wage incentives will be offered to early childhood educators who achieve credentials (see performance measures D 1d2) and continue employment in the sector (an incentive payment will be provided each year for up to five years to recipients who remain at their early childhood education settings).

Finally, the MRTQ Registry will be expanded to offer participation to all licensed, public preschool, and Child Development Services program practitioners. We will use the Registry to track progress of early childhood educators in reaching increased levels on the career lattice.

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention.

The MRTQ membership will be expanded to include access by all licensed practitioners, MDOE public preschool teachers, early intervention specialists, home visitors and public K-3 teachers. The SLDS will link to the MRTQ Registry and will publicly report on the early childhood educator data. The aggregate MRTQ Registry data will be reported annually to SAIEL and to the Maine Children’s Growth Council, and will include:

- The number and percent of early childhood educators achieving one of Maine’s aligned credentials;
- The number and percent of early childhood educators remaining in the ECE work Sector; and
- The number and percent of early childhood educators attaining early childhood educator teacher certification.

(d) Setting ambitious yet achievable targets for:

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and

(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

See Table D.2.d.1 and D.2.d.2, below, for the numerical targets for increasing the number of early childhood educators receiving credentials from post-secondary institutions and professional development providers with programs that are aligned to the Core Knowledge Workforce and Competency Framework, and increasing number and percentage of early childhood educators who are progressing to higher levels of credentials that align with the Core Knowledge Workforce and Competency Framework.

These targets will be achieved by:

- Providing incentives to early childhood educators who achieve an aligned credential;
- Providing release time to early childhood faculty at higher education institutions for working on aligned standards for teacher preparation. Aligned standards will include NAEYC teacher preparation standards and Maine's Core Knowledge and Workforce Competency Framework.
- Providing monthly technical assistance to faculty to ensure consistency in course objectives, course numbering and student outcomes across associate's degree programs in Maine.

This work will be led by a Statewide Coordinator of Community College Accreditation, who will facilitate the work of the higher education cohort. This will be a newly created position funded by RTT.

Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework					
	Baseline (Today)	Target - end of calendar year 2012	Target - end of calendar year 2013	Target - end of calendar year 2014	Target – end of calendar year 2015
Total number of “aligned” institutions and providers	9 ⁽¹⁾	10 ⁽²⁾	12 ⁽³⁾	N/A ⁽⁴⁾	N/A
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	1,663	1,763	1,863	1,983	2,103
<p>Baseline Data are actual data from the MRTQ registry. Targets are based upon the number of higher education institutions available in Maine who have indicated commitment to alignment activities (see support letter from ECE Higher Education Committee).</p> <p>⁽¹⁾ These include USM, MRTQ and 7 Community Colleges</p> <p>⁽²⁾ Add University of Maine Farmington</p> <p>⁽³⁾ Add University of Maine Orono and University of Maine Augusta</p> <p>⁽⁴⁾ Currently there are a total of 11 public postsecondary institutions offering ECE degrees in Maine, and 1 statewide ECE Core Knowledge Training Program</p>					

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 <i>Specify: 180-Hour Core Knowledge Training Certificate</i>	120 ⁽¹⁾	7.7	37 ⁽²⁾	25	14 ⁽³⁾	8.8	28 ⁽⁴⁾	14.8	52 ⁽⁵⁾	26
Credential Type 2 <i>Specify: Infant Toddler Credential I</i>	12	.7	17 ⁽⁶⁾	11.4	19 ⁽⁷⁾	12	26 ⁽⁸⁾	13.7	30 ⁽⁹⁾	15
Credential Type 3 <i>Specify: Infant Toddler Credential II</i>	2	.1	TBD ⁽¹⁰⁾	NA	TBD	NA	TBD	NA	TBD	NA
Credential Type 4 <i>Specify: Youth Development Credential</i>	0	NA	4 ⁽¹¹⁾	2.7	TBD	NA	TBD	NA	TBD	NA

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (Today)		Target- end of calendar year 2012		Target- end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
	#	%	#	%	#	%	#	%	#	%
Associates degree in Early Childhood Ed (intermediate credential)	656	42.5	27 ⁽¹³⁾	18.2	40 ⁽¹⁴⁾	25.1	43 ⁽¹⁵⁾	22.7	50 ⁽¹⁶⁾	25
Credential Type 5 <i>Specify: 081 Birth – five teaching certification</i>	485	31.4	50	33.7	50	31.4	60	31.7	60	31.7
Credential Type 6 <i>Specify: 082 Early Childhood Special Education</i>	388	25.1	50	33.7	50	31.4	60	31.7	60	31.7

The credentials listed above are in order from lowest to highest; the last two are the highest. Currently there are a total of 11 public postsecondary institutions offering ECE degrees in Maine, and 1 statewide ECE Core Knowledge Training Program.

- (1) All Baseline data are actual numbers from the MRTQ Registry.
- (2) Number of practitioners in MRTQ Registry who have already completed \geq 165 hours and do not hold a degree
- (3) Number of practitioners in MRTQ Registry who have already completed $>$ or $=$ to 150 hours and do not hold a degree
- (4) Number of practitioners in MRTQ Registry who have already completed $>$ or $=$ to 135 hours and do not hold a degree
- (5) Number of practitioners in MRTQ Registry who have already completed $>$ or $=$ to 120hours and do not hold a degree
- (6) Number of practitioners in MRTQ Registry who have already completed Credential training requirements
- (7) Number of practitioners in MRTQ Registry who have already completed 3 of 4 credential training requirements
- (8) Number of practitioners in MRTQ Registry who have already completed 2 of 4 credential training requirements
- (9) Number of practitioners in MRTQ Registry who have already completed 1 of 4 credential training requirements
- (10) Targets will be set based upon the results of pilot which are unavailable currently
- (11) Number of practitioners in MRTQ Pilot Cohort for Youth Development Credential, targets will be set based upon results of pilot which are unavailable currently
- (12) Number of practitioners in MRTQ Registry who have completed at least 54 credits and less than 60 credits and do not have an Associates degree
- (13) Number of practitioners in MRTQ Registry who have completed at least 54 credits and less than 60 credits and do not have an Associates degree
- (14) Number of practitioners in MRTQ Registry who have completed at least 48 credits and less than 54 credits and do not have an Associates degree
- (15) Number of practitioners in MRTQ Registry who have completed at least 42 credits and less than 48 credits and do not have an Associates degree
- (16) Number of practitioners in MRTQ Registry who have completed at least 36 credits and less than 42 credits and do not have an Associates degree

E. Measuring Outcomes and Progress

Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.

Note: Maine has chosen to respond to only Selection Criterion (E)(2).

(E)(2) Building or enhancing an early learning data system

To improve instruction, practices, services, and policies. The extent to which the State has a High-Quality Plan to enhance the State’s existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system—

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

E.2. GOAL: Include ELD programs in the SLDS to capture child, program, and early childhood educator data, and develop a process and practice for examining interaction of those data elements on child outcomes. The expanded data system will coordinate with eligibility software systems. ② ③

Progress to Date: (Bullets reference the subheaders a-e under E.2)	Plan: (☼ indicates planned use of RTT funding) (See work plan in Appendix 5 for more details on activities and timelines)
<ul style="list-style-type: none"> ○ (E.2.a) Maine has an existing, statewide SLDS that includes all of the Essential Data Elements. 	<ol style="list-style-type: none"> 1. (E.2.c): Expand SLDS to coordinate with MDHHS data systems: ☼ <ul style="list-style-type: none"> • To include the greater cadre of ELD programs, CDS and Maine Families Home Visiting; • To add health and immunization data or a link to MDHHS data systems. 2. (E.2.c.): Install integrated eligibility software (to facilitate consumer ease of access and reduce error rates for the multiple programs offered by MDHHS—and include MDOE free/reduced Lunch). ☼ 3. (E.2.d) Facilitate expansion of decision support system and development of early childhood program-specific reports.



(a) Has all of the Essential Data Elements;

The SLDS team has been meeting with early childhood program and technical staff at MDHHS to jointly develop a link between the MDOE and DHHS data systems in order to monitor the effectiveness of early (birth to 5) learning programs in preparing children for elementary education. This is designed to support a number of initiatives involving the Maine Children’s Cabinet including a collaboration of 17 states on school readiness indicators, the CCSSO *Early Childhood Workgroup* and the *National Infant and Toddler Child Care Initiative*. MDOE’s longitudinal data system currently collects early childhood participation and assigns unique State student identifiers for children served by CDS centers and public preschool programs. This linkage will enable the SLDS system to collect data on additional early childhood programs. The table below shows the status of the Essential Data Elements.

	Essential Data Elements	Status (⚙ indicates planned use of RTT funding)
a	Unique statewide child identifier to link data on that child to and from the Statewide Longitudinal Data System (SLDS) and coordinated early learning data system	<p><i>Existing Capabilities:</i></p> <p>The SLDS unique identifier includes Child Development Services (CDS), public four-year-old programs and all K-12 students. A SLDS grant-funded linkage system with the identifier used by DHHS early childhood programs is expected to be completed in 2012.</p> <p><i>Proposed Capabilities:</i></p> <p>Expansion of SLDS linkage capabilities to all DHHS early childhood programs. ⚙</p>
b	Unique statewide early childhood education identifier	<p><i>Existing Capabilities:</i></p> <p>The SLDS assigns a unique statewide identifier to all educators. The identifier is shared with the educator credentialing system.</p> <p><i>Proposed Capabilities:</i></p> <p>Expansion of the SLDS educator identifier early childhood programs and providers not currently included in the SLDS (public preschools, CDS programs and Maine Families</p>

		Home Visiting). ❁
c	Unique program site identifier	<p><i>Existing Capabilities:</i></p> <p>The SLDS assigns unique identifiers to programs and sites (e.g., CDS program and CDS sites). Assignment of identifiers for Educare, Early Head Start and Head Start sites is expected to be completed in 2011.</p> <p><i>Proposed Capabilities:</i></p> <p>Expansion of site identifier assignment or linkage for all MDHHS early childhood programs. ❁</p>
d	Child and family demographic information	<p><i>Existing Capabilities:</i></p> <p>The SLDS currently collects child demographic information as well as family economic indicator.</p> <p><i>Proposed Capabilities:</i></p> <p>Expansion of demographic information to include additional family information where needed. ❁</p>
e	ECE demographic information including data on educational attainment, State credential licenses, and professional development.	<p><i>Existing Capabilities:</i></p> <p>The SLDS includes educator demographic, educational attainment, credentialing and employment information.</p> <p><i>Proposed Capabilities:</i></p> <p>The current system will be expanded to include early childhood educators and providers. A new professional development component funded by SLDS grant will link to Maine Roads to Quality Registry. ❁</p>
f	Program-level data on the program's structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment and all applicable data reported as	<p><i>Existing Capabilities:</i></p> <p>The SLDS includes program-level data, suspension and expulsion rates and staff data. ❁</p> <p><i>Proposed Capabilities:</i></p> <p>The SLDS will be expanded to link to or retrieve data from the MRTQ Registry and/or TQRIS. ❁</p>

	part of the TQRIS	
g	Child-level program participation and attendance data	<p><i>Existing Capabilities:</i></p> <p>The SLDS includes child-level program participation and aggregate attendance data.</p> <p><i>Proposed Capabilities:</i></p> <p>The SLDS will be expanded to include data on early childhood programs that are not currently part of the SLDS. Individual child-level attendance data will be added. 🌸</p>

(b) Enables uniform data collection and easy entry of the Essential Data Elements

Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;

In 2010 MDHHS program managers selected three programs for a linkage pilot with MDOE: Early Head Start, Head Start and Educare, which together represent over 3,000 children. These programs are not currently part of a statewide database since they are locally maintained and complete their own individual federal Program Inventory Reports. The 2009 ARRA SLDS pilot has allowed us to establish a central, web-based State data repository for the three programs, assign unique program identifiers, and add those identifiers to the Cognos Framework client index table for linkage to DHHS and DOE. Queries will extract data into the SLDS data warehouse and reports, and queries will be developed using the SLDS decision support system and published through the SLDS portal. Researchers from the Maine Education Policy Research Institute are involved in the pilot.

Work on the SLDS early childhood component began in October 2010 with joint meetings with the MDOE SLDS team, MDHHS program managers and technical staff. A business analyst was hired to meet with the stakeholders and document the requirements. The business analyst met with the Head Start and Educare leadership and local program directors and drafted the requirements in August 2011. Buy-in from these directors has been very positive.

The pilot program is expected to be operational in early 2012. Funding from the RTT-ELC grant will allow child care programs and Maine Families Home Visiting to be added to the system in late 2012 and 2013.

(c) Facilitates the exchange of data among Participating State Agencies

by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;

This section is consistent with what was described and proposed under previous SLDS grants. Most MDOE and MDHHS data systems are both hosted and managed by the Maine Office of Information Technology (OIT), although MRTQ and Maine Families Home Visiting maintain separate data systems. MDHHS previously developed an identifier-matching algorithm using their Cognos Framework running on an Oracle backend to create a MDHHS “A” Number for clients in different program areas (see Diagram 1 below). There are currently 1.5 million client records with “A” Numbers. The SLDS team will leverage the MDHHS system by adding the MDOE State student identifier (SSID) to the existing client index table. Each row on the table represents a client. The column headers include: first name, middle name, last name, birth date, mortality date, gender, ethnicity, phone number, Social Security Number, Medicaid ID, A number, and other program identifier fields. The SLDS data dictionary provides the standards for the data elements used by participating State agencies. The data dictionary facilitates uniform data collection and reporting and maps each metadata element to national standards.

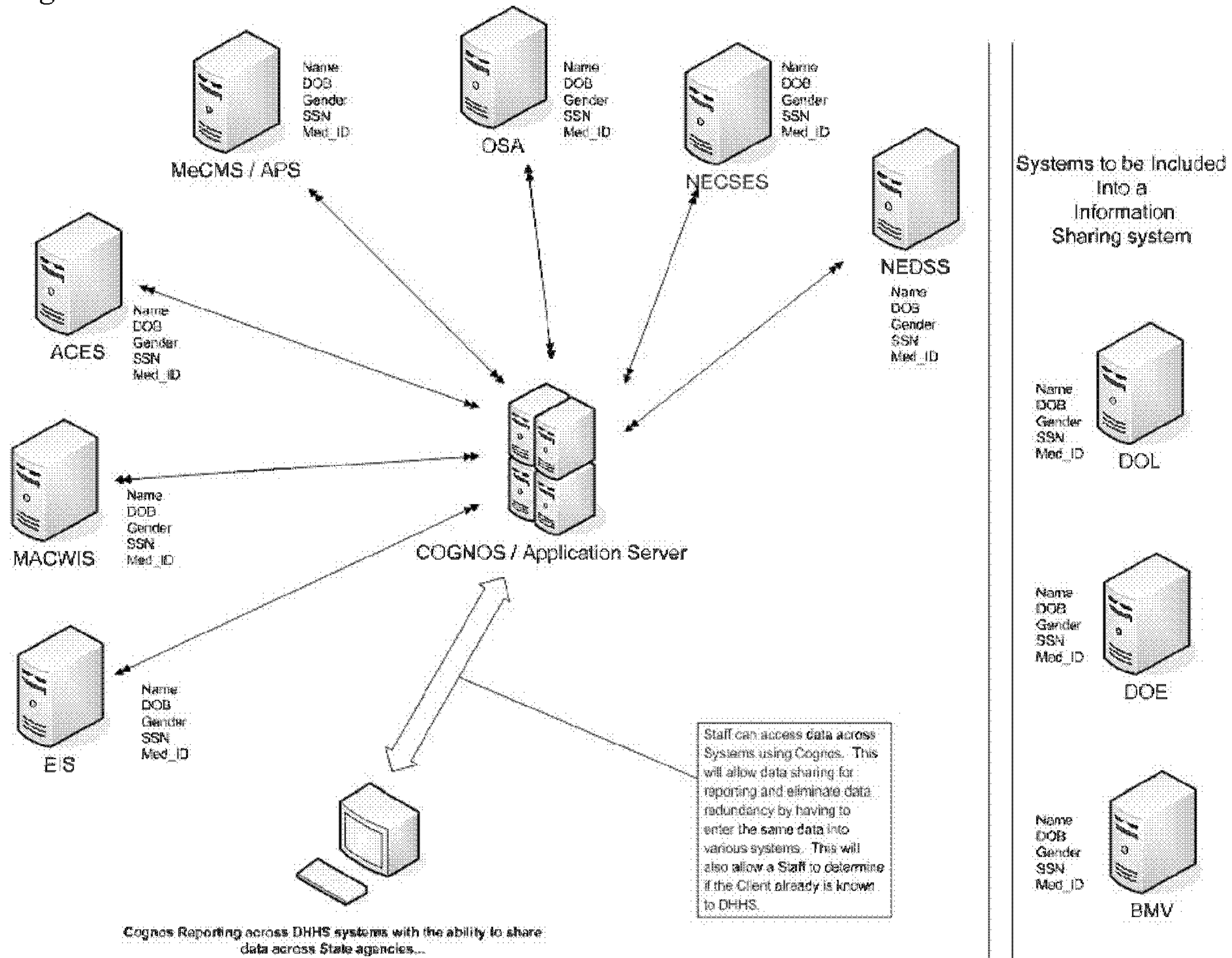
The linkage system is funded through the 2009 ARRA SLDS grant and will enable Maine to expand the client index tables to add State student identifiers and other State agency identifiers, perform matches using the existing matching algorithm as needed, and perform data cleansing and validation. The system’s client index table will facilitate linkage to multiple DHHS programs as well as to a wide range of other State agency data systems. The system will be used to allow an agency to request data from another agency using their own identifier without the need to know the identifier of the sending system. Agencies initially participating in this system will be: MDOE, MDHHS, Maine Department of Labor (MDOL), Maine Department of Corrections (MDOC) and the University of Maine System (UMS). This will enable a chain of linkages to track activities throughout a person’s life in Maine.

- DOE ↔ DHHS – “A” number/SSID
- DOE ↔ DOC – SSID
- DOE ↔ UMS – SSID/SSN/Student ID
- DOE ↔ DOL – SSN
- UMS ↔ DOL – SSN

This component will also include establishing a process to document interagency data sharing agreements and review of any legal issues. Work on the linkage system began in July

2010 and is scheduled to be completed by December 2011. Figure 12, below, illustrates how the SLDS will link to and share data with other State agency data systems.

Figure 12



(d) Generates information that is timely, relevant, accessible, and easy to use

for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and

The data system developed as part of the pilot programs for Educare, Early Head Start and Head Start described in (E)(2)(b) is designed to be a key resource for local programs. The goals of the system are to:

- Establish a central web-based State-hosted data system that will not require any local hardware infrastructure and provide common data structures;

- Provide data definitions and formats that will conform to the SLDS data dictionary in order to enable interoperability between the Head Start, Early Head Start and Educare sites as well as facilitate interchange of data with the MDOE SLDS data warehouse;
- Create standard reports that will be available to all programs from the common data system as well as the SLDS business intelligence system;
- Facilitate integration with the SLDS that will enable linkage with early childhood health and kindergarten readiness assessments; and
- Meet all State and federal privacy requirements. Memorandums of understanding are currently in place between MDHHS and MDOE as well as university research partners.

The data system will utilize the decision support business intelligence system developed as part of the SLDS data warehouse. The reporting system includes snapshots and data tables that allow users to filter and breakout data by years, programs, and demographics as well as to compare program performance. The system provides both a public and secure role-based access. The RTT-ELC grant funding will facilitate expansion of the decision support system and the development of reports specific to early childhood programs.

Educator Quality Management System data for and about educators in Maine are currently maintained in multiple disparate systems making it very difficult for individuals to manage their careers and take advantage of available professional development opportunities. The 2009 ARRA SLDS grant project includes a component that will provide a core system that educators can access for critical data they need to improve effectiveness. The design of this component is based on Maine's involvement in the CCSSO Interstate New Teacher Assessment and Support Consortium (INTASC), and on evaluating teacher support and data systems in other member states. The planned educator quality management system will include the following key functionality:

- Browser-independent web-based secure access for educators such as educational technicians, teachers, superintendents and principals.
- Superintendents, principals and program directors will be able to monitor educators' progress and offer online mentoring programs;
- Self-service capabilities that assist educators with managing their career development and helping them track their growth, build portfolios and create transcripts;
- Templates for educators to build individual learning plans aligned to State and local standards;
- Self-assessments based on local, State and national standards;

- Access to professional development programs including catalogs for classroom-based and online courses;
- Integration with the SLDS data warehouse and educator credentialing system for data collection, reporting and analysis; and
- Training for administrators and end-users.

The goal of the educator quality management component is to provide a comprehensive on-boarding-through-retirement system that gives educators a professional growth and learning community aligned to the needs of the State, SAUs and programs. Together with the credentialing system being developed under the 2009 ARRA grant, the educator quality management system will help support the essential area of reform: *Making improvements in teacher effectiveness and ensuring that all schools have highly qualified teachers*. The educator quality management system is expected to go live by early 2013. Funding from the RTT-ELC grant will expand the educator quality management system to include early childhood educators and providers and will link to the data within the Maine Roads to Quality Registry.

(e) Meets the Data System Oversight Requirements and complies with privacy laws
Federal, State, and local privacy laws.

The 2009 ARRA SLDS Steering Committee includes representatives of multi-agency stakeholders including early childhood, K-12, postsecondary, adult education, workforce, research partners and State technical resources. The Steering Committee meets monthly and oversees the standardization of data structures and formats and the interoperability of agency data systems, and works to reduce the burden of data collection and reporting by eliminating redundant data entry and reporting. The steering committee maintains all interagency and external memorandums of understanding that include data use guidelines and compliance with federal, State and local privacy laws. The steering committee will be expanded as new early childhood components are added to the SLDS.

Conclusion

As this proposal demonstrates, Maine has a longstanding commitment to nurturing the growth and development of high quality ELD programs that serve children with high needs. In recent decades, we have made progress in our rural state in increasing access to ELD programs for high-needs children, increasing the quality of ELD programs paid for through certain funding streams, and assuring early learning a place in our educational systems.

Still, there's more we can do – and need to do – to coordinate efforts among State departments and among local agencies involved in early learning and development programs in Maine, to maximize resources and services available to Maine's high-needs children. There's more we can do to ensure that ELD programs – regardless of how they are funded – subscribe to shared standards of high quality. There's more we can do to develop a highly competent and effective early childhood educator workforce in this state. And there's more we can do to make data an integral part of how ELD programs operate and make decisions.

Making those needs a reality, however, is a resource-intensive job. And on our own, it's uncertain we could achieve in a timely manner all that we need to do to unify our early childhood infrastructure.

That's why Maine is submitting this RTT-ELC grant application. RTT-ELC funds can greatly accelerate the implementation of our State's early learning and development agenda. RTT-ELC funds can help Maine do this critical work the right way. Most importantly, RTT-ELC funds can greatly increase the chances that a child with high needs born in Maine – whether in a rural or urban area, to parents who are native English speakers or not – gets the formative experiences he or she needs and is ready to succeed in kindergarten and beyond.

Budget Narrative

(Budget Part 1)

The overall structure of the State’s budget for implementing the State Plan

Maine has formalized its governance structure to include specific, shared responsibilities for management of this project and oversight of activities conducted with local-level partners and state-level advisory councils. These responsibilities are outlined in Section A(3) and reiterated in the MOU between Lead Agency (Maine DOE) and Participating State Agency (Maine DHHS), which is available as Appendix 8. Each of the projects (**coded to match the selection criteria and focus investment areas of the grant opportunity**) is assigned to either agency based on the strength of its pre-existing leadership and relationship to partners and councils. Project assignment includes both financial and performance oversight, with reporting to the SAIEL and its Executive Committee. In this way, no individual agency carries an undue administrative burden and we are able to capitalize expeditiously on existing contractual or historical relationships. The figure below provides a graphic depiction of the shared project management and division of budgetary responsibilities.

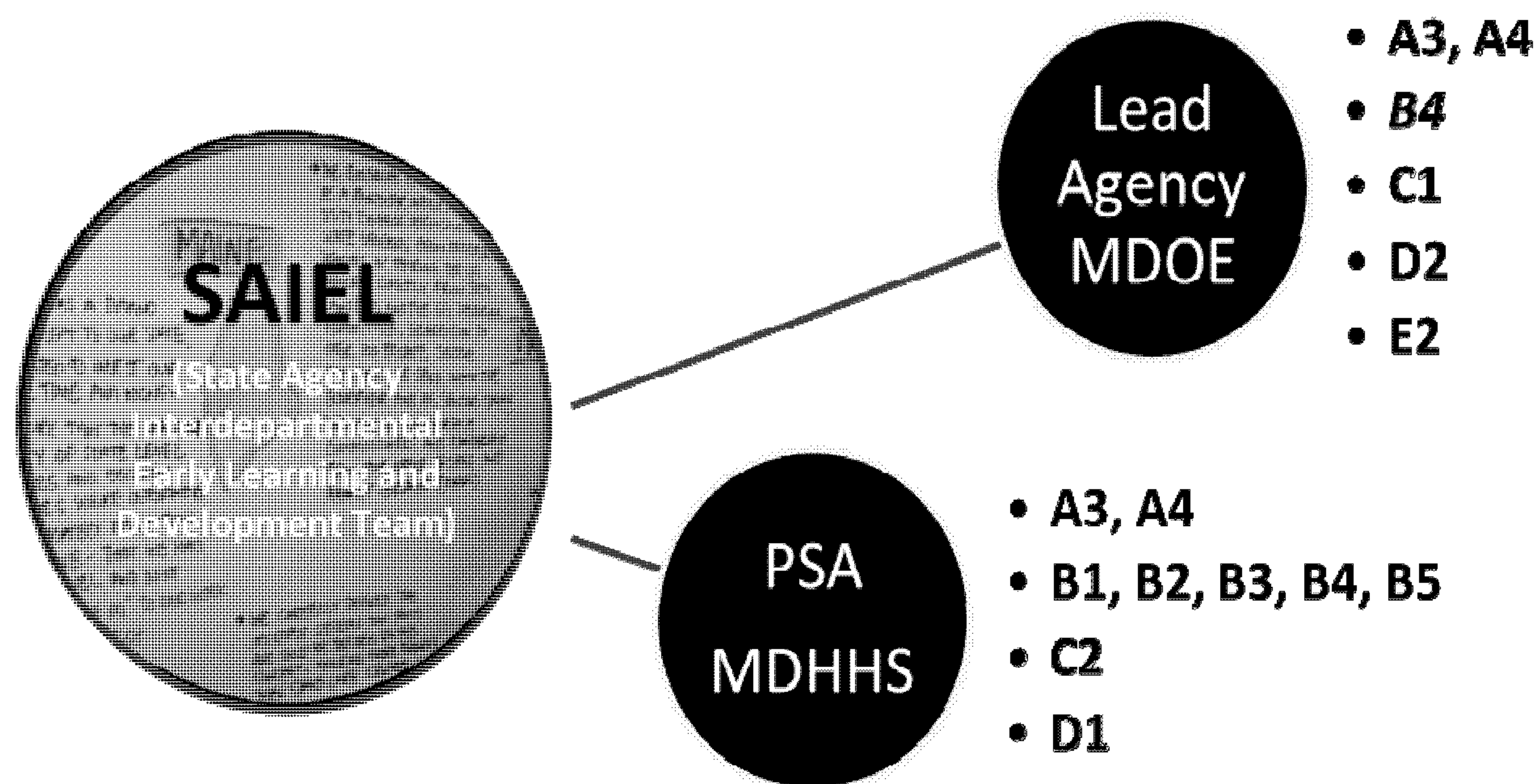


Figure 1: Project Management of Maine's RTT ELC Reform Agenda—Responsibility by Project Code

Key to the success of this bold reform agenda is not only the use of existing partnerships, but also the leverage of social and financial capital that adds value to precious resources. We have summarized the Other Funds supporting this work in chart A(4)-1, which includes other federal, state, local and private dollars as applicable.

List of Projects and how the Projects Together Result in Full Implementation

Project Code/ Description	<i>Paired with:</i>	Resulting in...	That looks like...
A3: Governance	<i>A, B, C, D, E</i>	An interdepartmental governance structure implementing planning, joint policy development, budgeting and community engagement	Successful State Systems that support healthy early learning and development.
A4: Sustainability	<i>A, B, C, D, E</i>	A working, public-private strategic plan for sustainable investment in ELDP that uses data from infrastructure and programming for continuous quality improvement	
B1: TQRIS Enhancement	<i>B</i>	An expanded TQRIS that includes Part B and Part C providers, Title I, and public preschool programs	High quality accountable early learning and development programs
B2: TQRIS Participation	<i>B</i>	Increased participation of all ELD programs in Maine's TQRIS	
B3: ELD Rating	<i>B</i>	A refined validation and monitoring framework with benchmarks, including application of research to demonstrate improved child outcomes	
B4: Access to Quality ELD Programming	<i>B</i>	Refined policies, practices and incentives to improve programs and enhanced supports for working families to access these programs	
B5: TQRIS Validation	<i>B</i>	A validated TQRIS system and practice of applying findings for continuous quality improvement	
C1: Refined ELD Standards	<i>B, C</i>	Refined ELD Standards that reflect a progression from infants and toddlers through the common core of K-12	Use of ELD Standards improving child outcomes and increasing quality of ELD practice
C2: Comprehensive Assessment System (CAS)	<i>B, C</i>	ELD providers trained in Maine's framework of the CAS	
D1: Workforce Skill	<i>B, C</i>	A workforce knowledge and competency framework with a progression of credentials to increase the availability of quality programs for children with high needs	A highly skilled, competent, and flourishing workforce supporting optimal ELD
D2: Higher education	<i>A, B, C</i>	Higher education systems supporting greater career pathways for ELD providers and a greater public awareness of the ELD career opportunities	

E2: Data Systems	<i>A, B, C, D</i>	An enhanced ELD data system that bridges MDHHS and MDOE data sets to better inform policy, practice and public and private investments	Coordinated data systems informing decision making
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Summary of Projects

Project Code/ Description	Lead Project Management (see MOU in Appendix 8)	Budget Highlights
A3: Governance	Jaci Holmes (MDOE) and Sheryl Peavey (MDHHS)	Leverages use of state and federal funds; piggybacks on MIECHV efforts for local collaboration; formalizes and extends the scope of partnerships with advisory councils to enhance public-private policy development, practice, and parent engagement
A4: Sustainability	Jaci Holmes (MDOE) and Sheryl Peavey (MDHHS)	Leverages use of state and federal funds; pilots sustainability of evidence-based parent education using existing partnership with Children’s Trust Fund; establishes regional cohorts for collaboration using existing Collaboration Coaches; implements Principal Institutes to bridge gap between school and early childhood systems
B1: TQRIS Enhancement	Kris Michaud (MDHHS) and Janine Blatt (MDOE)	Builds on Maine’s existing TQRIS
B2: TQRIS Participation		Builds on Maine’s existing TQRIS
B3: ELD Rating	Kris Michaud (MDHHS)	Builds on Maine’s existing TQRIS validation study to be completed in FY12
B4: Access to Quality ELD Programs		Builds on Maine’s existing TQRIS validation study; addresses child safety restraints as known barrier to school and community based ELD program collaboration
B5: TQRIS Validation		Builds on Maine’s existing TQRIS validation study to be completed in FY12
C1: Refined ELD Standards	Janine Blatt (MDOE)	Builds on work already underway to refine standards; costs associated with updating training and implementing that training
C2: Comprehensive Assessment System (CAS)	Kris Michaud (MDHHS)	Builds on work already completed as research project on children’s assessments; costs associated with updating training and implementing that training
D1: Workforce Skill	Kris Michaud (MDHHS)	Enhances workforce development to align with refined ELD Standards (Project C1 of this application)
D2: Higher education	Jaci Holmes (MDOE)	Expands professional development with statewide outreach; creates new BS program preparing teachers to work with culturally, linguistically and economically diverse children

E2: Data Systems	Jaci Holmes (MDOE)	Uses the platform from the State Longitudinal Data System grant to expand the scope to include more MDHHS data sets and incorporate professional development administrative data
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(Budget Part II) Maine Department of Education (Lead Agency)

Budget Part II -Tables

Budget Table II-1: Maine Department of Education Budget By Budget Category

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Maine Department of Education</i>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	11,556	11,804	12,064	12,337	47,761
4. Equipment	63,500	15,000	0	0	78,500
5. Supplies	9,940	10,057	10,180	10,309	40,486
6. Contractual	1,798,512	1,782,162	1,599,730	1,555,425	6,735,828
7. Training Stipends	500	500	500	500	2,000
8. Other	14,455	15,900	16,400	16,900	63,655
9. Total Direct Costs (add lines 1-8)	1,898,463	1,835,423	1,638,873	1,595,471	6,968,230
10. Indirect Costs*	161,369	156,011	139,304	135,615	592,300
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	1,393,085	1,561,449	1,682,726	1,807,492	6,444,752
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	3,552,917	3,652,883	3,560,904	3,638,578	14,405,282
14. Funds from other sources used to support the State Plan	548,154	348,630	355,041	372,107	1,623,932
15. Total Budget (add lines 13-14)	4,101,071	4,001,513	3,915,945	4,010,685	16,029,214

Budget Table II-2: Maine Department of Education Budget By Project

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Maine Department of Education</i>					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<i>A3 Governance</i>	304,903	306,596	257,576	208,791	1,077,866
<i>A4 Sustainability</i>	572,640	811,757	814,947	810,701	3,010,044
<i>B1 TQRIS</i>	0	0	0	0	0
<i>B2 Participation</i>	0	0	0	0	0
<i>B3 Rating</i>	0	0	0	0	0
<i>B4 Access</i>	100,000	100,000	100,000	100,000	400,000
<i>B5 Validation</i>	0	0	0	0	0
<i>C1 Standards</i>	281,496	386,356	418,647	446,252	1,532,751
<i>C2 CAS</i>	0	0	0	0	0
<i>D1 Workforce</i>	0	0	0	0	0
<i>D2 Higher Ed</i>	1,155,731	1,193,311	1,295,978	1,416,144	5,061,164
<i>E2 Data</i>	1,686,301	1,203,494	1,028,797	1,028,797	4,947,389
Total Budget	4,101,071	4,001,513	3,915,945	4,010,685	\$16,029,214

(Budget Part III) Narrative for lead agency, Maine Department of Education

The Maine Department of Education is responsible for managing several of the projects for this aggressive early learning and development state plan. In addition to the interdepartmental oversight from SAIEL, the MDOE has existing staff at its headquarters who will provide administrative support for finance, purchased services/contracting, technology, and compliance with regulatory parameters, as fits their job descriptions. The total budget was calculated by combining all budget categories per year for all projects.

1) MDOE Personnel

There are no state employee costs associated with this grant as the scope of work for all employees of participating state agencies falls within the realm of their currently assigned duties. Curriculum vitae for key SAIEL Executive Team members, Jaci Holmes and Janine Blatt, are provided in Appendix 7.

2) MDOE Fringe Benefits

There are no associated costs for fringe benefits as there are no salary expenses for state personnel that will be charged for this application.

3) MDOE Travel

Project Code	Estimated Trips	Per Diem Costs/Trip	Cost Computation	Purpose of Travel and how it will contribute to project success
A3	12 trips annually (1/month)	In-state lodging (avg \$93/night) and per diem (\$55/day)	Avg RT tolls (\$3.50) + avg distance from Augusta to points south, north, west and east	In-state travel for SAIEL Executive Committee members to fulfill the governance obligations for effective public communication, meeting partners on their “home turf”, and providing a public face for interagency collaboration.
E2	Quarterly field meetings with stakeholders; estimated travel for meeting with vendors or for classes.	In-state lodging (avg \$93/night) and per diem (\$55/day)	Travel calculated based on current expenses for SLDS grant activities	In-state and out-of-state travel to specific vendor and/or certification classes Quarterly meetings with stakeholders in the field to ensure data integrity

4) MDOE Equipment

The state defines equipment as tangible, nonexpendable personal property charged directly to the award of funds having a useful life or more than one year and an acquisition cost of \$2,500 or more per unit.

Project Code	Type of Equipment	Est. Cost	Need
A3	Laptop (with software)	\$3,500	For full-time project manager
E2	Servers and software licenses	\$75,000	Expanding the server system to increase capacity of data sets

5) MDOE Supplies

Project Code	Category of Supplies	Units	Cost Computations
A3, E2	Misc Office Supplies (including paper, pens, files, clips)	\$25/mo	Based on average monthly expenses incurred for similar-sized project management (ARRA SAC, ECCS) and current usage from SLDS
A3, E2	Misc equipment (such as printer cartridges)	\$75/quarter	Based on average quarterly expenses incurred for similar-sized project management (ARRA SAC, ECCS) and current usage from SLDS
A3	Educational Supplies	\$25/quarter	Based on average quarterly expenses incurred for similar-sized project management (ARRA SAC, ECCS)
A3, E2	Postage	\$15/month	Based on average quarterly expenses incurred for similar-sized project management (ARRA SAC, ECCS) and current usage from SLDS

6) MDOE Contractual

Note: the State will comply the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. (See table, next page.)

Project Code	Product or Service	Cost per Procurement	Time for Personnel Services (or other cost computations)	Purpose/Relation to the State Plan/Project
A3	SAIEL Clerical Support	\$20,000 /year with 5% COL increase	0.5 FTE for contracted administrative support position (no benefits)	To ensure SAIEL focus on the strategic planning and implementation
A3	Project Manager	\$65,000 annually with 5% COL increase	1.0 FTE for contracted project management (no benefits) based on similar state positions (director of special projects) increased by 35% to compensate for lack of benefits.	Time-limited position to attend to the operational details of project management outside of the scope of work of SAIEL members

A3	Paralegal support for the Attorney General's Office	\$250,000	1.0 FTE (2.5 years) for contracted legal services (no benefits) based on similar state positions (research assistant)	To provide the additional support needed to review statutory and regulatory conflicts and review proposed policy revisions
A4	Collaboration Coaches	\$41,600 per coach (x 4 coaches)	3.2 FTE (4*0.8 FTE) plus mileage (5000 miles * 0.44/mile) plus consumables	Collaboration Coaches provide technical support to communities to help them identify and establishing linkages, particularly between schools, child care and Head Start; they are a critical component of the MIECHV local collaboration work.
E2	Contractual positions for technology expertise	\$4,167,200	Varied	The state recognizes the need for expertise and support but does not want to increase state personnel for non-sustainable positions. These contracts for the development and implementation of increased linkages to other data systems would meet our need without increasing state FTEs.

7) MDOE Training Stipends

Project Code	Training Stipend	Cost Estimate	Purpose of the Training Stipend
A3	Stipend for costs associated with long-term training programs and college or university coursework that results in a credential or degree	\$500 annually (based on stipend currently available to tenured state employees)	Stipend available for the Project Manager as an added incentive for employment, for use only as applicable for costs associated with long-term training programs and college or university coursework that results in a credential or degree

8) MDOE Other

Project Code	Category	Cost per item	Purpose
A3, E2	Postage	\$15/month	Based on average quarterly expenses incurred for similar-sized project management (ARRA SAC, ECCS) and current usage from SLDS
A3	Cell phone	\$100/month	For paralegal support and project manager
A3	Office Rent	\$730/month	For paralegal support and project manager

9) MDOE Total Direct Costs

Project Code	Year One	Year Two	Year Three	Year Four	TOTAL Direct Costs
A3	188,851	190,411	145,231	100,268	624,761
A4	359,012	543,912	545,442	547,003	1,995,369
E2	1,350,600	1,101,100	948,200	948,200	4,348,100

10) MDOE Indirect Costs

The federally approved indirect cost rate for MDOE is 8.5 percent.

Project Code	Year One	Year Two	Year Three	Year Four	TOTAL Indirect Costs
A3	16,052	16,185	12,345	8,523	53,105
A4	30,516	46,233	46,363	46,495	169,606
E2	114,801	93,594	80,597	80,597	369,589

11) MDOE funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

(See table, next page.)

Project Code	Activity	Total Amount	Scope of partners involved	Purpose of Activity in relation to State Plan
A4	<ul style="list-style-type: none"> Regional Cohorts Principal Institutes 	\$133,500	Statewide (regional cohorts of stakeholders); Principals of school districts statewide (up to 30 per Institute)	Generate increased understanding of early learning and development practice, policies, measures, and partnership opportunities
B4	Child Safety Restraint Installations	\$400,000	Statewide; school districts with or wanting public preschools	Address transportation as barrier to collaboration and comply with 45 CFR Part 1310
C1	<ul style="list-style-type: none"> Revise Early Learning Guidelines Incorporating revisions into training <i>See work plan in Appendix 5 for detailed list</i> 	\$1,532,752	ELD partners statewide using or contributing to Early Learning Guidelines	The timing of the revision of existing guidelines allows us to bring new partners to the table and expose new providers to the developmentally appropriate constructs
D2	<ul style="list-style-type: none"> Coordinate Higher Education Systems Expand 	\$4,687,049	University system; Community Colleges; private higher education; child care resource	Helps higher education systems support greater career pathways for ELD providers and a greater public awareness of the

	training/ technical assistance <ul style="list-style-type: none"> • Create new degree program for working with children with high needs 		and referral; partner trainers from home visiting, substance abuse, nursing; Maine Touchpoints Team	ELD career opportunities
E2	Work internally and with consultants to coordinate data sets from different departments	\$4,717,689	All ELD partners statewide using or contributing to statewide ELD data sets	Uses the platform from the State Longitudinal Data System grant to expand the scope to include more MDHHS data sets and incorporate professional development administrative data

12) MDOE Funds set aside for participation in grantee technical assistance

The State has set aside \$400,000 from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and has been allocated for use by SAIEL Executive Team members evenly across the four years of the grant (\$100,000 per year). This amount has been added to Project A3 total.

13) MDOE Total Funds Requested

Project Code	Year One	Year Two	Year Three	Year Four	TOTAL Funds Requested
A3	\$204,903	206,596	157,576	108,791	\$677,866
A4	397,028	634,645	636,305	630,498	2,298,475
B4	50000	50000	50000	50000	200,000
C1	259,988	358,329	389,524	416,362	1,424,203
D2	1,075,597	1,108,620	1,198,702	1,304,130	4,687,049
E2	1,465,401	1,194,694	1,028,797	1,028,797	4,717,689

14) MDOE Other Funds Allocated to the State Plan

For a complete listing of other funds, please see Table A(4)-1 on page 75.

Project Code	Other Sources of Funds (<i>private funds listed in italics</i>)	Total 4 YR Amount of Other Sources	Quality Set-asides in CCDF?	Activities funded
A4	MIECHV IDEA Pt B Head Start Collab	\$711,569	NA	Collaboration Coaches
B4	State GF	\$200,000	NA	Child Safety Restraints
C1	Vendor contribution to indirect costs	\$108,549	NA	Revisions and training on Early Learning Guidelines
D2	Vendor contribution to indirect costs	\$374,115	NA	Higher education engagement; new degree
E2	State Longitudinal Data Grant	\$229,700	NA	Data systems collaboration

15) MDOE Total Budget

Project Code	Year One	Year Two	Year Three	Year Four	TOTAL Budget
A3	204,903	206,596	157,576	108,791	677,866
A4	572,640	811,757	814,947	810,701	3,010,044
B4	100000	100000	100000	100000	400,000
C1	281,496	386,356	418,647	446,252	1,532,752
D2	1,155,731	1,193,311	1,295,978	1,416,144	5,061,164
E2	1,686,301	1,203,494	1,028,797	1,028,797	4,947,389
TOTAL	4,101,071	4,001,513	3,915,945	4,010,685	\$16,029,214

(Budget Part IV) Maine Department of Health and Human Services Budget Part IV - Tables

Budget Table IV-1: **Maine DHHS Budget By Budget Category**

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Maine Department of Health and Human Services</i>					
Budget Categories	Year 1 (a)	Year 2 (b)	Year 3 (c)	Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	4,956	5,204	5,464	5,737	21,361

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Maine Department of Health and Human Services</i>					
Budget Categories	Year 1 (a)	Year 2 (b)	Year 3 (c)	Year 4 (d)	Total (e)
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	20,000	20,000	20,000	20,000	80,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	24,956	25,204	25,464	25,737	101,361
10. Indirect Costs*	2,121	2,142	2,164	2,188	8,616
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	4,327,040	5,455,441	4,398,164	3,315,525	17,496,169
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	4,354,117	5,482,787	4,425,792	3,343,449	17,606,146
14. Funds from other sources used to support the State Plan	1,411,928	1,647,856	1,176,722	1,080,386	5,316,892
15. Total Budget (add lines 13-14)	5,766,045	7,130,643	5,602,514	4,423,835	\$22,923,037

Budget Table IV-2: Maine DHHS Budget By Project

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <i>Maine Department of Health and Human Services</i>					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<i>A3 Governance</i>	68,309	85,412	52,158	52,499	258,379
<i>A4 Sustainability</i>	733,750	989,250	902,656	909,223	3,534,879
<i>B1 TQRIS</i>	1,145,042	921,272	416,485	300,000	2,782,799
<i>B2 Participation</i>	194,240	194,240	194,240	0	582,720
<i>B3 Rating</i>	841,470	841,471	692,699	692,699	3,068,339

Budget Table II-2: Participating State Agency
(Evidence for selection criterion (A)(4)(b))
Maine Department of Health and Human Services

Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<i>B4 Access</i>	1,475,000	2,642,500	1,975,000	1,088,250	7,180,750
<i>B5 Validation</i>	841,471	841,471	692,699	692,699	3,068,340
<i>C1 Standards</i>	0	0	0	0	0
<i>C2 CAS</i>	93,832	128,804	179,615	181,993	584,244
<i>D1 Workforce</i>	372,930	486,223	496,962	506,472	1,862,587
<i>D2 Higher Ed</i>	0	0	0	0	0
<i>E2 Data</i>	0	0	0	0	0
Total Budget	5,766,045	7,130,643	5,602,514	4,423,835	\$22,923,037

(Budget Part V) Narrative for participating state agency, Maine Department of Health and Human Services (MDHHS)

The MDHHS is responsible for managing several of the projects for this aggressive early learning and development state plan. In addition to the interdepartmental oversight from SAIEL, the MDHHS has existing staff at its headquarters who will provide administrative support for finance, purchased services/contracting, technology, and compliance with regulatory parameters, as fits their job descriptions. The total budget was calculated by combining all budget categories per year for all projects.

1) MDHHS Personnel

There are no state employee costs associated with this grant as the scope of work for all employees of participating state agencies falls within the realm of their currently assigned duties. We have included in-kind contributions to the time (0.15 FTE each) for key SAIEL Executive Team members, Sheryl Peavey and Kristopher Michaud, in line 13 of the budget under project code A3 (Governance). Curriculum vitae for Peavey and Michaud are provided in Appendix 7.

2) MDHHS Fringe Benefits

There are no associated costs for fringe benefits as there are no salary expenses for state personnel that will be charged for this application.

3) MDHHS Travel

Project Code	Estimated Trips	Per Diem Costs/Trip	Cost Computation	Purpose of Travel and how it will contribute to project success
A3	12 trips annually (1/month)	In state lodging (avg \$93/night) and per diem (\$55/day)	Avg RT tolls (\$3.50) + avg distance from Augusta to points south, north, west and east (mileage at 0.44/mile)	In-state travel for SAIEL Executive Committee members to fulfill the governance obligations for effective public communication, meeting partners on their “home turf”, and providing a public face for interagency collaboration.

4) MDHHS Equipment

Not applicable for this grant.

5) MDHHS Supplies

Not applicable for this grant.

6) MDHHS Contractual

Note: the State will comply with procurement rules 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Project Code	Product or Service	Cost per Procurement	Time for Personnel Services	Purpose/Relation to the State Plan/Project
A3	MCGC Staffing Support	\$20,000/yr with 5% COL increase	0.5 FTE for contracted administrative support position (no benefits)	To ensure SAIEL focus on the strategic planning and implementation

7) MDHHS Training Stipends

Not applicable for this grant.

8) MDHHS Other

Not applicable for this grant.

9) MDHHS Total Direct Costs

Project Code	Year One	Year Two	Year Three	Year Four	TOTAL Direct Costs
A3	24,956	25,204	25,464	25,737	\$101,361

10) MDHHS Indirect Costs

The federally approved indirect cost rate for this grant is 8.5 percent.

Project Code	Year One	Year Two	Year Three	Year Four	TOTAL Indirect Costs
A3	2,121	2,142	2,164	2,188	\$8,616

11) MDHHS Funds distributed to localities, Early Learning Intermediary Organizations (ELIOs), Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

(See table, next page.)

Project Code	Activity	Total Amount	Scope of partners involved	Purpose of Activity in relation to State Plan
A4	Sustainability activities such as: <ul style="list-style-type: none"> • Parent Ed Pilot • Data mapping • Community Partnerships 	\$1,193,750	Statewide activity including stakeholders, educators, providers of ELD services, policymakers, parents	Bring to scale accountable ways to braid public and private funding; use data consistently within state government and with partners; focus energy on increasing public will for investment in early learning and development
B1	Augment TQRIS strands	\$2,182,500	Statewide activity including Part C, Part B (IDEA), Title I providers and districts with public preschool	To align MDOE-administered ELD programs with the existing TQRIS
B2	Increase awareness of and incentives for TQRIS participation	\$480,000	University systems, child care resource and referral agencies, ELD providers, SAUs STATEWIDE	Increase participation of all ELD programs in Maine's TQRIS
B3	Refine the rating and monitoring framework with benchmarks	\$2,362,252	University systems, child care resource and referral agencies, ELD providers, SAUs STATEWIDE	Assure that the infrastructure exists to sustain the monitoring of quality as participation increases
B4	<ul style="list-style-type: none"> • Create incentives to improve programs • Enhance supports to increase consumer access 	\$5,173,250	University systems, child care resource and referral agencies, ELD providers, SAUs STATEWIDE	Refined policies, practices and incentives improve programs and enhance the supports for working families to access these programs.
B5	Complete validation of TQRIS and develop process for applied research	\$2,362,252	University systems, child care resource and referral agencies, ELD providers, SAUs STATEWIDE	A validated TQRIS system supports the practice of applying findings for continuous quality improvement.

C2	Identify instruments for comprehensive assessment system (CAS) and determine how to use data at the teacher and program level to inform program improvement activities.	\$548,061	University systems, training/technical assistance centers, child care resource and referral agencies, ELD providers, SAUs STATEWIDE	Use of ELD Standards and comprehensive assessment systems improve child outcomes and increase quality of ELD practice
D1	Align training/technical assistance with revised core knowledge and competency framework	\$466,619	University systems, T/TA centers, child care R&R, ELD providers, SAUs STATEWIDE	A workforce knowledge and competency framework increases availability of quality programs for children with high needs

12) MDHHS Funds set aside for participation in grantee technical assistance

The MDOE has set aside \$400,000 from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and has been allocated for use by SAIEL Executive Team members evenly across the four years of the grant (\$100,000 per year), including staff from MDHHS. Therefore, MDHHS has not set aside funds for this purpose.

13) MDHHS Total RTT-ELC Funds Requested

Project Code	Year One	Year Two	Year Three	Year Four	TOTAL Funds Requested
A3	\$27,077	27,346	27,628	27,925	\$109,977
A4	300,000	251,000	179,000	107,500	837,500
B1	855,000	727,500	300,000	300,000	2,182,500
B2	160,000	160,000	160,000	0	480,000
B3	590,563	590,563	590,563	590,563	2,362,252
B4	1,375,000	2,542,500	1,925,000	1,063,250	6,905,750
B5	590,563	590,563	590,563	590,563	2,362,252
C2	86,663	119,462	169,907	172,030	548,061
D1	344,252	448,853	458,131	466,619	1,717,855
Total	\$5,766,045	7,130,643	5,602,514	4,423,835	\$17,506,146

14) MDHHS Other Funds Allocated to the State Plan

Project Code	Other Sources of Funds (<i>private funds in italics</i>)	Total 4 YR Amount: Other Funds	Quality CCDF Set-aside	Activities funded
A3	ARRA State Advisory Council (SAC) HRSA-MCHB Early Childhood Comprehensive Systems (ECCS) CCDF	\$148,402	\$42,114	DHHS Staff Participation in SAIEL Executive Team (salary and fringe) Resource Mapping and other work via committees of the Maine Children's Growth Council Interagency collaboration with various advisory groups
A4	ARRA SAC ACA MIECHV ECCS State General Fund Title IV-B (PSSF) <i>Community Match</i>	\$2,597,379	NA	Sustainability pilot for Parent Education Public Communications Local collaboration
B1	Vendor contribution <i>Bingham Program</i> CCDF	\$600,299	\$297,544	TQRIS Enhancement Strengthening Families ®
B2	Vendor contribution	\$102,720	NA	TQRIS Participation
B3	Vendor contribution to indirect; CCDF	\$706,088	\$297,544	TQRIS Rating
B4	Vendor contribution to indirect	\$275,000	NA	TQRIS Access
B5	Vendor contribution to indirect; CCDF	\$706,088	\$297,544	TQRIS Validation
C2	Vendor contribution to indirect	\$36,184	NA	Comprehensive Assessment System
D1	Vendor contribution to indirect	\$144,732	NA	Workforce Competencies Framework
Total		\$5,316,892	\$934,746	

15) MDHHS Total Budget

Project Code	Year One	Year Two	Year Three	Year Four	TOTAL Budget
A3	\$68,309	85,412	52,158	52,499	258,379
A4	733,750	989,250	902,656	909,223	3,534,879
B1	1,145,042	921,272	416,485	300,000	2,782,799
B2	194,240	194,240	194,240	0	582,720
B3	841,470	841,471	692,699	692,699	3,068,339
B4	1,475,000	2,642,500	1,975,000	1,088,250	7,180,750
B5	841,471	841,471	692,699	692,699	3,068,340
C2	93,832	128,804	179,615	181,993	584,244
D1	372,930	486,223	496,962	506,472	1,862,587
Total	5,766,045	7,130,643	5,602,514	4,423,835	\$22,923,037

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 07/01/2009 To: 06/30/2011

Approving Federal agency: ED HHS Other
(Please specify agency): US Department of Education (OCFO/FIPAO/ICG)

A signed copy of the Indirect Cost Rate Agreement/State Education Agency with the Maine Department of Education follows.

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

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

DATE: JAN 25 2010

AGREEMENT NO. 2009-192

FILING REFERENCE: This replaces
previous Agreement No. 2008-133
dated July 17, 2008

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the U.S. Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
Fixed	07-01-08	06-30-09	11.8%	<u>1/</u>	All	All Programs
Predetermined	07-01-09	06-30-11 ✓	8.6%	<u>1/</u>	All	All Programs

1/ Base: Total direct cost less equipment, flow-through funds, alterations and renovations, and subcontract costs exceeding \$25,000.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs. In accordance with OMB Circular A-87, Attachment B, 8.d.(3), payments to separating employees for unused leave are treated as indirect costs.

Capitalization Policy: Items of equipment are capitalized if the acquisition cost is at least \$5000 and estimated useful life is more than one year.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Maine Department of Education and subject to OMB Circular A-87.

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

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

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

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. Approval of the rates(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV - Approvals

For the State Education Agency:

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

Elaine Babb

Signature

Elaine Babb

Name

GO Service Ctr. Director

Title

1/22/10

Date

For the Federal Government:

U.S. Department of Education
 OCFO / FIPAO / ICG
 400 Maryland Avenue, SW
 Washington, DC 20202-4450

Mary Gougisha

Signature

Mary Gougisha

Name

Director, Indirect Cost Group

Title

JAN 25 2010

Date

Paul J. Brickman

Negotiator

(202) 377-3831

Telephone Number