

The Commission to Study Expansion of Public Preschool and Early Care and Education

[Public Law 2023, chapter 477 \(LD 1799\)](#)

Wednesday, November 1, 2023 @ 12:00 P.M.

Cross Office Building, Room 208 (EDU Committee Room)

Livestream available here: <https://legislature.maine.gov/Audio/#208>

Agenda: Meeting #1

1. Welcome - Chairs, Senator Eloise Vitelli and Representative Tavis Hasenfus;

Extended commission member introductions:

- What is each member's background, role, and/or interest in public preschool and early care and education in Maine?
- What does each member think are the biggest challenges to expanding public preschool access in Maine?
- What does each member hope to get out of this commission?
- Are there any resources commission members would like to share?

2. Review of Public Law 2023, chapter 477 (LD 1799) (authorizing legislation for the commission) (Office of Policy and Legal Analysis staff)

OPLA staff review of study process; OPLA's role in study; reminder of FOAA

3. **Presentations:**

Lee Anne Larsen, Director of Early Learning, Maine Department of Education

- Current status of public preschool in Maine
- Overview of ongoing efforts, programs, and strategies for increasing access to public preschool and early care and education in Maine

Annie Colaluca, Pre-School Director, Bath Area Family YMCA

- Overview of the Bath YMCA's CHOICES mixed-delivery program and partnerships

4. Commission discussion & next steps

Future meetings, plan moving forward, requests for information of OPLA staff

Please note that the commission may take one or more breaks, as needed, during the meeting

OPLA Staff:

Hillary Risler, Legislative Analyst, Hillary.Risler@legislature.maine.gov

Elena Roig, Legislative Analyst, Elena.Roig@legislature.maine.gov

207-287-1670

Office of Policy and Legal Analysis

Mailing Address: 13 State House Station
Augusta, Maine 04333-0013
Physical Location: Cross Office Building, Room 215

Telephone: (207) 287-1670
Fax: (207) 287-1275
Website: <http://legislature.maine.gov/opla>

Who we are

The Office of Policy and Legal Analysis (OPLA) is a nonpartisan staff office of the Maine Legislature operating under the auspices of the Legislative Council. OPLA staff are prohibited from taking or advocating political positions on policy issues or engaging in any activities that might be construed as partisan or political. OPLA staff observe strict confidentiality policies and guidelines.

What we do

OPLA provides nonpartisan professional legislative committee staffing services to the Legislature. In particular, OPLA staffs all the joint standing committees of the Legislature (except the committees with jurisdiction over appropriations and financial affairs and taxation issues) and provides other related services to support the Legislature.

Committee staff services include:

- Providing nonpartisan policy and legal research and analysis of legislation and issues before the committee and assisting the committee with its consideration of legislation;
- Drafting committee papers, including committee amendments, committee bills, reports and other correspondence;
- Assisting committees in oversight of state agencies, including reviewing agency budgets and rulemaking and conducting State Government Evaluation Act reviews and quasi-independent state entity reviews; and
- Assisting committee chairs in facilitating the committee process and organizing committee work.

Other OPLA services include:

- Assisting individual legislators with drafting and information requests;
- Providing staffing for interim legislative study commissions, including providing nonpartisan policy and legal research and analysis of study issues, assisting commission chairs with scheduling and drafting study reports;
- Conducting staff studies (policy and legal analysis of issues) during the Legislative interim;
- Assisting the Revisor of Statutes in drafting legislative bill requests; and
- Preparing and presenting reports to legislative leadership on the status of committee work on bills.

Publications

OPLA's primary publications include:

- Legislators' Handbook (updated biennially);
- Bill Digest and Enacted Law Summaries (prepared annually after adjournment); and
- Reports of legislative study commissions (one-time, or annually for ongoing studies).

Maine's Freedom of Access Act and the Conduct of the Business of the Legislature

Prepared for the Right to Know Advisory Committee
by the Office of Policy and Legal Analysis and the Office of the Attorney General
Updated January 2023

The Maine Freedom of Access Act requires governmental entities to conduct public business in the open and to provide access to public records. Legislative meetings and records are subject to the law and must be open to the public, with some limited exceptions set forth in the law.

Intent of the Freedom of Access Law

The Maine Freedom of Access Act provides that it is the intent of the Legislature that “actions [involving the conduct of the people’s business] be taken openly and that the records of their actions be open to public inspection and their deliberations be conducted openly.” The Freedom of Access Act, found in Title 1 of the Maine Revised Statutes, chapter 13, applies to all governmental entities, including the Legislature.

Public Proceedings

Under state law, all meetings of the Legislature, its joint standing committees and legislative subcommittees are public proceedings. A legislative subcommittee is a group of 3 or more committee members appointed for the purpose of conducting legislative business on behalf of the committee.

The public must be given notice of public proceedings and must be allowed to attend. Notice must be given in ample time to allow the public to attend and in a manner reasonably calculated to notify the general public. The public is also allowed to record the proceedings as long as the activity does not interfere with the orderly conduct of the proceedings.

Party caucuses are not committees or subcommittees of the Legislature, so their meetings do not appear to be public proceedings. Similarly, informal meetings of the members of a committee who are affiliated with the same party are not public proceedings as these members are not designated by the committee as a whole to conduct business of the committee. However, committee members should be careful when they caucus not to make decisions or otherwise use the caucus to circumvent the public proceeding requirements.

Limited Exception to Public Proceedings (Executive Sessions)

In very limited situations, joint standing committees may hold executive sessions to discuss certain matters. State law is quite specific as to those matters that may be deliberated in executive sessions. The executive session must not be used to defeat the purpose of the Act, which is to ensure that the people’s business is conducted in the open.

The permitted reasons for executive session are set forth in the law, Title 1, section 405 and Title 3, section 156. The reasons most relevant to legislative work are discussion of confidential records and pre-hearing conferences on confirmations.

An executive session may be called only by a public, recorded vote of 3/5 of the members, present and voting, of the committee. The motion to go into executive session must indicate the precise nature of the business to be discussed and no other matters may be discussed. A committee may not take any votes or other official action in executive sessions.

If a committee wants to hold an executive session, the committee should discuss the circumstances with an attorney from the Office of Policy and Legal Analysis or the Office of Fiscal and Program Review who can provide the committee with guidance about whether an executive session is permitted and, if so, how to proceed.

Public Records

The Freedom of Access Act defines “public records” broadly, to include all material in possession of public agencies, staff and officials if the materials were received or prepared for use in, or relate to, the transaction of public or governmental business. The scope of the definition means that most, if not all, papers and electronic records relating to legislative business are public records. This includes records that may be stored on an individual legislator’s personal computer, tablet or smartphone if they relate to or were prepared for use in the transaction of public business, *e.g.*, constituent inquiries, emails, text messages or other correspondence about legislative matters. Information contained in a communication between a constituent and a legislator may be confidential if it meets certain narrow requirements.

Time-limited Exception from Public Disclosure for Certain Legislative Records

The Freedom of Access Act contains exceptions to the general rule that public records must be made available for public inspection and copying. One exception that is relevant to legislative work allows certain legislative papers to be withheld from public disclosure until the end of the legislative session in which they are being used. The exceptions are as follows:

- ❑ Legislative papers and reports (e.g. bill drafts, committee amendments and the like) are not public records until signed and publicly distributed; and
- ❑ Working papers, drafts, records, and memoranda used to prepare proposed legislative papers or reports are not public records until the end of the legislative session in which the papers or reports are prepared or considered or to which they are carried over.

The Legislative Council’s Confidentiality Policy and the Joint Rules provide guidance to legislative staff about how such records are to be treated before they become public records.

Confidential Records in the Possession of Committees

Committees may also need to be prepared to deal with other types of non-public records, such as individual medical or financial records that are classified as confidential under state or federal law.

If the committee comes into possession of records that are declared confidential by law, the Freedom of Access Act allows the committee to withhold those records from the public and to go into executive session to consider them (see discussion above for the proper process).

In addition, the committee should also find out whether there are laws that set specific limitations on, and penalties for, dissemination of those records. The Office of the Attorney General or an attorney from the Office of Policy and Legal Analysis or the Office of Fiscal and Program Review can help the committee with these records.

Joint Rule 313 also sets forth procedures to be followed by a committee that possesses confidential records.

Legislative Review of Public Record Exceptions

All exceptions to the public records law are subject to a review process. A legislative committee that considers a legislative measure proposing a new statutory exception must refer the measure to the Judiciary Committee if a majority of the committee supports the proposed exception. The Judiciary Committee will review and evaluate the proposal according to statutory standards, then report findings and recommendations to the committee of jurisdiction. The Judiciary Committee regularly seeks input from the Right to Know Advisory Committee on public records, confidentiality and other freedom of access issues.

Public Access Ombudsman

The Public Access Ombudsman, an attorney located in the Department of the Attorney General, is available to provide information about public meetings and public records, to help resolve complaints about accessing proceedings and records and to help educate the public as well as public agencies and officials. Legislators may contact the Public Access Ombudsman, Brenda Kielty, at Brenda.Kielty@maine.gov, or (207) 626-8577 for assistance.

The Commission to Study Expansion of Public Preschool and Early Care and Education

[An Act to Expand Maine's High-quality Early Learning and Care for Children by Increasing Public Preschool Opportunities in Communities \(LD 1799\)](#)

Membership List

Name	Representation
Senator Eloise Vitelli, Chair	Member of the Senate
Senator Jim Libby	Member of the Senate
Representative Tavis Hasenfus, Chair	Member of the House of Representatives
Representative Amanda Collamore	Member of the House of Representatives
Dr. Todd Landry	One representative from the Department of Health and Human Services involved in the provision of services for children and families of children under 5 years of age
Lee Anne Larsen	One representative from the Department of Education involved in the provision of services for children and families of children under 5 years of age
Christine Bertinet	One representative of the public school system
Melissa Harding	One parent of a child who is under 5 years of age who has used state services for their children
Joe Whitmore	One parent of a child who is under 5 years of age who has used state services for their children
Chrissie Davis	One representative of family child care services
Sue Powers	One representative of a Head Start program
Jordyn Rossignol	One representative of center-based child care services
Carla Kelly	One representative of public preschool teachers
TBD	One member with expertise in school funding
Erin Frazier	One representative from the Child Development Services System

STATE OF MAINE

IN THE YEAR OF OUR LORD

TWO THOUSAND TWENTY-THREE

S.P. 724 - L.D. 1799

An Act to Expand Maine's High-quality Early Learning and Care for Children by Increasing Public Preschool Opportunities in Communities

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 20-A MRSA §4272 is enacted to read:

§4272. Expansion of public preschool programs report

The commissioner shall report annually by February 15th to the joint standing committee of the Legislature having jurisdiction over education matters on the department's initiatives, incentives and progress to expand public preschool programs.

Sec. 2. 20-A MRSA §4501, first ¶, as amended by PL 2019, c. 343, Pt. UUUU, §1, is further amended to read:

In accordance with the policy expressed in section 2, every school administrative unit shall raise annually sufficient funds to maintain or support elementary and secondary schools to provide free education for its resident students at all grade levels. These schools shall meet the requirements of basic school approval. To the extent the State provides adequate start-up funding, a school administrative unit may offer an opportunity for every child 4 years of age residing in the school administrative unit to attend a public preschool program, or a program affiliated with the school administrative unit, meeting the requirements of basic school approval. It is the goal of the State to ~~provide adequate start-up funding to ensure that public preschool programs for children 4 years of age are offered by all school administrative units by the 2023-2024 school year~~ establish an equitable, mixed-delivery public preschool system that provides universal access for preschool-aged children and their families in accordance with the following timeline: 60% by the 2024-2025 school year; 80% by the 2025-2026 school year; and 100% by the 2026-2027 school year.

Sec. 3. Commission established. The Commission to Study Expansion of Public Preschool and Early Care and Education, referred to in this section as "the commission," is established.

1. Notwithstanding Joint Rule 353, the commission consists of 15 members appointed as follows:

A. Two members of the Senate appointed by the President of the Senate, including a member from each of the 2 parties holding the largest number of seats in the Legislature;

B. Two members of the House of Representatives appointed by the Speaker of the House, including a member from each of the 2 parties holding the largest number of seats in the Legislature;

C. One representative from the Department of Health and Human Services involved in the provision of services for children and families of children under 5 years of age selected by the Commissioner of Health and Human Services;

D. One representative from the Department of Education involved in the provision of services for children and families of children under 5 years of age selected by the Commissioner of Education;

E. One representative of the public school system nominated by the Maine School Management Association and appointed by the President of the Senate;

F. Two parents of children who are under 5 years of age who have used state services for their children, one appointed by the President of the Senate and one appointed by the Speaker of the House;

G. One representative of family child care services appointed by the President of the Senate;

H. One representative of a Head Start program appointed by the President of the Senate;

I. One representative of center-based child care services appointed by the Speaker of the House;

J. One representative of public preschool teachers appointed by the Speaker of the House;

K. One member with expertise in school funding nominated by the Commissioner of Education and appointed by the Speaker of the House; and

L. One representative from the Child Development Services System selected by the Commissioner of Education.

2. The first-named Senate member is the Senate chair, and the first-named House of Representatives member is the House chair of the commission.

3. All appointments must be made no later than 30 days following the effective date of this Act. The appointing authorities shall notify the Executive Director of the Legislative Council once all appointments have been completed. After appointment of all members, the chairs shall call and convene the first meeting of the commission. If 30 days or more after the effective date of this Act a majority of but not all appointments have been made, the chairs may request authority and the Legislative Council may grant authority for the commission to meet and conduct its business.

4. The commission shall explore options to provide full-day preschool and pathways for publicly funded early care and education programs. The commission shall establish a plan that must address the following:

A. How to offer publicly funded preschool in all types of programs and classrooms where 4-year-olds are enrolled, including, but not limited to, school administrative

units and licensed child care programs such as Head Start programs, child care centers and family child care programs;

B. Partnerships between school administrative units and child care programs that meet or could be supported to meet the public preschool basic approval standards under Department of Education rule Chapter 124: Basic Approval Standards: Public Preschool Programs; and

C. Ways to design a funding formula that can achieve the goal of 100% access to preschool programming by 2026. The commission shall establish a timeline, an implementation plan and incentives to expand publicly funded preschool programming to 30 hours per week or the length of the local school day at a school administrative unit with the goal of establishing an equitable, mixed-delivery public preschool system that provides universal access for preschool-aged children and their families as follows: 60% by the 2024-2025 school year; 80% by the 2025-2026 school year; and 100% by the 2026-2027 school year.

5. The commission may also study and make recommendations on aligning programs and blending and braiding funding in early care and education systems. The commission may make recommendations on the following:

A. Improving the opportunities for children under 5 years of age by ensuring the availability and coordination of early childhood programs and services through the State with a focus on child development, education and supporting the needs of working families;

B. Prioritizing the interests and input of children, parents, providers and the community in designing and delivering early childhood programs and services and the equitable delivery of resources and supports for early childhood education;

C. Determining whether integrating early care and education systems with a central state access point and a regional hub structure could serve as part of a funding structure;

D. Examining how various funding streams can be blended and braided to provide more efficient service delivery for families and providers; and

E. Ensuring that data about programs and early care and early childhood education systems are available to the public and are shared, coordinated and used by the State to improve policies and outcomes for children and families.

6. The Legislative Council shall provide necessary staffing services to the commission, except that Legislative Council staff support is not authorized when the Legislature is in regular or special session.

7. No later than December 6, 2023, the commission shall submit a report that includes its findings and recommendations, including suggested legislation, to the Joint Standing Committee on Education and Cultural Affairs and the Joint Standing Committee on Health and Human Services. The Joint Standing Committee on Education and Cultural Affairs may report out a bill based on the recommendations to the Second Regular Session of the 131st Legislature.

Sec. 4. Department of Education responsibilities. The Department of Education, referred to in this section as "the department," shall inform the Joint Standing Committee on Education and Cultural Affairs and the Commission to Study Expansion of

Public Preschool and Early Care and Education on progress relating to the expansion of public preschools, and the department shall:

1. Develop a plan to align the credentials and training earned through the Maine Roads to Quality Professional Development Network with those earned through the Department of Education early childhood education certification. The department, through a professional development and certification stakeholder working group, shall develop a plan that includes the following components:

A. The development of a competency-based credential that recognizes experience, cumulative elective training hours and a demonstration of knowledge and skills in early childhood teaching practices;

B. Reciprocity for credit for or training hours toward certification from other states and countries;

C. A Maine Roads to Quality Professional Development Network career lattice to align with department educator credentials and that considers credentials obtained in the absence of college course work of the same content;

D. Eligibility of family child care providers who hold and maintain national accreditation standards accepted by the Department of Health and Human Services, Office of Child and Family Services as publicly funded preschool locations; and

E. Collaborating with local adult education providers, apprenticeship sponsors, career and technical education programs, the Maine Community College System and the University of Maine System to create articulation agreements between these entities for the transfer of credits for course work related to early childhood education and to facilitate enrollment in courses that lead to the awarding of a postsecondary degree by an accredited institution of higher education; and

2. Report to the Commission to Study Expansion of Public Preschool and Early Care and Education and the Joint Standing Committee on Education and Cultural Affairs on progress relating to public preschool expansion, including establishing state and community partnerships for a mixed delivery of child care and early childhood education programs and services through community and school-based providers by November 15, 2023.



Public Pre-K in Maine

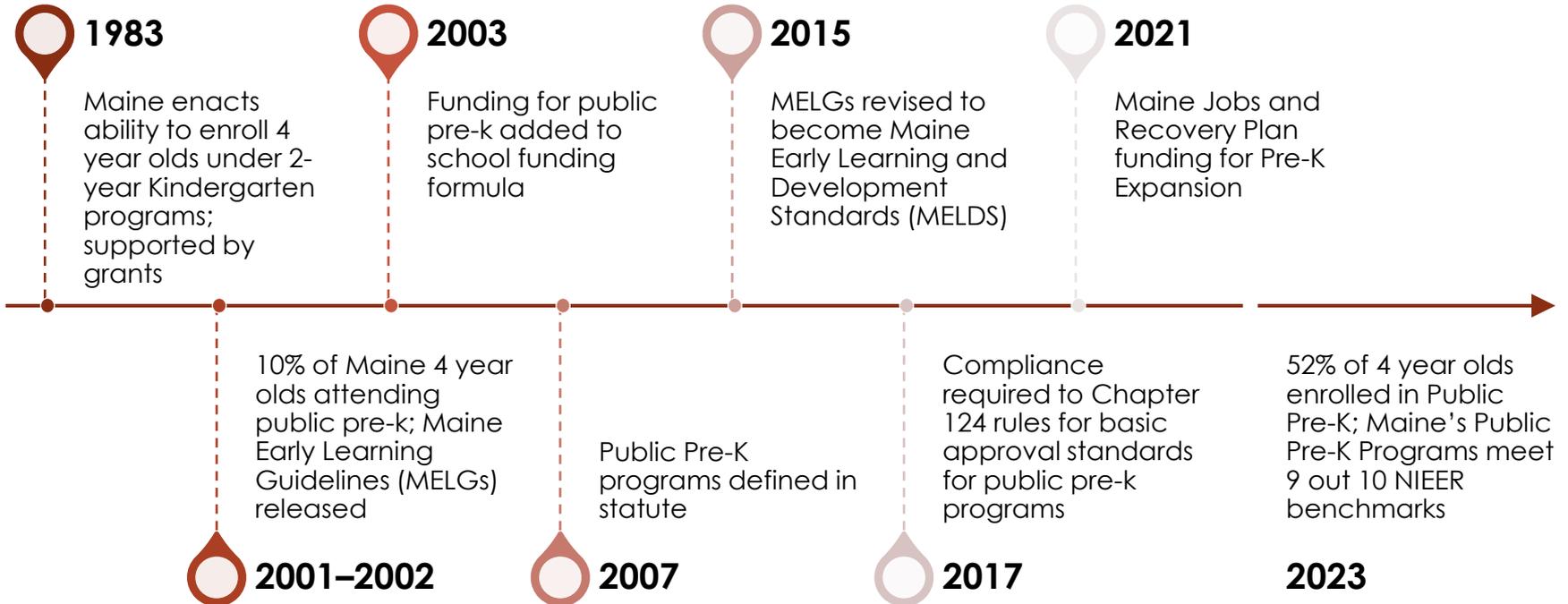
Lee Anne Larsen
Director of Early Learning
Leeann.Larsen@maine.gov

Presentation Overview

- History of Public Pre-K in Maine
- Program Standards and Implementation Supports
- Program Statistics
- Needs Assessments
- Expansion Initiatives/Current Efforts



History of Public Pre-K in Maine



Standards Primer for Public Pre-K

- **Chapter 124: Basic Approval Standards for Public Preschool**
 - School approval standards for school administrative units implementing public preschool programs, authorized by Title 20-A, Chapters 203 and 206
- **MELDS: Maine's Early Learning and Development Standards**
 - Guidance for whole child development across developmental domains for ages 3-5

Rule Chapter 124: Public Preschool Approval Standards

- Approval standards for program start up and ongoing program administration, adopted in 2015-16 for new programs, apply to all programs beginning July 1, 2017
- Aligned with Child Care Licensing and Head Start program standards
- Include standards for class size, staffing, curriculum & assessment, facilities, nutrition, transportation, community partnerships, etc.

Maine's Early Learning and Development Standards

- Guidance developed jointly by Maine DOE and Office of Child and Family Services; referenced in Rule Chapter 124
- Developmentally appropriate standards for whole child development for children ages 3-5
- Aligned with Maine's Infant/Toddler Development Standard and Maine's Learning Results (K-12) Standards
- Inform instruction, assessment, and environmental considerations

Program Approval and Technical Assistance

To start or expand a public preschool program:

- Submit an estimated student count by October 30 of the preceding school year
- Submit application to Maine DOE by April 30 of the preceding school year
- Engage in program visit during initial year of implementation, continuous improvement process
- Engage in program visit every 3 years there after
- Access ongoing technical assistance at anytime

Current Public Pre-K Statistics

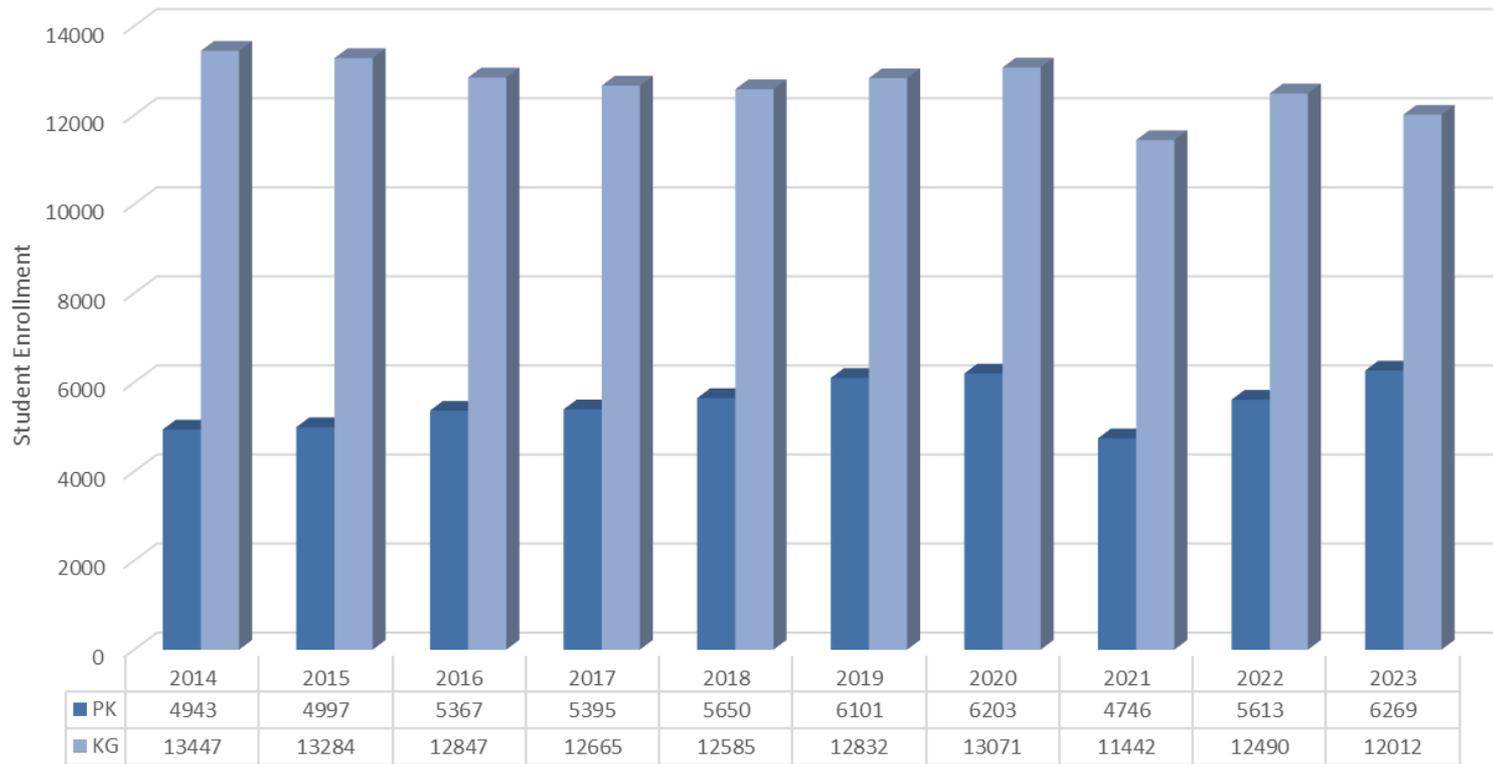
- 6,269 eligible 4 year-olds were enrolled in public pre-k in the 2022-23 school year—52% when Kindergarten enrollment is used as the proxy
- Public Pre-K Demographics in 2022-23

Economically Disadvantaged	Eligible for Special Education	White	Non-White
40%	4%*	86%	14%

*School year 21-22 (still finalizing 22-23)

Enrollment Trends 2014-2023

Public Pre-K and Kindergarten Enrollment



■ PK ■ KG

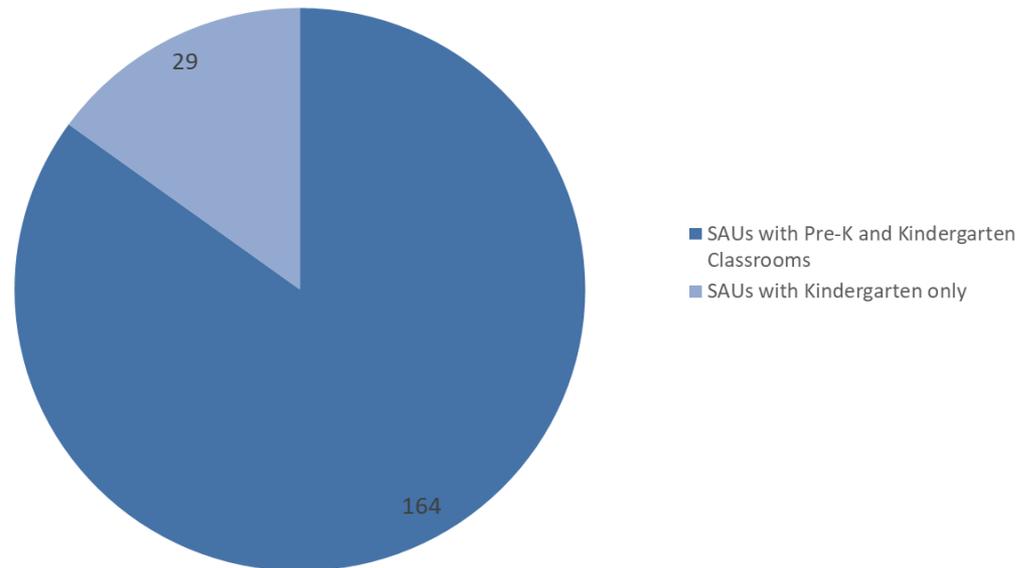
Current Public Pre-K Statistics

- 85% of Maine SAUs offer public pre-k
- 51% of SAUs offer pre-k universally to their catchment area
- 42% of Maine's public pre-k programs operate 25 or more hours a week (proxy for full day/full week)
- 30% of SAUs operate pre-k programming in partnership with a community partner (e.g., Head Start, Child Care, etc.)

SAU Participation

School Year 2022-23

Current Number of School Administrative Units (SAUs)
With Pre-K and/or Kindergarten Programs



Needs Assessments and Initiatives



Preschool Expansion Grant (PEG): 2015-2019

High-quality programming in 13 economically challenged School Administrative Units.

- Full-day programming.
- Evidence-based curriculum and assessment.
- Ongoing professional learning and coaching support.
- Onsite coordination of programming.
- Strong child-outcomes resulted:
 - PEG classrooms were found to score in the mid to high ranges on indicators of classroom organization, instructional support, and emotional support.
 - 75% of students who began the year at high risk moved to some or low risk by the end of the year.
 - 73% of students who began at some risk moved to low risk by the end of the school year.

Needs Assessments

- Preschool Development Initial Grant--Needs Assessment 2019
- Maine Education and Policy Research Institute (MEPRI) Needs Assessments 2019 & 2021
- Preschool Development Renewal Grant--Needs Assessment Update 2023/24 (Underway currently)

Preschool Development Grant Needs Assessment 2019

- Mismatch between families' need for full-day care options and the preponderance of half-day public pre-k options.
- Lack of transportation for children to attend public pre-k programs.
- Unintended consequences can occur for EC system when public pre-k expands, particularly salary disparities and workforce shortages.
- Need to build administrator background in early childhood.
- Behavior and mental health needs of pre-k children—educators/schools are not well-enough equipped to address or to support families with comprehensive services.

MEPRI 2019 & 2021 Needs Assessments— Barriers to Expanding Public Pre-K

- **Space:** Lack of space, inability to meet the space requirements of Chapter 124 without renovations
- **Cost:** Start-up costs, Ongoing costs
- **Staff:** Difficulty hiring and/or retaining qualified staff
- **Program Length:** Parents needing full day or extended day
- **Transportation:** Costs, Space on buses
- **Partnerships:** Limited partners, Ability to meet Chapter 124 requirements, Building capacity

Recommendations

Short-term Strategies

- Develop guidance (toolkit) for high-quality public pre-k development, expansion and partnership formation.
- Host orientation sessions for schools/communities interested in starting or expanding Pre-K programs with emphasis on partnership formation.
- Support training in Maine's Pre-K for ME instructional program.
- Support professional learning in early childhood education for administrators.

Maine Jobs and Recovery Plan— Pre-K Expansion Grants: 2022-2024

\$10 million for Public Pre-K Expansion through new program start-ups and expansions of current programs

- Priority given to programs expanding from part-day/part week to full day/full week programming
- Priority given to program expansions happening through partnerships with community providers
- Priority given to school administrative units with higher percentages of economic need

Summary of Pre-K Expansion Grant Rounds

Round	# of SAUs	# of Students	# in Partnership	Amount of Funding
1	10	319	2	\$2,422,743.89
2	16	533	10	\$3,795,845.53
3	5	103	1	\$835,580.45
Totals	31	931	13	\$7,054,169.87

28 out of 31 SAUs offering full day/full week programming through expansions.



Preschool Development Renewal Grant: 2023-2026

- Pre-k Partnership Specialist
- Pre-K Advisory Team
 - Diverse group of stakeholders, representative of the state and of the mixed delivery system that supports public pre-k
 - Meets monthly, TA support from Policy Equity Group
 - Charged with studying public pre-k to help inform recommendations to support expansion; subgroups focusing on:
 - Governance
 - Funding
 - Credentialing
 - Partnerships
 - Informing design and implementation of a pilot to study partnership strategies
- Pre-K Partnership Pilot

Maine DOE Next Steps

Long-term Strategies

- Explore refinements to the Pre-K funding formula, Chapter 124 and Maine's Early Learning and Development Standards to increase Pre-K dosing and programming quality.
- Expand DOE staffing to support Pre-K expansion efforts related to technical assistance and continuous improvement.
- Secure resources to provide professional learning and coaching support for public Pre-K programs.
- Track public Pre-K expansion efforts towards reaching goal of all Maine 4 year olds having access to quality Pre-K.
- Explore methods for determining data-based impact on student learning.

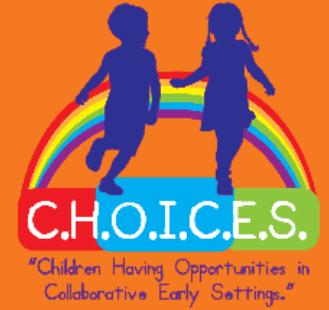
Questions



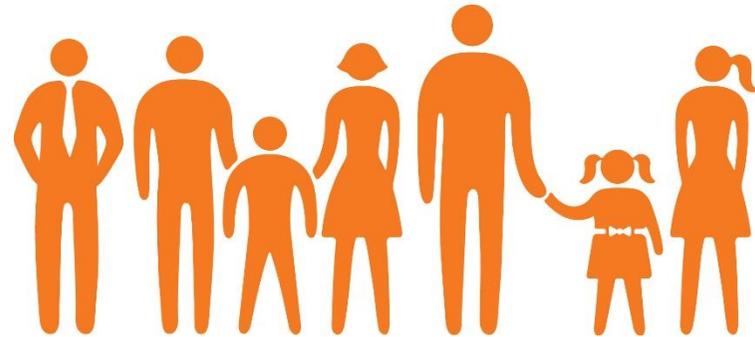
Photo: Tu Casa



RSU1 CHOICES Public PreK Partnership



GROWING
STRONGER



TOGETHER

C.H.O.I.C.E.S. Mission

To provide all families with 4-year-old children living in the towns served by RSU1 access to quality developmentally appropriate preschool programs.



C.H.O.I.C.E.S

Children
Having
Opportunities
In
Collaborative
Early
Settings

CHOICES is a partnership between RSU1 and high quality early care and education programs across the community. This unique collaborative offers families choices between curricula and child care options that meet their needs and philosophy. CHOICES is RSU1's commitment to begin our children's public school journey toward life long learning in PreK.



Mixed Delivery Model



Bath YMCA
Enrichment
Program



RSU1:
Dike-Newell
School
Phippsburg
Elementary
School
Woolwich
Central School



Head Start



Bath YMCA Childcare Program



The Bath Area Family YMCA Childcare's **nationally accredited programs** offer opportunities for children to interact in an **inclusive, child-directed environment**.

We ensure school readiness is achieved and focus on learning through the developmental areas of **social-emotional, physical, cognitive and language** - utilizing "play" as the focal point for all learning.

Of the children served in our program for the 2022-2023 school year, **90% met developmental milestones in four domains: social/emotional, physical, cognitive and language**.

Memorandum of Understanding



Terms of Services



Vision



Goals



Joint
Responsibilities



As Partners we
will....

Eligibility and Enrollment Process

Eligibility Requirements:

- Resident of RSU1 School District.
- Child must be 4 on or before October 15 of year enrolling.



Enrollment Process:

- Open House: opportunity to meet each partner and have questions answered.
- Applications open for two-week period in May.
- Lottery handled by third party.
- Families and partners are informed by June.

COMPLETE THE SECTION BETWEEN THE ARROWS

Number the options in order of your preference using :
 1 as your 1st Choice
 2 as your 2nd Choice
 3 as your 3rd Choice

	Weeks	Days	Hours	Curriculum	Wrap Around Care Available (For purchase by family)
Dike-Newell	35	5 Days Mon - Fri	8:30am – 12pm Weds 9:30am – 12pm	Tools of the Mind	6:30am - 8:30am 12pm - 5:30pm
Phippsburg Elementary School	35	5 Days Mon - Fri	8:30am – 12pm Weds 9:30am – 12pm	Tools of the Mind	6:30am - 8:30am 12pm - 5:30pm
The Children's Schoolhouse	35	5 Days Mon - Fri	8:30am – 12pm Weds 9:30am – 12pm	Creative Curriculum	7:30am - 8:30am 12pm - 4:30pm
YMCA: E1 – Full Day	35	5 Days Mon - Fri	8:30am – 12pm Weds 9:30am – 12pm	Creative Curriculum	6:30am - 8:30am 12pm - 5:30pm
E2 – Half Day	35				
Woolwich Central School	35	5 Days Mon - Fri	8:30am – 12pm Weds 9:30am – 12pm	Tools of the Mind	6:30am - 8:30am 12pm - 5:30pm
Bath Head Start: Classroom A	35	4 Days Mon - Thurs	8:30am – 12:30pm	Opening the World of Learning	N/A
Classroom C	48		8:30am – 2:30pm		

After your first choice, indicate **only the sites** you are willing to accept if your first choice is not available.

Are you interested in Wrap Around Care? Yes ___ No ___

Please note below about particular family circumstances you would like the Lottery Committee to consider:

Mail or hand deliver your application to:

Kate Brockett, Pre-K Coordinator
 Phippsburg Elementary School
 1047 Main Rd.
 Phippsburg, ME 04562

**Applications must be received in the Dike-Newell office by May 10th, 2019.
 The lottery will be held the week of May 13th.**



Regional School Unit 1

Serving the Communities of Arrowsic – Bath – Phippsburg – Woolwich

Patrick M. Manuel, Superintendent
 Debra J. Clark, Business Manager

Katie Joseph, Assistant Superintendent
 Justin R. Keleher, Director of Special Services

Think – Care – Act

CHOICES Pre-Kindergarten Program Application School Year 2019-2020

Child's Name _____ Birth Date _____
Must be 4 by October 15, 2019

Address _____ Gender M ___ F ___

Name of Adult(s) completing this application and relationship to the child

Name _____ Relationship _____

Phone Number _____ E-Mail Address _____

*Please indicate which is the best way to contact you ___ Phone ___ E-Mail

Pre-K in RSU1 for the 2019-20 school year will be offered, pending budget approval. Residents of any RSU1 community may apply for a program at any location listed on the back of this form. Children will be awarded a placement through a lottery process the week of May 13, 2019. Please indicate your first choice of sites and then second and third choices that you are willing to accept if your first choice is full.

Childcare ("Wrap Around Care") before and after the morning Pre-K can be purchased by families at the Children's Schoolhouse and the YMCA. Wrap around care will be provided by the YMCA at the school based sites (Dike-Newell, Phippsburg, and Woolwich) **if a minimum of 5 families commit to purchasing this service.**

If you have any questions or would like more information, please contact:

Kate Brockett, Pre-K Coordinator
kbrockett@rsu1.org
 (207) 389-1514
rsu1choices.blogspot.com

Critical Success Factors

Choice: Program options that meet families' needs and philosophies.

Communication: Streamlined process for families to learn about and enroll in the program.

Collaboration: partners at the table monthly to discuss programmatic logistics, ensuring continuity and consistency.

Coordination: One point person to assist and communicate with partner agencies and the school district to ensure alignment.



Challenges

Equity: Current Pre-K statute stipulates minimum requirements of 10 hours/week. Are there enough programs offering full time care for working families?

Partnership: only 24% of Pre-K programs are in partnership with a Head Start agency, local childcare or private preschool program.

Transportation of 4-year-old children requires different standards for safety

Developmentally Appropriate Practices: ECE Professionals are the experts in working with children ages birth-5. Understanding these professionals are well-versed in the field; PreK must remain appropriate for 4-year-old children with each effort to increase programming.

Supporting children with challenging behaviors

While 80% of school districts provide Pre-K, only 52% of eligible children are enrolled

Pay Parity: Are staff in partnership locations being offered similar compensation and benefits?

Benefits

Continuity of care for child throughout their school day and throughout the early years

Childcare available for families during school vacation weeks and holidays; working families benefit

Support for childcare partners with professional development and continued opportunities for education and training

Financial benefit for working families, who have reduced parent fees for full time care when children attend through a Pre-K partnership

Flexibility for childcare programs to honor their unique philosophies and meet community needs simultaneously

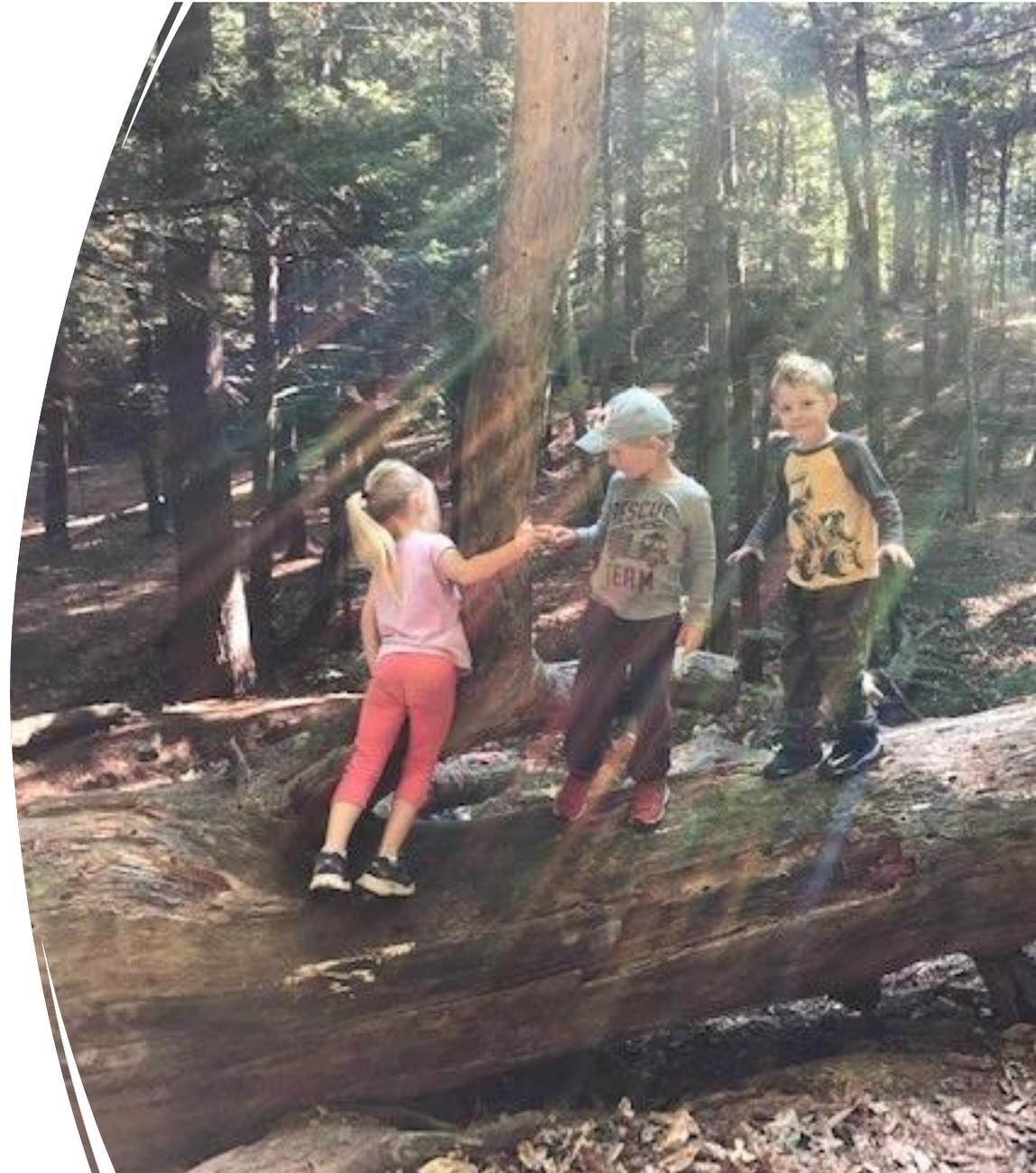
Opportunities for collaboration and support among childcare providers to strengthen relationships

Early identification of students who qualify for additional support services



Meeting Community Needs

- Currently the **ONLY** option for full day Pre-K programing.
- 24% of students attending our childcare program qualify for **early intervention services**
- Mutual respect among partners, as we work together in **strengthening the whole community**
- 67% of children in our program attend through a **public-school partnership**
- Positive early childhood experiences for children in their formative years lead to **higher educational achievements and are known to reduce rates of risk factors later in life**



Key Relationships

Superintendent

Educators

Community



Early Childhood Advisory Council

ECAC Mission: Every child in RSU1 will have the opportunity of a high-quality early learning experience.

Representation from partners involved in the program:

- RSU1 Superintendent
- Principal
- CHOICES Coordinator
- Kindergarten Teacher
- Partner Agencies
- Child Development Services
- School Nurse
- Community Representative



RSU1 Early Childhood Advisory Council Meeting
Minutes
Tuesday, January 29th, 2019 3:30-4:30pm,
Children's School House, 223 North St., Bath

ECAC Mission

Every child in RSU1 will have the opportunity of a high quality early learning experience.

In Attendance: Kirsti Houtari, Kate Brockett, Gretchen Parlin, Nancy Ward, Anna Traugh, Dawn Dill and Annie Colaluca.

Regrets: Katie Joseph

Approval of minutes of previous meeting for November and Today's Agenda Annie(motion) Nancy(2nd) all were in favor.

State Legislative Update: YMCA visit; Maine State Senator Eloise Vitelli, Rep. Allison Hepler, MaineAEYC Tara Williams, Meg Helming with the ME YMCA Alliance and Bath YMCA Executive Director Sabrina Murphy visited Early Childhood Enrichment classrooms on January 25th. Annie talked with them about offering more opportunities for families, affordable full-day programs, frustrations providing timely (CDS) Child Development Services and the RSU Special Education services for 5 year-old students that require support. She also shared challenges in hiring and maintaining certified staff, which many programs face in Maine Public Pre-K. Annie was asked to serve as a representative on the Maine AEYC Policy Leadership Program. As a resident of Brunswick, she will serve on the committee that is in the process of starting a new program at their new school, Kate Furbush ES, where there a plans for a Pre-K wing in 2020.

CDS: Nancy Ward shared that the Maine State School Management Association is attempting to re-introduce a bill for local school districts to provide special education services for Birth-5 year-old children. This bill has yet to have a legislative sponsor. The discussion suggests that 2019-2023 districts would serve a percentage of four-year olds and then serve 3yr-old by 2022. Funds would be provided by Maine DOE for space and transportation. Districts would also receive funding from what is now

budgeted for CDS. There was a bill last year which did not make it out of the Education Committee. Nancy will keep up updated.

CHOICES Coordinator Report: Kate Brockett

- Two spots open, 1 at the YMCA and 1 at Dike-Newell. I attempted to contact a family on the waitlist with no response. I received two inquiries over the holiday and both are interested we are waiting for enrollment paperwork.
- Teachers met on 1/11 for Professional Development in STEAM and will meet again on 2/8.
- CPAA for the Winter will be administered to all students the week of 2/11. Updated computers given to teachers/directors for Winter assessments. Damien has been in touch with NWEA about the update of the program and he was told that they will not be updating this product. We are not sure what will be offered in for next year. I will update when I know more.
- I shared an article from Education Week, *Principals Aren't Ready for Public Pre-K*, for the group.
- Non-Labor Budget for next year has been submitted to the Superintendent/Business Office without changes from previous years. I meet with the School Board on March 11 where I will again request transportation for all students.
- Nancy and Gretchen volunteered to serve again on the Lottery Committee which will meet on May 13th at BRTRCT.

Partner Reports:

Children's School House: Classroom *Colors* STEAM activities PD training to include a unit on solids, gas and air. Students are making their own books about 10 little snowman while having fun with beginning sounds.

Head Start: Hired a new teacher, Melinda (Merrifield) Harper in Classroom C with Shelby Morin moving to classroom A to take Anna's place as she moves up to site director. With Full enrollment, there are challenges for 3 year-olds moving out of Early HS and having no spots available at the site. There are plans for an Open House application and resource fair in the near

Continuing A Successful Partnership

Consider opportunities to include other partnerships, including Family Childcare providers.

Continued meetings among partners, including communication with Superintendent

Annual Report to Community about success of the program, with data that reflects students' growth.

Ongoing Communication with School Board and community members.

Collaborative Community Event: Touch A Truck

Maine Landscape Analysis Memo

Overview and Background

This landscape analysis was conducted to understand the current delivery of public Pre-K¹ in Maine, as well as approaches other states or localities use in their public Pre-K programs. The landscape analysis will be used to inform the work of the public Pre-K Advisory Team as it creates recommendations for an expansion of public Pre-K in Maine. The analysis starts with context setting through a brief history of public Pre-K and an overview of Maine's Early Childhood Statewide governance structure. It then presents key areas with an overview of what is currently in place, key considerations, and examples from other states.

History of Public Pre-K in Maine

Maine's public Pre-K program has served an increasing percentage of the state's 4-year-olds since the Legislature enabled 4-year-olds to be eligible for two-year kindergarten programs in 1983. Beginning in the 2001-2002 school year, 4-year-olds began to be served in state-funded Pre-K. Enrollment has increased from 10% of 4-year-olds in 2001-2002 to just over 52% of the state's 4-year-olds in 2022-23.² See **Figure 1** below for a timeline of public Pre-K in Maine.

Figure 1. Timeline of Public Pre-K in Maine

1983	2001-2002	2002	2007	2015	2017	2021	2023
Maine Legislature enacts eligibility of 4-year-olds to enter 2-year kindergarten programs	10% of 4-year-olds enrolled in state-funded public Pre-K	State of Maine Early Childhood Learning Guidelines released	Public Preschool Program defined for public Pre-K for 4-year-olds	Maine Early Learning and Development Standards released - revision of the Early Childhood Learning Guidelines	Chapter 124 , unified program requirements for public Pre-K in Maine, must be followed in all public Pre-K programs	Public pre-K expansion funded by Maine Jobs and Recovery Plan (\$10 million)	52% of 4-year-olds enrolled in public Pre-K; Maine meets 9 of the 10 NIEER Preschool Quality Benchmarks ³

Governance (Early Childhood Mixed Delivery System)

This section provides a high-level overview of the state departments and cabinets/councils that administer early learning programs and/or oversee the coordination of the birth through age five system. As demonstrated below, oversight for early childhood programs is spread across several different departments, offices, and teams, making effective communication and coordination critical to the healthy functioning of Maine's early childhood mixed delivery system.

Maine Department of Education

- [Early Learning Team](#)
 - Public Preschool
 - Head Start State Collaboration Office
- [Child Development Services](#)

¹ Note: Another term used is "public preschool."

² Comparison of public Pre-K enrollment against kindergarten enrollment. Data from ME Department of Education.

³ [Maine State of Preschool Yearbook - 2022](#)

- o Early Intervention (Part C)
- o Free Appropriate Public Education (Part B 619)
- o State office and nine regional sites: regional CDS – Child Find, case management, direct instruction
- o Responsibility for special education services transitions to an SAU upon a child's fifth birthday.

Maine Department of Health and Human Services

- [Office of Child and Family Services](#)
 - o Child Care and Licensing (CCDF)
 - o Children's Behavioral Health
 - o Child Welfare
- [Office for Family Independence](#)
 - o Temporary Assistance for Needy Families (TANF)
 - o SNAP
 - o MaineCare

[Maine Children's Cabinet](#)⁴

- Reinstated by Governor Mills in 2019
- Two goals guide work:
 - o All Maine children enter kindergarten prepared to succeed; and
 - o All Maine youth enter adulthood healthy and connected to the workforce and/or education.
- Members include Commissioners of five state agencies – Department of Corrections, Department of Education, Department of Health and Human Services, Department of Labor, Department of Public Safety – and Maine's Chief Justice,

[Maine Children's Cabinet Early Childhood Advisory Council \(CCECAC\)](#)

- Established by the Maine legislature in 2019.
- Advises Maine's Children Cabinet and ensures statewide coordination in the early childhood system (e.g., Head Start, IDEA – preschool and infants, public Pre-K).
- Members include the Governor or a designee, a parent of a young child, members of the Maine Senate, members of the House of Representatives, higher education, Department of Education, Department of Health and Human Services, and representatives from child care and neglect prevention, early childhood organizations, family child care providers, business, and children's/public health.

Preschool Development Grants (PDG)

Maine has been awarded several PDG grants to support its early childhood system. In 2014, Maine's Department of Education received a Preschool Development Grant to expand its public Pre-K programming from the 2014-2015 school year through the 2018-2019 school year.

⁴ LD 1001, Part UUUU Report (2020).

In 2019, Maine's Department of Education, in partnership with Maine's Department of Health and Human Services, received a one-year PDG Birth through Five (PDG B-5) planning grant to conduct a needs assessment of its mixed delivery system for children birth through age five and, based on findings, create a strategic plan to guide the state's early childhood system work (more information [here](#)).

In 2022, the state applied for and received a PDG B-5 Renewal Grant (\$8 million) to implement the roadmap created in the strategic plan, building infrastructure and capacity for a more coordinated, efficient, and high-quality mixed delivery system. Part of this work includes a cost modeling project to understand early learning funding for Maine's birth through five programs and services, including public Pre-K.

Maine's goal is to reach universal public Pre-K access, meaning that any 4-year-old can attend public Pre-K if their family would like to enroll them. As part of its PDG B-5 Renewal Grant, Maine will explore different funding and delivery models for public Pre-K expansion through pilots implemented in Years 2 and 3 of the PDG B-5 grant. An Advisory Team is charged with guiding the development of public Pre-K expansion in Maine. This includes advising on the design of public Pre-K expansion pilots, which in turn will inform final recommendations for public pre-K expansion across Maine.

Key Areas for Consideration

This landscape analysis will be used to support the work of the Advisory Team by summarizing current regulations, policies, and practices that guide Maine's public Pre-K system. It also presents examples from other states that have expanded public Pre-K for reference. Maine has identified several policy levers to explore with the pilots, and the landscape analysis is broken out by:

- Governance
- Program Standards
- Funding and Financing
- Capacity/Access
- Workforce
- Partnerships

Governance

Governance describes who has accountability and authority for a program. For this landscape analysis, the focus is on what entities are responsible for administering Maine's public Pre-K and who can receive funding for public Pre-K provision.

Considerations	Current Regulations/ Policy Additional Information	Questions for Advisory Team	Examples from Other States ⁵		
			West Virginia	Vermont	New Jersey ⁶
Who administers public Pre-K at the state level?	Maine Department of Education		West Virginia Department of Education	Vermont Agency of Education (AOE) and Agency of Human Services (AHS) ⁷	New Jersey Department of Education
Who can receive funding for public Pre-K programs?	Public school systems - only State Administrative Units (SAUs) can apply, though they can engage in partnerships (see partnership section). The decision to participate is made locally by the SAU. If an SAU does not participate, the community has no option for public Pre-K.	How can pilots explore options for expanded program delivery options (i.e., outside of SAU)? What are implications for keeping the current structure and for a potential changed structure?	Public school districts, with a county collaborative team (click here for description of team representation).	Public and private providers (click here for application checklist).	Public school districts. Original Abbott districts required to contract with licensed private providers or Head Start programs. For other districts, partnerships are encouraged.
Universal public Pre-K/ Expansion		What are potential impacts on infant and toddler care? ⁸ What are potential impacts on private providers (community-based organizations, family child care)? What are potential impacts for SAUs?	2002 - W.Va. Code §18-5-44 – Public Pre-K expansion with goals of universal access for all eligibility children by 2012-13 school year Partnered at the state level to model what they wanted to see at the local level.	2007 – Act 62 expanded public Pre-K to 4-year-olds. 2014 – Act 166 required all public school districts to offer public Pre-K to 3-, 4-, and 5-year-olds not in kindergarten.	1998 - Abbott legislation led to build-out of public Pre-K - state was required to fund high-quality Pre-K to all three- and four-year-olds in certain high-poverty districts.

⁵ Alabama is also a state that has expanded public Pre-K. They directly contract with providers. We can refer to examples from this state as well if the Advisory Team is interested in models with direct contracts rather than school system approach.

⁶ The NIEER State of Preschool Yearbook refers to the "Preschool Expansion Program" as the former Abbott districts and district who have been approved to expand their Pre-K programs while meeting Abbott standards.

⁷ [Implementing 15 Essential Elements for High-Quality Pre-K: Vermont](#) (NIEER); [NIEER Vermont Profile \(2018\)](#)

⁸ As potential modifications are discussed, this reading can serve as a guide to consider strategies that support the infant and toddler child care market: [State and Local Strategies to Strengthen Infant and Toddler Care During Pre-K Expansion](#)

			Local education agencies had ten years to build a system with annual plans, and in collaboration with existing providers. ⁹		2022 – Governor Murphy announced plans to reach universal preschool enrollment (plan to be released Fall 2023)
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Program Standards

Maine has program requirements that all programs receiving public Pre-K funds must adhere to, as detailed in [Chapter 124: Basic Approval Standards: Public Preschool Programs](#) (“Chapter 124”). The pilots are an opportunity to explore potential modifications to the standards that keep quality while promoting expansion at scale.

Considerations	Current Regulations/ Policy Additional Information	Questions for Advisory Team	Examples from Other States ¹⁰		
			West Virginia	Vermont	New Jersey
Child age eligibility for 4-year-olds (date)	October 15 th	Will the October 15 th deadline remain? Has this been an issue in the past?	July 1 st .	School districts determine date	October 1st
Family income requirement	No		No	No	No
Minimum hours/ days	10 hours/week for 35 weeks (not including rest time) 175 school days for instruction 42% of programs are full-day and full-day options are growing. Relief funding encouraged full-day programming.	Are minimum hours something to explore changing to get to full day (mandating v. financial incentives)? If so, what are implications for staffing, supports, etc.? Would an increase in minimum hours decrease interest from SAUs?	25 hours/week over school/ academic year	10 hours/week over school/ academic year In 2023, the state Senate considered a law (S.56) requiring full-day through school-based programs. Based on push from child care community, this was dropped (concern that loss of 4-year-olds to public	30 hours/week - 6 hours a day/5 days a week over school/ academic year

⁹ Hunt Institute Webinar – Improving Access to High-Quality Preschool (2023)

¹⁰ [NIEER State of Preschool 2022](#)

				school would harm B-5 system). ¹¹	
Ratios (adult:child)	1:8 children ¹² Note: Maine DOE currently provides waivers on this ratio on a case-by-case basis.	Is the current ratio requirement working, or is this something to consider changing? If so, what are the implications for staffing, supports, etc.?	1:10	1:10	2:15
Maximum Class Size	16 children	Is the current class size maximum working, or is this something to consider modifying based on feedback from providers? If so, what are implications for staffing, supports, etc.?	20 children	20 children	15 children
Curriculum	Comprehensive, aligned, supported, culturally sensitive Evidence-based & aligned with Maine Early Learning Developmental Standards; Experiential learning opportunities. Maine offers a state-developed instructional program – Pre K for ME	To what extent do non-public school-based programs feel they can meet curriculum standards? What are SAU perspectives on curriculum? Would different ECE philosophies (e.g., Montessori) be able to and/or perceive they can participate?	Comprehensive, aligned, supported, culturally sensitive Approval process	Comprehensive, aligned, supported, culturally sensitive Approval process	Comprehensive, aligned, supported, culturally sensitive Approval process
Screening	Screening required for vision, hearing, health & other developmental areas. Screening must use reliable and valid research-based tools.	What impacts might there be on capacity if there were an increased number of children for screening and services?	Vision, hearing, health & more	Vision, hearing, health & more	Vision, hearing, health & more
Assessment	Assessment must be research-based and aligned to Maine Early Learning Developmental Standards.	What are current perceptions around assessment requirements? Is this an area to explore?	Formative assessment process. Early Learning Scale used. ¹³	Must use assessment tool approved by the Agency of Education; aligned assessment system.	Formative assessment process. Provide options of tools to use (Early Learning Scale, HighScope COR,

¹¹ [Vermont Senate Democrats poised to punt full-day Pre-K to study - VTdigger](#)

¹² Minimum: 1 teacher holding appropriate teacher certification and a support staff with a minimum of an Educational Technician Authorization II from the Maine DOE.

¹³ [NIEER Pre-K Data Snapshot: Pre-K and Kindergarten Entry Assessment \(KEA\) Alignment: 2018-2019 School Year](#)

					Teaching Strategies GOLD, or Work Sampling). ¹⁴
Monitoring/ Technical Assistance	Maine Public Preschool Program Annual Report. Site visit once every 3 years. Structured classroom observations; Data used for program improvement	With expansion, what is the capacity to fulfill technical assistance requirements?	Structured classroom observations; Data used for program improvement	Structured classroom observations; Data used for program improvement	Structured classroom observations; Data used for program improvement
Transportation	Local school-level decision. Not all districts offer transportation; reimbursed through regular transportation dollars.	What role does geography play in being able to offer transportation? What other factors contribute to decisions on transportation? If private providers could directly be funded for service, what are implications for transportation options?	Not a mandated service.	More research needed.	Districts provide transportation to public Pre-K students who live remote from school of attending. ¹⁵
Facilities	Indoor: minimum 35 square feet per child Outdoor: minimum 75 square feet per child. Average age of schools is 60 years old; physical infrastructure an issue.	To what extent are facilities available that meet standards and are developmentally appropriate? What role can partnerships play to expand access? What barriers might CBOs face if they want to expand (e.g., cost of space, set-up, zoning considerations)? What are barriers for SAUs?	Indoor: minimum 35 square feet per child Outdoor: minimum 75 square feet per child.	More research needed.	950 square feet per room (about 63 square feet per child in room with 15 students). ¹⁶

¹⁴ [NIEER Pre-K Data Snapshot: Pre-K and Kindergarten Entry Assessment \(KEA\) Alignment: 2018-2019 School Year](#)

¹⁵ [N.J.A.C. 6A:27, Student Transportation](#)

¹⁶ [Facilities Efficiency Standards: Early Childhood Center](#)

Funding and Financing

This section describes the amount per pupil spent and how funding flows from the state to public Pre-K programs.

Considerations	Current Regulations/ Policy Additional Information	Questions for Advisory Team	Examples from Other States ¹⁷		
			West Virginia	Vermont	New Jersey
Amount spent per child in public Pre-K¹⁸	The state average is \$4,056 ¹⁹ and does not capture the locally required contribution that is part of the funding formula. State and local share per district varies. See Essential Programs and Services (EPS) Funding page for more information.	Will the PDG B-5 cost modeling work change this number? Is this amount perceived as sufficient?	\$6,551	\$7,316	\$17,088
Funding flow and rates	To SAUs via Essential Programs and Services (EPS) . Funding is 1.10 times the per-pupil foundational base rate for public Pre-K, Kindergarten, and Grade 1 - even though ratio requirements are different. Funding formula includes factors to account for additional needs or supports, like funding for English-language learners and low-income districts. School districts receive funding based on public Pre-K enrollment, but do not have to spend that amount on public Pre-K. No difference in funding if provide half- or full-day – thus, incentivizes half-day.	Does this make sense for UPK? Are there other strategies that can better support partnerships with CBOs and family child care? Should the rate be changed to reflect ratio difference between public Pre-K and Kindergarten/ Grade 1? Should funding formula be modified to incentivize full-day?	To school districts through school aid funding.	To public school districts. Funding for Act 166 (Universal Prekindergarten) uses federal, state, local dollars. Public Pre-K cost is part of school district's budget. For children enrolled in a program not operated by a school district, district pays for 10 hours of public Pre-K. ²⁰	To school districts, who subcontract with private providers. Funding rates differ by setting (child care, school district Head Start – highest funding rates is for child care) and enrollment projections.

¹⁷ [NIEER State of Preschool 2022](#)

¹⁸ [NIEER State of Preschool 2022](#)

¹⁹ Comparison: CCDF monthly reimbursement rate for preschool-age child is \$1,140 (center-based) and \$975 (family child care), 2021 [Key Cross-State Variations in CCDF Policies as of October 1, 2021: The CCDF Policies Database Book of Tables \(hhs.gov\)](#)

²⁰ Tuition rates available here: [Universal Prekindergarten: Funding](#)

Local match required	Yes. The statewide average is 45%. The actual percentage varies greatly depending on the community, with some communities responsible for nearly the full cost of public education.	How does the local match factor into extent communities open to public Pre-K?	No	No	No
Special education	<p>School systems have Memorandum of Understanding with Child Development Services (CDS)</p> <p>System is very taxed capacity-wise as Part B and Part C referrals continue to increase.</p> <p>Some districts contract with CDS so that the school provides services and gets reimbursed from CSD, rather than have CDS provider intervention.</p>	<p>How do we avoid burdening an already overloaded early intervention/ special education system?</p> <p>Would realizing the shift in responsibility for Part B, 619 to the public schools actually result in a stronger early intervention system with smoother transitions for children/families and more timely services?</p> <p>What would be the ideal for provision of special education? (e.g., does SAU take on the FAPE? Should school provide service and get reimbursed by CDS? Etc.)</p> <p>Is there a way to track successes/barriers in the SAUs that are already taking on the Part B role? If not, moving forward, can we track these better?</p>	School district	<p>School districts</p> <p>Act 166 UPK Partnership agreements must include expectations for early childhood special education and related services.</p>	School district

Capacity/Access

This section describes the extent of children served in public Pre-K and where they are served.

Considerations	Current Status Additional Information	Questions for Advisory Team	Examples from Other States ²¹		
			West Virginia	Vermont	New Jersey
Percent of state served	52% 4-year-olds 0% 3-year-olds	Implications for capacity of special education system when percent of children served increases?	63% 4-year-olds 6% 3-year-olds	65% 4-year-olds 35% 3-year-olds	28% 4-year-olds ²² 20% 3-year-olds
Percent of public school districts offering public Pre-K	80% offer in at least 1 classroom. ²³	What prevents districts from participating? What would encourage them? Within the 80% offering, to what extent are they meeting demand?	100% of counties/ parishes	100% of school districts	30%

Workforce

This section describes what qualifications public Pre-K teachers must have, how much professional development they receive, and other information about the ECE workforce. [Chapter 115 Part II](#) describes Maine’s requirements for educators.

Considerations	Current Status Additional Information	Questions for Advisory Team	Examples from Other States		
			West Virginia	Vermont	New Jersey
Lead Teacher Qualifications	Hold Maine DOE Early Childhood 081 (B-5) endorsement. 029 endorsement also recognized. BA required as part of either endorsement.	What is the capacity to meet an increased number of teachers necessary to staff classrooms?	BA in ECE or related field	Public School: Licensed with an endorsement in ECE and/or EC special education.	BA required Note that for Abbott districts, it took approximately six years and lots of

²¹ [NIEER State of Preschool 2022](#)

²² Note that the state has several Pre-K programs (defined by NIEER), with those included, about 40% of 4-year-olds have access and 30% of 3-year-olds

²³ [Public Preschool | Department of Education](#)

	All preschool staff must join the Maine Roads to Quality Registry	To what extent does this pose a barrier for community partners? What does the pipeline look like for onramps into ECE? Are there other pathways to credentialing?		Private: Licensed educator is required to oversee lead teachers in private UPK classrooms.	funding to get to BA targets. ²⁴
Assistant Teacher Qualifications (Minimum)	Educational Technician II Authorization from the Maine DOE; and Obtains a Level 4 status on the Maine Roads to Quality Registry within 3 years. All preschool staff must join the Maine Roads to Quality Registry	To what extent does this pose a barrier for community partners?	Early Childhood Classroom Assistant Teacher Authorization [CDA or equivalent]	CDA or equivalent	CDA or equivalent
Professional Development	Lead Teachers: 6 credit hours or 90 contact hours; PD plans (recertification every 5 years) Assistant teachers: 3 semester credits or 60 contact hours ²⁵ (recertification every five years)	To what extent does this pose a barrier for community partners?	15 hours/year; PD plans; Coaching (classrooms collaborating with Head Start)	6 credit hours/5 years (teachers); 15 hr/year (assistants); PD plans; Coaching (public & some nonpublic)	100 hours/5 years; PD plans (teachers only); Coaching
Pay Parity to K-3²⁶	Yes, in public schools. No, in nonpublic settings.	Should the pilots explore pay parity in nonpublic settings? What are implications of pay parity for public Pre-K staff only? (e.g., if some classrooms have public Pre-K funding in which staff earning significantly more than classrooms with non-public Pre-K funding?)	Yes, in public schools. No, in nonpublic settings.	Yes, in public schools. No, in nonpublic settings.	Yes, for public and nonpublic settings (Abbott districts). ²⁷ Benefits are not always equivalent to K-3. COLA made to regional county per pupil rate but real cost isn't keeping up - salaries may go up but not benefits for private providers. ²⁸

²⁴ Hunt Institute Webinar – Improving Access to High-Quality Preschool (2023)

²⁵ [Certification Renewals | Department of Education \(maine.gov\)](#)

²⁶ [Unworthy Wages: State-Funded Preschool Teacher Salaries and Benefits](#)

²⁷ [New Jersey Pre-K](#)

²⁸ Hunt Institute Webinar – Increasing Access to High-Quality Pre-K (2023)

Partnerships

In Maine, SAUs who receive public Pre-K funding can partner with child care and Head Start programs to provide services.

Considerations	Current Status Additional Information	Questions for Advisory Team	Examples from Other States ²⁹		
			West Virginia	Vermont	New Jersey
Partnership/ Collaboration Rate	24% of SAUs in partnership (Head Start, local child care, private preschool program) (SY 2022-23)	What has incentivized SAUs to partner? What barriers keep SAUs from partnership? (e.g., lack of interest, administrative requirements, etc.)	83%	88%	n/a
Partnership requirements	Must adhere to Chapter 124 and be licensed. Can have mixed age groups but public Pre-K dollars can only be used for eligible 4-year-olds	What feedback have SAUs and partners provided on the requirements – what's worked well? What are barriers? To what extent do credential requirements impede partnerships?	Participants in a county collaborative early childhood team have entered into individual partnerships. ³⁰ County-wide universal enrollment process	Meet prekindergarten administrative rules. ³¹ The state has a list of prequalified public Pre-K providers. ³²	Meet public Pre-K program requirements. ³³

Conclusion

Maine's Pre-K Expansion Advisory Team has an exciting and promising opportunity to explore changes to Maine's existing public Pre-K model through the pilots. Information from this landscape analysis is intended to provide a common reference for Advisory Team members to understand current policies, regulations, and practices as they consider what's worked well and what changes can be explored during the pilots.

²⁹ [NIEER State of Preschool 2022](#)

³⁰ [Classrooms, Collaboration and Partnerships - West Virginia Department of Education \(wvde.us\)](#)

³¹ [Series 2600 – Prekindergarten Education | Agency of Education](#)

³² [Allowable Use of Publicly-Funded Prekindergarten Education Dollars](#)

³³ [Chapter 13A, Elements of High-Quality Preschool Programs](#)