LD 135 - MaineCare Billling & Child Find (Part C)	Yea	ər 1 /	/ Mor	oths (.	lanuar	-v 202	22-De	ecem	ıber 20	22)	Ye	ar 2 /	Mon	ths (.l:	anuar	v 202:	3-Dec	cemb	per 202	23)	Ye	ar 3 /	Month	s (.la	nuarv	2024	-Dec	embei	r 202	24)	Ye	ar 4 / N	/onth	s (Jan	uary 2	025-De	ecemb	oer 20'	25)
Task	1	2	3	4	5 6	7	8	9	10 11	11 12	1	2	3	4 5		7	8	9 1	10 11	12	1	2	3 4	5	6	7	8	9 10	111	12	1	2	3 4	5	6 7	7 8	9 1	ber 202	12
Fiscal Considerations												_															-												
MaineCare Billing Expansion (as reflected in LD 255 & LD 386)																																						Τ	
Support revision of section 106 to increase school- based MaineCare billing																																							
MEPRI review other states' billing structures																																							1
MaineCare Early Intervention Policies including billing for consultation services																																							
Determine cost of increased staff if Part C eligibility is exanded																																							
Determine how SEED money is used for school-based services																																							
Fiscal analysis of expansion of Part C eligibility																																							
OMS Rate Study																																							
Explore Early Intervention Private Insurance Statute																																							
Centralized Billing System (as reflected in 255 & 386)																																							<u> </u>
Institute Child Find Plan and Renaming Campaign (contained in the consideration for the refinement of the regulations included in 255)																																							
Early Intervention Renaming (Develop RFP)																																							1
Campaign to build awareness of new name (as LD 255 & LD 386)																																							
Child Find plan																																							
Review Developmental Delay criteria for Part C																																							
Training & Professional Development																																							
Competencies, Training & Evidence-Based Practice Coaching (as reflected in LD 255)																																							

LD 255 - Timeline (Part C Transition)	Yea	ar 1 /	Month	าร (Ja	anuar	v 202	2-De	cemb	per 20	022)	Υe	ar 2	' Mon	ths (,	Janua	arv 20)23-D	ecem	nber 2	2023)	Y	Year 3	/ Mon	ths (.	Janua	arv 20	24-De	ecemt	per 20	24)	Ye	ear 4 / I	Month	hs (Ja	anuai	rv 202	25-De	cem	nber 2	2025	5)
Task										1 12												1 2										2									
Considerations for Department of Education (Lead Agency)																																									
Maintain oversight of 16 required components of Part C																																									
Ensure compliance by monitoring/oversight of SIEU																																									
Interagency agreements/coordinate resources across agencies																																									
Ensure the convening of the State interagency coordinating council (SICC)																																									
Submission of annual federal reports & applications																																									
System of personnel development																																									
Build public awareness of change in PT C name (create materials that reflect renaming)																																									
Revise State Regulations to include (but not limited to): - Definition of Developmental Delay - Child Find - Identification and evaluation - Provision of service - Personnel qualifications - Procedural safeguards																																									
Considerations for State IEU (SIEU)																																									
Propose revisions to statutes																							۱ <u> </u>														1				

	Office of Special Education Programs (OSEP - federal																																	
	Approval)																																	
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	Apply for Part C Extended Option																																	
	Formation of Board																																	
	Study other boards, including boards in other states Define and articulate roles and responsibilities of																			_														
	members of the Board Appointment by Commissioner of																																	
	DOE																																	
	- Role of the Chair and term of service																																	
	- Responsibilities and authority for each member																																	
	- Length of term for each member (stagger terms)																																	
	- Bylaws																																	
	-					+									_						+						-	+	+ +		+ +			
	Executive Director hired by Board																			_														
	onsiderations																																	
	Reconcile collective bargaining agreements to reflect																																	
	the transition																																	
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I	State-Level Transition Leadership Planning																																	
	Determine which CDS staff will transition to Part C (to																																	
	maintain existing benefits/retirement)																																	
	Examine how to use 9 existing regional sites																																	
First C	CDS Part C evidence-based practices training																							-										
Fiscal Con	siderations																																	
	Central Billing System Implemention																																	
		$ \rightarrow $											+	-+		+		+		_	+			+	+		_	+	\vdash	_	+		_	
	Fiscal analysis of extended eligibility under Part C option																																	
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	Determine the cost of administering Part C as an SIEU																																	
												-																						
	MaineCare for Part C																																	
	OMS Rate Study																																	
	Funding formula and mechanism for Part C																																	
Complete	Guidance & Training																																	
	Training and Professional Development																																	
	LD 386 - Part B 619	Yea	r 1 / Mo	onths ((Janua	ry 202	2-Decen	nber 2	2022)	Ye	ear 2 / N	Month	is (Jan	luary	2023-0	Decen	nber 20	23)	Year 3 /	Month	s (Jan	uary 202	24-Dec	embe	er 2024	1)	Year	4 / Mo	onths	(Janu	ary 202	25-Deo	cembei	2025)
	Task	1	2 3	4	5 6	6 7	8 9	10 1	11 12	1	2	3 4	5	6	7 8	9	10 11	12	1 2	3 4	5	6 7	8	9 10	11	12	1 2	2 3	4	5	6 7	8	9 10	11 12
	ions for Department of Education & Office of Special																																	
Services																																		
	Hybrid Model: Provision of services for 3-5 year olds by																																	
	SAUs											-												+										
	Build public awareness of separation of PT C & PT B																																	
I	(create materials that reflect renaming)																																	
	Revise State Regulations to include (but not limited to):																																	
	- Child Find																																	
	- Determine eligibility requirements																																	
	- Identification and evaluation																																	
	- Provision of service																																	
	- Personnel qualifications																																	
	- Procedural safeguards																																	
	Office of Special Education Programs (OSEP - federal																1																	
	Approval)																																	
	Revise State Statutes & propose to committee																																	
Considerat	tions for State-Level to SAU Oversight & Responsibilities																																	

	Contract with an independent project manager to																
	oversee the transition																
	Consideration for how the new and existing SAU-																
	managed programs will be included in the transition planning																
	Identify components of readiness assessment to																
	determine an SAU's capacity to assume programming																
	Consideration for how Early Childhood Learning staff will																
	continue to partner with 4 year old public preschool programs																
	Create transition resources, including resource mapping																
	and readiness assessments, for SAUs to access to prepare for the transition of 3 and 4 year old children to																
	SAUs.																
	Considerations for the transition of the Administrative				_												
	Office staff from CDS (includes planning through																
	transition)																
	- Existing HR, fiscal, clerical																
	Consideration of transition to SAU oversight (hybrid model)																
Staffing Co	nsiderations																
	Reconcile collective bargaining agreements to reflect																
	the transition				_												
	Develop a job description and hire a Project Manager to serve in a limited-period position																
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	Analyze which positions will need to remain in Part C																
	Determine compensation package for those existing	\uparrow															
	Part C staff																
	Preparedness for 282s - Identify the needs of existing CDS staff to transition to earning their 282s - Develop tiers of credentially pathways for staff, based																
	on the identified needs																
	Implementation of credenitaling pathways	 +								\rightarrow							
	Full credentially of existing individuals that want to transition to SAUs																
	Retirement system considerations - Create outline for what transitioning to MEPERS will look like for someone vested and someone who is not vested Function location of the state of th																
Fiscal Con	- Explain how someone can opt to stay in Part C				_												
	SIDERATIONS																
	Central Billing System																
	MaineCare School-Based Services Section - Expanding the school-based services that are reimburseable through MaineCare (Ch 106 update)																
	Conduct a rate study and establish a rate structure for																
	special purpose private preschools											$\left \right $					
	Rate Study by OMS																
	Consideration of funding sources for 619 Services								1	- -		+					
	Consideration of the fiscal support in the funding formula for transitioning 282s to SAUs																
	Analysis of fiscal impact on private industry																
	Fiscal management of transferring responsibility/contracts for lease spaces for existing programs to SAUs																
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Consideration of programming and placement options for and budgetary impact of high-need students																
Consideration of those districts with public preK and																
determining how this change will affect their existing																
subsidy (impact & management)																
Guidance & Training Considerations																
Inclusion Guidance Document & training																
Training and Professional Development																
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