

PRESCHOOL DEVELOPMENT GRANTS 2016 ANNUAL PERFORMANCE REPORT

Maine





U.S. Department of Education PDG Grant Performance Report Cover Sheet

Based on ED 524B OMB No. 1894-0003 Exp. 06/30/2017

Check only one box per Program Office instructions. Annual Performance Report Final Performance Report

General Information

1. PR/Award #: S419B150016 2. Grantee Federal Information Processing Code: 23

3. Project Title: Maine Preschool Expansion

4. Grantee Name: Maine Department of Education

5. Grantee Address: 23 State House Station

City: Augusta State: Maine Zip: 04333

6. Project Director Name: Deborah J. Lajoie

Title: Preschool Expansion Grant Manager

Phone #: (207) 624-6613 Ext.: Fax #:

Email Address: Deborah.J.Lajoie@maine.gov

Reporting Period Information

7. Reporting Period: From: 01/01/2016 To: 12/31/2016

8. Budget Expenditures (To be completed by your Business Office. See instructions.)

Budget Period	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	\$2,325,494.00	\$1,820,841.00
b. Current Budget Period	\$4,319,814.72	\$4,255,215.00
c. Entire Project Period (For Final Performance Reports only)		

9. Indirect Cost Information (To be completed by your Business Office. See instructions.)

a. Are you claiming indirect costs under this grant? Yes No

b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? Yes No

c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017

Approving Federal agency: ED Other Specify other: _____

Type of Rate: (Final Performance Reports only) Provisional Final Other Specify other: _____

d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement

Complies with 34 CFR 76.564(c)(2)?

10. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? Yes No

b. If no, when will the data be available and submitted to the Department? _____



U.S. Department of Education PDG Annual Performance Report Executive Summary

Based on ED 524B OMB No. 1894-0003 Exp. 06/30/2017

Grantee State: ME

PR/Award #: S419B150016

You are required to submit an Executive Summary of up to 3000 words with your Annual Performance Report. This summary should relate to your approved application and summarize the goals and objectives that have been achieved under your grant, what you learned, and any evaluation results. Describe any unanticipated outcomes or benefits from your project and any barriers that you may have encountered. If there have been any changes to the project from the approved application, those should be explained as well.

"The Oxford Hills School District is honored to participate in the Preschool Expansion Grant which has ensured a high level of fidelity in our program by providing significant improvement in our academic rigor, social and emotional development and connections with our families. The professional development provided by the Maine Department of Education was focused on improving the pedagogy of our instruction and the knowledge of our content. It has been, without question, one of the most demanding and fulfilling experiences our staff has experienced. I can say with strong confidence that the students being served by our preschool programs are entering kindergarten on a level playing field and with the skills necessary to be successful."

- Rick Colpitts, Superintendent, MSAD 17, Oxford Hills

In the second year of Preschool Expansion Grant (PEG) implementation the Maine Department of Education (DOE) made substantial progress toward its PEG goals. Maine DOE worked with eleven subgrantees to increase access to high quality PreK for moderate income families. In the eleven subgrantee public school districts 4 new classrooms were opened in 2016 and 30 of the classrooms that had opened or expanded under PEG in 2015 continued operating in 2016.

In the current school year, Maine subgrantees are serving 446 children, 406 of which are PEG eligible. Maine's PEG eligible child enrollment is 59% of its original grant year 2 projection of 694 enrolled children. Maine did not reach its 2016 enrollment goals for three factors; the assumption that kindergarten enrollment numbers multiplied by the district's free/reduced lunch rates provided an accurate baseline estimate for projecting potential preschool enrollment was not an accurate assumption, second the loss of a subgrantee in 2016 and also contributing to the shortfall was that the income ceiling of 200% Federal Poverty Level (FPL) and below created a barrier to enrollment. Based on the formula for PEG funding enrolling non-PEG qualified children penalized subgrantees, therefore leaving available enrollment slots not filled. In a proactive approach to meet enrollment projections in 2016 Maine linked eligible enrollment numbers to subgrantee funding, met with each subgrantee in July 2016 requiring each to develop a recruitment and enrollment action plan, and requested subgrantee enrollment progress reports in May and October 2016. Additionally, in an effort to increase enrollment in high-need areas, Maine DOE worked to add two new subgrantees to its project. In the end, the addition of the new subgrantees to Maine's project in 2016 was not feasible.

The following is a complete 2016 subgrantee list including eligible child enrollment numbers :

- *RSU 12* - RSU 12 projected 106 eligible children in 7 classrooms and reached 54 eligible children enrolled in 5 classrooms. The subgrantee opened a new classroom in Windsor Elementary School. RSU 12 is committed to both heterogeneous grouping and in providing their resident communities with universal PreK. The district chose to enroll 20% non-PEG eligible children (13) and financed 20% of the PreK programming through their local budget.
- *RSU 17* - RSU 17 projected 133 eligible children in 9 classrooms and reached 96 eligible children enrolled in 8 classrooms. The district joined PEG because it was interested in

improving its PreK slots and PreK programming. The district has adopted all high-quality elements required by the grant, however the increase to full day PreK programming, from its half-day format was not favorable to some families. Additionally, seventeen families interested in enrolling children were within 1% of the family income conditions for grant eligibility. The children from these families were not enrolled in PreK because enrollment would have impacted the district's local budget.

- *RSU 37* - projected 41 eligible children and enrolled 22 eligible children in 3 classrooms, but is serving a total of 32 children at this time, using 31% local funding allowing them to enroll children over the grant's income eligibility.
- *RSU 74* - projected 55 eligible children in 4 classrooms and enrolled 26 PEG eligible children in 2 classrooms.
- *RSU 13* - projected 42 PEG eligible children and has enrolled 48 eligible children and added a classroom in 2016 reaching a total of 4 classrooms.
- *RSU 23* - projected 32 and is serving 20 eligible children
- *RSU 55* - projected 32 and enrolled 25 adding one classroom in 2016
- *Cherryfield* - enrolled 9 of 13 child enrollments projected
- *Lewiston* - 62 eligible children enrolled, 64 projected for 4 classrooms
- *Millinocket* - 28 eligible children enrolled with 26 projected
- *Vassalboro* - 16 eligible children enrolled with 16 projected
- *Sanford* - withdrew April 2016, projected enrolling 112 eligible children

High Quality Standards

All PEG preschool classrooms met the high quality requirements set forth in *Maine Chapter 124: Basic Approval Standards for Public Preschool Programs*. Maine's public preschool program standards meet or exceed quality indicators required by the USED in the grant proposal. In 2016 Maine DOE monitored all PEG classrooms for compliance to program standards and quality indicators. Maine DOE's Public Preschool Monitoring Protocol ensured, through observation and document review, that classrooms received the technical assistance they need to continue to improve. PEG districts received a site visit final report that detailed strengths, recommendations and findings. A response and superintendent certification was required.

Class Size & Adult:Child Ratios

PreK classrooms have an average adult:child ratio of 1:8 and classrooms have no more than 17 children enrolled.

Staffing

All PEG classroom staff lead teachers hold a BS/BA degree and Maine DOE 081 Early Childhood Teacher certification. All PEG assistant teachers (Education Technicians) have at least 60 hours of college credits and are at a Level 4 on the Maine Roads to Quality Career Lattice, indicating they have received training specific to early childhood/child development.

Curriculum

Maine requires all preschool programs use an evidence-based curriculum that aligns to Maine's Early Learning and Development Standards (MELDS). Ten subgrantees use *Opening the World of Learning (OWL) 2005/2012* Pearson. One subgrantee uses *High Scope* curriculum which also addresses all MELDS domains. All grant classroom teachers and teacher assistants received between 24 and 32 hours of intensive curriculum training in 2016. To support teachers to improve curriculum implementation, PEG instructional coaches began using a curriculum fidelity tool in spring 2016. The fidelity tool is designed to ensure teachers adhere to the adopted curriculum so that the child outcomes proven in the curriculum research study are duplicated.

Professional Development

Over the course of the 2016 calendar year, certified trainers have been delivering Hanen's Learning Language and Loving It™(LLLI) training for Prek teachers and assistants in the grant. Kindergarten teachers have joined as space has allowed. All certified Hanen trainers registered with Maine Roads

to Quality (MRTQ), the professional development network for the early childhood workforce in the state and completed a 20-hour adult learning course.

The community of practice for PEG coaches continues to meet monthly and has included some specific coaching training during the fall of 2016.

Maine's Early Learning & Development Standards (MELDS)

Each subgrantee sent a coach or designated person to a MELDS Train the Trainer session on April 1, 2016. The designated trainers began delivering MELDS training to preschool teachers and assistants during the 2016-17 school year and will continue training sessions until all PEG classroom staff has received MELDS training. The Maine DOE began plans for a MELDS website to support all teachers in understanding the standards. Work on the interactive website will continue during 2017.

Children with Special Needs

Of the 406 eligible children enrolled in PreK grant classrooms, 53 children are receiving services under an Individualized Education Program (IEP.) Students needing further evaluation were identified during the screening process while others entered PreK with a diagnosed disability. 13% (53/406) of PEG eligible students served in the grant's preschool classrooms are receiving services from Child Development Services (CDS). Classroom teachers are involved with communication around these services and attend all IEP meetings. Classroom instruction is differentiated for children to support IEP goals. The total number of children served by CDS in the State is 1128 children of a total 4 year old enrollment of 5131 or 22%.

Ongoing Assessment

Subgrantees continue to use Teaching Strategies GOLD or Child Observation Report (COR) for formative classroom assessment. Although there are three summative points in these assessments, classroom teachers are required to collect data and evidence regularly using observation, video, photos, and artifacts from preschool children. The assessments also include parent report of a child's skills and development. These assessments are shared with parents at least two times/year in the form of a parent-teacher conference.

External Evaluation-Child and Classroom Level Assessments

In 2015-16 Maine DOE contracted with the Maine Education Policy Research Institute (MEPRI) at the University of Maine Orono as the external evaluator for the grant, MEPRI collected data at the classroom and child level at the beginning of the 15-16 school year (baseline) and the end to determine the level of improvement in classroom quality as well as child growth. PEG PreK classrooms significantly improved on the CLASS scores in the areas of Emotional Support and Classroom Organization. 29% of the classrooms scored in the high range (6-7) in fall 2015. By late spring 2016 73% scored in the high range for this domain. Similarly, only 12% of the classrooms were in the high range for classroom organization in the fall and increased to 47% at the end of the first year.

All children were given the PPVT-a norm-referenced assessment of receptive language in the fall and spring. Standard scores showed a 60% reduction in the number of children scoring in the "at-risk" range (standard scores below 85). Improvements were greater for children who entered the program with lower PPVT scores, suggesting that those in greatest need are benefiting most from the preschool programs.

The Phonological Awareness Literacy Screen (PALS) was also administered in fall and spring. Analyses found significant improvement in student performance on all subscales. On average, children who entered preschool performing lower than their peers tended to show larger increases over the course of the year. Specifically children identified as being at "some" or "high" risk declined from 75% to 56% across all subscales.

Finally, Teaching Strategies GOLD(TSG) or the Child Observation Report(COR) were used in

subgrantees in partnership with Head Start. There were significant increases on the TSG from fall to spring. As with the other assessments, children who entered the program with lower scores showed the greatest improvement.

The Maine DOE contracted with a new evaluation firm in July 2016. Early Childhood Associates (ECA) conducted classroom observations in fall 2016 using CLASS and ELLCO (Early Language and Literacy Classroom Observation) and PPVT and Woodcock-Johnson subscales on a statistically significant sample of children. The addition of the Woodcock-Johnson will more accurately measure cognitive development. ECA is also administering pre and post “Head, Toes, Knees, Shoulders” as a measure of executive function.

Enrollment & Eligibility

Maine's eleven PEG subgrantees are serving 44% of eligible children in their communities. In year 2 Maine served 406 eligible children.

Coordination with Community Partners

Ten subgrantees have included on-site comprehensive services in their MOUs and these services are provided by a family service worker employed by Head Start. Using the USED definition of comprehensive Maine DOE has determined what is needed by district's not in a formal partnership with Head Start. In addition, Maine DOE staff attends Head Start Director meetings quarterly and Child Development Services (CDS) as needed in order to provide cross-agency coordination of early childhood programs, policies and procedures.

Support to Subgrantees

Maine DOE has been supportive and responsive to subgrantees and has developed strong relationships with each subgrantee. In addition to monthly coordinators and coaches meetings, the grant director meets on site with district staff to develop budgets, review the scope of work and provide resources as needed. Maine provides an early childhood monitor for technical assistance and training and the early childhood specialists aids in curriculum implementation and fidelity.

State Longitudinal Data System (SLDS) (ECIDS)

All four-year olds have been enrolled in the Statewide Longitudinal Data System (SLDS). Maine has executed a trusted broker agreement with the Maine Education Policy Institute to coordinate data from the various segments of Maine's early childhood system including data in the care of Maine Department of Health and Human Services. The combination of four-year old enrollment in the SLDS and data collection by MEPRI provides Maine DOE with the substance to answer ECE policy questions.

Maine DOE no longer receives funding for the SLDS, a change from the time its PEG application was submitted. However, the data team, of which the grant manager is a member, is committed to continuing this work.

Birth-Third Grade Alignment

The districts in the Preschool Expansion Grant began their work on birth-third grade alignment in earnest at the Early Childhood Institute on August 23rd. The B-3 session was led by Shannon Riley-Ayers and Vincent Costanza from NIEER, each district created a Professional Learning Community(PLC) with the following members: principal, kindergarten teacher, preschool teacher, one staff from central office responsible for curriculum decisions and a Head Start partner representative. The focus for 2016-17 is preschool to kindergarten alignment in one or more of the following areas: curriculum, instruction, assessment and family engagement. The PLCs were required to meet at the local level and then attend a state meeting to listen to B-3 content area experts, communicate their progress and determine next steps. The next statewide meeting will be held in March. Each district

Imus! develop a "product" that demonstrates tangible progress toward alignment.



U.S. Department of Education
PDG Annual Performance Report
Grant Status Form
Explanation of Progress (524B Section A)
Based on ED 524B OMB No. 1894-0003 Exp. 06/30/2017

Grantee State: ME

PR/Award #: S419B150016

Section A: Performance Objectives Information and Related Performance Measures Data (narrative)

1. Project Objective

1(a) GPRA Performance Measure: The number and percentage of Eligible Children served in High-Quality Preschool Programs funded by the grant. Describe the State's progress in meeting this Government Performance and Results Act (GPRA) measure based on enrollment of Eligible Children in High-Quality Preschool Programs funded by the grant as of December 1, 2016.

In 2016 Maine Department of Education's eleven (11) public school district subgrantees served children in thirty-three (33) Maine cities and towns covering 9 of the State's 16 counties. Maine's eleven PEG subgrantees enrolled 406 PEG eligible children in 2016, 59% of its original projected enrollment. 2016 revealed the percentage of four-year olds enrolled in preschool increased from 41% to 44% over the last year. In early 2016 Maine's largest PEG subgrantee withdrew from the project after reaching a conclusion that continued participation in PEG was not feasible. The Head Start agency collaborating with the subgrantee, as required by Maine's grant, could not continue collaboration based on concerns to meet the demands of developing a program to meet both Head Start grant quality metrics and PEG grant requirements. Both partners in the collaboration had recently experienced a change in top management and were experiencing capacity issues while attempting to undertake a number of new initiatives as a result of the leadership changes. The district's withdrawal was finalized in April 2016 and accounted for 112 children of the 694 projected enrollments in grant year 2. Maine countered the subgrantee's withdrawal by initiating planning discussions to bring two new subgrantee school districts into the project. The timing of the final approval for withdrawal and the ensuing new subgrantee planning discussions was too late in the budgeting process to provide the level of local funding needed to support additional subgrantees. Planning is underway in 2017 to increase the number of subgrantees which will allow Maine to reach more PEG eligible children in the 2017-18 school year.

Maine is generally experiencing declining enrollment in public schools equating to 5% over the last five years. In 2016 Maine linked eligible child enrollment slots to PEG subgrantee funding, requiring subgrantees to intensify recruitment and enrollment activities. The relationship to funding was detailed in the subgrantees' scope of work and specifically outlined the possible loss of funding if child enrollment projections were not met. In the summer of 2016 Maine met with each subgrantee to prioritize enrollment of PEG eligible children and specifically addressed the disparities in the number of children subgrantees originally projected and actual enrollment. Each subgrantee was required to work with their Head Start and their IDEA part B partner to develop a recruitment and enrollment strategy and action plan for the upcoming school year. Various recruitment and enrollment methods include signage, newsletters, communication with 3 year old families, instant messaging, outreach to Maine DHHS, outreach to Maine child protective services, visits to doctors' offices among a host of other traditional and non-traditional recruitment strategies. Additionally, all subgrantees provide transportation eliminating any barrier for parents to transport to and from PreK.

In 2017 planning is underway to contract with a marketing and public relations agency to determine the root causes of the lower than expected enrollment. Maine's work with a professional marketing agency will provide quantifiable information and a counter strategy to meet projected PEG eligible child enrollment in 2017. Lastly, 2017-18 subgrantee funding will be allocated based on PEG eligible enrollment slots and distributed only after verification of PEG eligible child enrollment. Maine anticipates surveying kindergarten parents in subgrantee districts to determine awareness & perceptions and barriers to enrolling in public PreK programs.

Please describe, as required in Program Requirement (k)(2) in the Notice Inviting Applicants (NIA), how the State established policies and procedures that ensure that the percentage of Eligible Children with disabilities served by the High-Quality Preschool Programs is not less than either the percentage of four-year-old children served statewide through part B, section 619 of IDEA (20 U.S.C. 1400 et seq.), or the current national average, whichever is greater.

Note: The current national percentage of four year-old-children receiving services through part B, section 619 of IDEA is 6.4%. Source: 2012 IDEA Part B Child Count (www.ideadata.org). States should include detailed information on ALL structural elements.

In 2016 Maine subgrantees enrolled 53 children, or 13% of children with IEPs. Maine's state-wide percentage of children served with disabilities is 22%.

Maine DOE's grant application established a detailed plan to ensure high quality PreK expanded to those families in most need of those services including children with disabilities. Policies and procedures created for subgrantees, along with all public PreK programs in Maine, were established. Policies and procedures included, under Maine DOE Chapter 124 Public Preschool Program Standards, a requirement for districts to execute an annual memorandum of understanding with Child Development Services (CDS.) CDS is the independent education unit responsible in Maine for IDEA Part B. Ensuring the execution of the CDS MOU is included in Maine's early childhood program monitoring protocol. Additionally, Maine requires PEG subgrantees, and encourages all public school districts, to collaborate with CDS and Head Start to conduct developmental screenings. Maine school districts are also required to establish a child find policy that includes PreK programs.

Maine utilized grant funds to hire an early childhood program monitor and Maine DOE shares this position and its costs with Child Development Services. This infrastructure and the sharing of responsibility and oversight ensures that children with disabilities are being served, standards are applied consistently and that children are in the least restrictive environment. There is a current and ongoing expectation for CDS approved preschool providers to integrate Maine's ELDS in their settings; that way Maine will have common expectations for both general ECE and early childhood special education placements for children with identified disabilities across all private preschool providers, Head Start, child care and public preschool settings. CDS also provides ongoing consultation to the public preschool programs and can provide additional classroom support, if needed, with an Educational Technician or a 282 Certified Teacher (Birth-5 Special Educator). CDS can provide all of the support services indicated on the child's IEP-speech and language, occupational and physical therapy and Specially Designed Instruction (SDI), if needed. CDS can also contract with school therapists if their caseloads allow.

Maine will begin a project in 2017, in collaboration with CDS, to create a supplement to its Maine Early Learning and Development Standards (MELDS) document. The supplement will provide suggestions for differentiated instruction and activities for children of all abilities.

Maine also is a member of PDAT a professional development collaboration that includes the executive and assistant executive director for CDS. This cross-system membership ensures early childhood training is developed with multiple views and provides an opportunity to develop training and professional development with a lens for children of all abilities.

Describe the State's progress in increasing the number and percentage of Eligible Children served in High-Quality Preschool Programs funded by the grant.

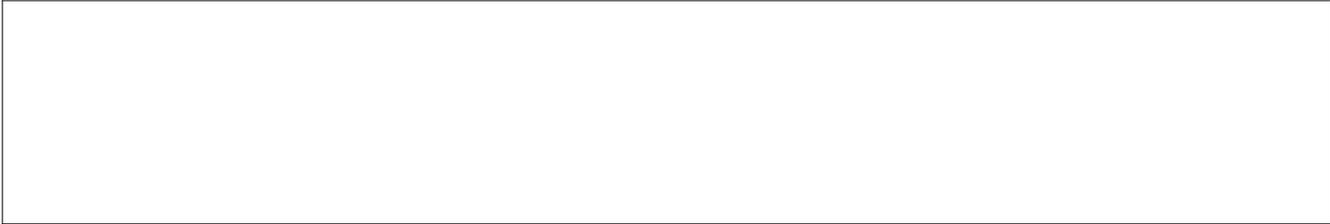
In 2015 Maine enrolled 479 eligible children. In 2016 Maine enrolled 406 eligible children, a loss of 73 eligible children. A number of factors contributed to the decrease in enrollment including the loss of Maine's largest PEG subgrantee that withdrew from the project after reaching a conclusion that continued participation in PEG was not feasible. The district's withdrawal was finalized in April 2016 and accounted for 112 children. Maine countered the subgrantee's withdrawal by initiating planning discussions to bring two new subgrantee school districts into the project. The timing of the final approval for withdrawal and the ensuing new subgrantee planning discussions was too late in the budgeting process to provide the level of local funding needed to support additional subgrantees. Planning is underway in 2017 to increase the number of subgrantees which will allow Maine to reach more PEG eligible children in the 2017-18 school year.

Maine is experiencing declining enrollment in public schools equating to 5% over the last five years. In 2016 Maine linked eligible child enrollment slots to PEG subgrantee funding, requiring subgrantees to intensify recruitment and enrollment activities. The relationship to funding was detailed in the subgrantees' scope of work and specifically outlined the possible loss of funding if child enrollment projections were not met. In the summer of 2016 Maine met with each subgrantee to prioritize enrollment of PEG eligible children and specifically addressed the disparities in the number of children subgrantees originally projected and actual enrollment. Each subgrantee was required to work with their Head Start and their IDEA part B partner to develop a recruitment and enrollment strategy and action plan for the upcoming school year. Various recruitment and enrollment methods include signage, newsletters, communication with 3 year old families, instant messenger, outreach to Maine DHHS, Maine child protective services, doctor offices among a host of other traditional and non-traditional recruitment strategies. Additionally, all subgrantees provide transportation eliminating any barrier for parents to transport to and from PreK.

In 2017 planning is underway to contract with a marketing and public relations agency to determine the root causes of the lower than expected enrollment. Maine's work with a professional marketing agency will provide quantifiable information and a counter strategy to meet projected PEG eligible child enrollment in 2017. Lastly, 2017-18 subgrantee funding will be allocated based on PEG eligible enrollment slots and distributed only after verification of PEG eligible child enrollment. Maine anticipates surveying kindergarten parents in subgrantee districts to determine awareness and perceptions of the public PreK programs.

1(b) GPRA Performance Measure: The number and percentage of children served overall in the State Preschool Program. Please describe any increases or decreases in this GPRA measure based on fall enrollment in the State Preschool Program for the 2016-17 school year.

In 2016 Maine increased the percentage of 4 year-olds enrolled in the State PreK program to 44% from the previous year's percentage of 41%. The number of four year olds enrolled in the State PreK program increased from 5131 in 2015 to 5442 in 2016.



1(c) GPRA Performance Measure: The number and percentage of children in the High-Need Communities served by the grant that are ready for kindergarten as determined by the State's Kindergarten Entry Assessment or, if the State does not yet have a Kindergarten Entry Assessment, other valid and reliable means of determining school readiness.

In the Year 2 APR, grantees will provide disaggregated data on the school readiness of the children served by the grant. This may include information collected about the children served by the grant at the end of their 2015-16 preschool year or in their 2016-17 kindergarten year. States may provide data from a sample of children (e.g., a sample being used for any evaluation).

In the Year 2 APR, grantees must describe their progress towards identifying the measures, methods, and data on the school readiness of children served by the Preschool Development Grant. In the narrative below provide the following information:

- The name of the assessment tool(s) and the Essential Domains of School Readiness measured;
- When the assessment tool(s) is/are given (e.g., in preschool and/or kindergarten);
- Whether the assessment is mandated by the State, and for which children;
- How long the State has been using the assessment tool(s);
- Whether the assessment tool(s) is/are implemented throughout the High-Need Community and/or Statewide;
- Whether the State provides or will provide training for local staff administering the assessment. If so, describe the requirements including processes to ensure continued reliability in the administration of the measure;
- If school readiness data is reported to the State, describe when and how data are reported.

Also, please describe, if applicable:

- The State's definition of "school readiness;"
- Disaggregated information about children's school readiness on individual domains or subsets of the measure;
- School readiness data for children disaggregated by subgroup (e.g., students who are American Indian or Alaskan Native; Asian, not Pacific Islander; Native Hawaiian/other Pacific Islander; Black or African American; Hispanic/Latino; White, not Hispanic; two or more races; with disabilities; English learners; and from any other subgroups the state determines appropriate; and
- How the State will continue to make progress in meeting this GPRA measure.

Maine has been a member of the 10-state consortium in North Carolina's Enhanced Assessment Grant (EAG) since 2013. Maine's work within NC's EAG has been to provide expertise to aid in the development of a K-3 formative assessment that includes a KEA. Maine has been involved in the EAG as a tier two state, which required a significant investment of time and energy in training, piloting and field testing the assessment. PEG districts have been involved in training, piloting and field testing the assessment since 2015. With this investment, Maine had intended and understood the Fall 2016 KEA data would be reportable to address GPRA measure (1c), kindergarten readiness.

The KEA developed in NC's EAG was administered by kindergarten teachers in PEG districts in the Fall of 2016, however SRI International's developers and researchers indicated the data is not ready to be shared and remains under the conditions of research. SRI, in a recent communication, provided additional detail indicating the KEA domains have not yet been assigned grade level expectations nor does SRI have a way to report the data in the way that

would be meaningful to determine kindergarten readiness.

As an alternative Maine proposes to determine school readiness using data collected in the spring 2016 administration of Teaching Strategies GOLD (TSG), Child Observation Report (COR) or Phonological Awareness Literacy Screening (PALS.) TSG and COR assessments together include the following Essential Domains of School Readiness: Approaches to Learning, Social-Emotional Development, Physical Development and Health, Language, Literacy, Communication, Cognitive, Creative Arts, Science, Social Studies and Math. TSG and COR, both formative assessments have three summative points throughout the year. The data used to determine school readiness is drawn from the summative reports at the end of preschool, Spring 2016. The TS Gold preschool data was not intended to be used for kindergarten readiness in the Maine project but serves as a proxy for school readiness in 2016. Overall child outcome results for TS Gold and COR reported by Maine's PEG external evaluator indicated 66% of children met or exceeded expectations in TSG's six domains and COR's eight domains. Two districts using PALS reported 40% were kindergarten ready as determined by the PALS screening in the Spring 2016 administration.

The Maine DOE does not mandate a Kindergarten Entry Assessment (KEA.) PreK teachers receive assessment training through Head Start; training is not provided at the state level at this time. Reliability training is provided online in each assessment platform, teachers are required to complete the inter-rater reliability training. School readiness data, outside of the PEG districts, is not reported to the state.

Maine is currently planning to support a KEA for districts that are interested. A Kindergarten Entry Assessment is required for all grant districts and in 2016 Maine had planned to use the NC Consortium's KEA. In 2017 Maine will require all subgrantees to purchase TS Gold and the KEA will be administered to all kindergarten children. The state does collect aggregate outcome data on preschoolers in the spring before kindergarten as part of Maine's Public Preschool Annual Report.

The following data provides a profile of kindergarten ready disaggregated by domain.

School Readiness for children in PEG classrooms:

TSG Spring 2016 End of Preschool Year

Domain	% of children meeting
--------	-----------------------

Cognitive	93%
-----------	-----

Language	93%
----------	-----

Literacy	99%
----------	-----

Math	94%
------	-----

Physical	96%
----------	-----

Social Emotional	86%
------------------	-----

COR Spring 2016 End of Preschool Year

Domain	% of children meeting
--------	-----------------------

Approaches to Learning	68%
------------------------	-----

Creative Arts	92%
Language, Literacy & Communication	76%
Math	84%
Physical and Developmental & Health	80%
Social Emotional Development	68%
Science & Technology	92%
Social Studies	76%

The TS Gold data was reported by domain for each subgrantee. Each subgrantee submitted a TSG Widely Held Expectations Report for Spring 2016. Data disaggregated by domain shows, as expected, math and social-emotional are domains are areas needing more focus. The focus of professional development in grant Year 3 is numeracy and math. Implementing a social-emotional curriculum as well as Hanen training, MELDS training and coaching on teacher/child interactions will contribute to increasing these domains of readiness.

For Preschool Development Grants - Development Grants States ONLY:

1(d) GPRA Performance Measure: The number of States that collect and analyze data on State Preschool Program quality, including the structural elements of quality specified in the definition of High-Quality Preschool Programs.

A large, empty rectangular box with a thin black border, occupying most of the page below the text. It is intended for data entry or reporting.

Section A: Part B - Selection Criteria

In this section of the APR, States will report on their progress addressing the Preschool Development Grant's selection criteria. The State should read the questions carefully and report in the narrative fields directly below the questions. Please include any data, data notes or formulas to help the readers understand the State's narrative responses.

1. Ensuring Quality in Preschool Programs (Selection Criteria "C" of the application)

Describe the State's use of funds received over the grant period for State Preschool Program infrastructure and quality improvements, including the State's efforts to implement a system of monitoring and support at the State level toward activities such as those described in Section (C)(1)(a-k) of the NIA.

Note: States will report amounts and percentage of funds for State Preschool Program infrastructure and High-Quality Preschool Programs in the Competitive Preference Priority 3 Chart.

Maine's PEG classrooms have helped to build and test a system of controls and supports for Maine's public PreK programs. The most significant infrastructures include the piloting of both Maine's PreK program approval application and its annual report. No less significant is Maine's investment in the hiring and training of a early childhood monitor to monitor program quality and compliance. Additionally, PEG subgrantees have helped build systems and coordination with Maine Roads to Quality, the early childhood professional development network.

Maine's PEG funding has helped to train a bank of reliable CLASS® observers for observing PreK classrooms for quality. Maine held two trainings over the last year, training over 25 observers who in turn agreed to provide CLASS® observations for the Maine DOE.

Maine has begun work on a MELDS website that will provide PreK best practices for a wide audience. The website will be interactive holding thousands of high-quality, developmentally appropriate activities at teachers' fingertips. The Georgia Early Learning Department has agreed to share its PEACH HTML code with Maine DOE and Maine's website will be developed and built on the work of Georgia's Department of Early Learning.

Maine has also created a pool of trainers, including MELDS and Hanen trainer that will continue to provide high quality professional development not only their own organization but across early childhood education.

2. Expanding High-Quality Preschool Programs in Each High-Need Community (Selection Criteria D of application)

Describe the progress the State has made during the reporting year to implement and sustain voluntary high quality preschool programs for eligible children in two or more High-Need Communities (Selection Criteria D(4) of the application) that include **ALL** structural elements listed below that are included in the definition of High-Quality Preschool Programs. States should include detailed information on ALL structural elements.

- High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternative pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
- A Full-Day program;
- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- Program evaluation to ensure continuous improvement;
- On-site or accessible Comprehensive Services for children and community partnerships that promote families access to services that support their children's learning and development; and
- Evidence-based health and safety standards.

Please describe the progress the State has made in establishing High-Quality Preschool Programs that include ALL structural elements listed above that are evidence-based and nationally recognized as important for ensuring program quality.

Maine PEG subgrantees' PreK programs have each met the high-quality structural elements nationally recognized as important for ensuring program quality.

PreK programs must meet Maine Rule Chapter 124 (Maine DOE Chapter 124), *Basic Approval Standards for Public Preschool Programs* which requires programs to meet high-quality preschool programming. PreK programs are monitored by the Maine DOE's PreK Program early childhood monitor using CLASS® and Maine DOE's PreK monitoring protocol.

100% of PreK Expansion Grant classrooms are staffed with a lead teacher who holds certification in Early Childhood Education from Maine DOE. In addition to the primary classroom teacher, 100% of subgrantee classrooms employ an assistant who holds a minimum of an Educational Technician II Maine DOE endorsement. Staff employed in PEG classrooms are paid based on the public school district's negotiated contract.

PreK classrooms funded by the PreK Expansion Grant have an adult:child ratio that does not exceed 1:8.

PreK programs are required to hold four-year old programming for 6 hours a day and follow a regular school calendar for a minimum of 175 seat days a year.

Each public PreK program is required to partner with one of nine regional Child Development Services (CDS) sites. This partnerships ensure Child Find, evaluation, and inclusion of children with disabilities. All PreK programs are required to screen children with a research-based screening tool within 30 days of enrollment, providing early detection of delays.

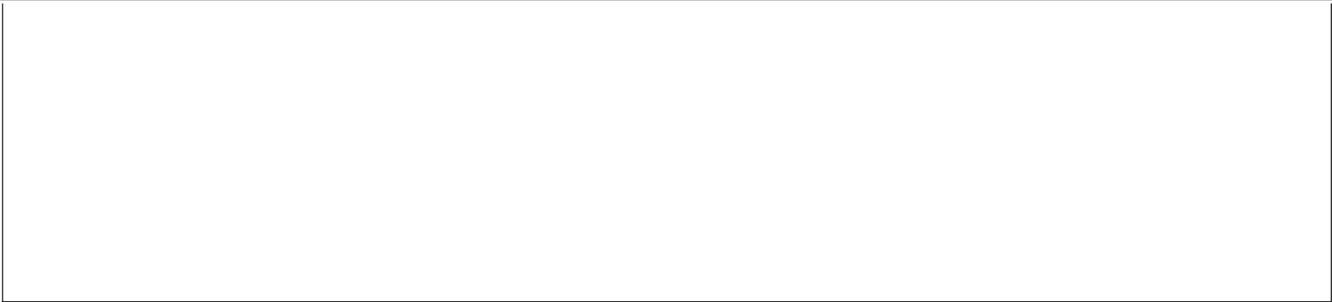
All preschool programs use an evidence-based curriculum that aligns to Maine's Early Learning and Development Standards.

Subgrantees contract with Head Start to deliver comprehensive services for all families. Subgrantees also provide comprehensive services, as federally defined, using one of two models, one under which the teacher is trained to offer and deliver comprehensive services or another under which a family service, social worker or guidance counselor are assigned to implement comprehensive services.

Selection Criteria (D)(4) from NIA

Describe the number and percent of Eligible Children served and the cost per slot.

The total number of eligible children served by the grant in 2016 was 406.
The total expenses for all subgrantees in 2016 was \$4,096,831.00 resulting in a per pupil cost of \$10,090.72.
The slightly elevated cost per slot is due to the number of teachers and educational technicians staffed in each classroom. In 66% of the classrooms, subgrantees chose to staff classrooms with three teachers and Ed Techs to ensure compliance with Maine DOE Chapter 124.



3. Collaborating with Each Subgrantee and Ensuring Strong Partnerships (Selection Criteria E of the application)

Describe the extent to which the State has collaborated with each Subgrantee to ensure that each Subgrantee is effectively implementing High-Quality Preschool Programs (Selection Criteria E (1-9) of the application) and how the State ensures strong partnerships between each Subgrantee and LEAs or other Early Learning Providers, as appropriate.

In 2016 Maine DOE continued monthly meetings of district coordinator meetings including meetings with both subgrantees and their Head Start partners. Maine also facilitated monthly coaches meetings.

In January Maine coordinated a meeting of Head Start technical assistance, representative districts, national school lunch representatives and Maine DOE early childhood staff to develop a guidance document to help initiate conversations about program standards related to food in public preschool/Head Start collaboratives.

Maine provided high-quality joint training for Head Start partners and subgrantees.

Maine developed joint budget documents for collaboratives, provided an interactive scope of work to partnerships, attended Head Start and Child Development Services State Director meetings.

In July Maine met individually with each subgrantee and their Head Start partner to review the subgrantee's budget, Head Start MOU, subgrantee scope of work and program sustainability.

4. Alignment Within a Birth Through Third Grade Continuum (Section F of the application)

Describe progress the State has made for alignment within a birth through third grade continuum in activities for birth through age five programs ((F)(1)(a-b) in the NIA) and kindergarten through third grade ((F)(2)(a-d) in the NIA).

Maine has worked with the grant's technical support advisors to develop a B-3 professional learning community (PLC) in each subgrantee district . The B-3 PLC membership includes district administration, classroom staff, Part B 619 representative and a Head Start representative. The PLC is the foundation from which subgrantees will build an understanding of the B-3 continuum and its importance in creating lasting systemic change that will impact child outcomes. PLC subgrantee teams came together as a professional cohort twice during 2016. The state-level meetings provided B-3 research and content from national experts that help move teams along in their B-3 journey. Teams were also expected to meet at the local level between state-level meetings. During the year teams were asked to provide a report demonstrating their thought and progress. In 2017 teams are being asked to align curriculum, assessment, instruction or family engagement across PreK and kindergarten. The first year of B-3 PLC team work will culminate in June with each team producing a B-3 product that will demonstrate alignment and can be shared with other PreK programs across the state. During 2017 and into 2018 B-3 PLC work will continue with the primary goals of providing teams with a research-based framework, *Framework for Planning, Implementing and Evaluating PreK to 3rd Grade Approaches*, which will be presented by Kristie Kaurez and the expansion of the alignment to birth on the lower end and 3rd grade on the upper end of the continuum.

Section A: Part C - Competitive Preference Priorities

Competitive Preference Priority 1: Contributing Matching Funds (if included in the State's approved application).

Describe the progress the State has made on its credible plan for obtaining and using non-Federal matching funds to support the implementation of its ambitious and achievable plan during the grant period. For progress *not* made in this area, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period. Please describe any changes made to the data reported in **Table 7(a)**; explain if your *Year 2 Target* differs from the *Year 2 Actual*.

Maine DOE's PEG application detailed a four-year investment toward matching federal funds that totaled over \$18 million, a 126% match level. Maine DOE is set to meet its match target by using State level PreK subsidy funds which have been distributed to all Maine districts offering PreK programming. Maine used the change from 2014 PreK subsidy funding levels to 2016 funding levels in year 2 yielding over \$4 million of State support.

Maine's year 2 match was projected to be \$3,766,167 while actual matching funds through December 31, 2016 totaled \$4,255,215. Subgrantees provided an additional \$470,899.00 of funding from local budgets in year 2. Local contributions and support is expected to quadruple in grant year 3.

A \$1.32 million Maine DOE/Child Development Services data project was finalized in 2016 allowing Maine to account for this State level contribution in year 2 match.

Competitive Preference Priority 2: Supporting the Continuum of Early Learning and Development (if included in the State's approved application).

Describe progress made in creating a more seamless progression of supports and interventions from birth through third grade, such as high-quality infant and toddler care, home visitation, full-day kindergarten, and before and after care services for, at a minimum, a defined cohort of eligible children and their families within each high need community served by each Subgrantee. For progress *not* made in these areas, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

Competitive Preference Priority 3: Creating New High Quality State Preschool Slots (if included in the State's approved application).

Describe progress made in using at least 50% of the State's federal grant award to create new State Preschool Program slots that will increase the overall number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Programs. For progress *not* made in this area, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.



Section B: Budget Information

Budget and Sustainability (Section G in the application)

1. Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year. Explain carry-over funds that have not been expended or obligated from January 1, 2016 through December 31, 2016.

Maine's year 2 actual PEG direct costs totaled \$183,892 a difference of \$62,242 from year 2 direct costs projections. Understanding that indirect cost expenses would be impacting the year 2 budget, the personnel savings from the late hiring of state-level staff in grant year 1, but was intentionally left in personnel to be used for Maine's indirect cost expenses. Maine did not include indirect costs in its original budget, however indirect expenses must be charged to a federal grant awarded to a state agency. Year 2 was the adjustment year to begin to account for PEG indirect expenses.

Savings from Maine's budget for staff benefits will be reallocated to contractual to hire a contractor for an interactive Maine Early Learning and Development Standards (MELDS) web site and to contract for the Early Childhood Integrated Data System (ECIDS) work as outlined in Maine's application.

Subgrantee spending was below year 2 projections by \$970,000. The root causes include subgrantees over estimating PreK funding needed and a delay in subgrantees presenting invoices for the last quarter of 2016. Additionally, funding for targeted activities such as B-3rd grade continuum work and community literacy teams is unspent and account for nearly \$150,000.00.

Technical assistance funds were spent at 60% in year 2 as there was minimal travel to national meetings in year 2.

2. Please describe any substantive changes that you anticipate to the State's Preschool Development Grant budget in the upcoming fiscal year (January 1, 2017 through December 31, 2017).

Although not substantiative budget changes Maine proposes to carryover the year 2 direct costs savings to years 3 & 4 and distribute funding the following categories:

1. Benefits - reduce by \$12,000 in years 3 & 4 and allocate to contractual.
2. Indirect costs - Year 3 at \$21,000 and year 4 at \$23,383.0

3. Describe the State's progress on its plan for sustainability at the end of the grant period to ensure that the number and percentage of Eligible Children with access to High-Quality Preschool Programs in the State will be maintained or expanded, including to additional High-Need Communities.

Maine continues to work with subgrantees on a number of fronts to ensure the sustainability of the high-quality PreK programs created under the PEG.

We continue to encourage the creation and building of partnerships with Head Start. The state-level team facilitates and recognizes the value of these collaborative partnerships in cost

sharing and blending of funds for high-quality PreK program expenses.

In addition to cost sharing Maine has made a commitment to fund PreK programs through state subsidy payments to school districts. PreK subsidy is based on, among a number of elements, child enrollment numbers and is part of Maine's Essential Programs and Services calculation that requires a local district contribution accompany state subsidy. This year the PreK grant budget process required each subgrantee to analyze their PreK revenue streams and balance the revenue streams to PreK program costs, essentially requiring subgrantees to articulate a sustainability plan.

Maine DOE Chapter 124, Public PreK program approval standards contain most of the high-quality elements required under PEG. In December 2016 District Coordinators were presented with an in-depth comparative analysis of Chapter 124 standards and those elements required by the grant. The intent of the comparative analysis presentation was to demonstrate the State's continued commitment to high-quality PreK and to provide information for 2017-18 PEG budgeting to help districts create a sustainability plan.

Lastly, during monthly PreK District Coordinator meetings Maine regularly presents information on the use of ESSA funds to support PreK. More recently the grant manager has begun to research philanthropic funding of PreK to aid districts in creating both public support and an additional income stream.

4. Please provide a brief explanation of any discrepancies, if any, between the Subrecipients' approved budgets and their total expenditures for the reporting year. Explain carry-over funds that have not been expended or obligated from January 1, 2016 through December 31, 2016.

