State Agencies Interdepartmental Early Learning Team (SAIEL)
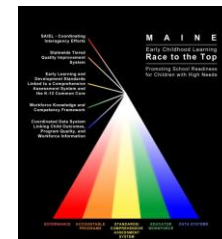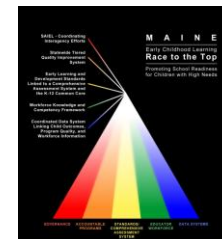
FY13 WORK PLAN

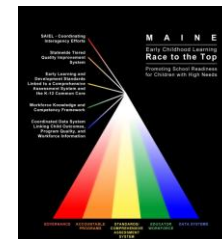| Activities	Time Frame	Who is responsible, who are our partners	Performance Measures		Results/ Outcomes
			Baseline	*Target*	
A. Governance: Increase the number of children who are appropriately referred to and served by community resources that serve their need					
1. The Executive Committee of SAIEL will meet weekly and include no more than six persons, three from each department. 2. SAIEL Management Team, which is a larger group with representation of the major early childhood programs across both departments, will set up meetings with key dept players to share the SAIEL workplan and identify areas where their priorities align. 3. The Executive Committee of SAIEL will review and update the current DHHS/DOE MOU accordingly to align with the components of this work plan.	9/1/12-6/30/13	DOE representation (3) DHHS representation (3)	Current membership: DHHS: Kris Michaud, Sheryl Peavey, Amy Dix DOE: Janine Blatt, Jaci Holmes, Cindy Brown *System Level: *Preliminary findings from the work of SAIEL and the Maine Children's Growth Council Sustainability Committee that indicate opportunities for clarification of function/service and repurposing of funding # Qualitatively, there are*	Commissioners designate appropriate personnel and authority based on staff changes and reconfiguration of responsibilities *System Level: *Completion of a resource map that is used to inform and guide priorities, accountability and collaboration * Through partnership with the Children's Growth Council, SAIEL will coordinate monthly, and will make recommendations*	1. Findings from statewide early learning projects drive integrations and systems improvements 2. SAIEL plans and promotes long term sustainability for integrated ELD initiatives.

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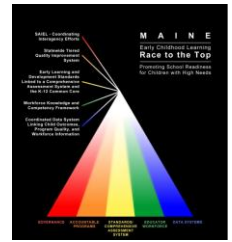| Activities	Time Frame	Who is responsible, who are our partners	Performance Measures		Results/ Outcomes
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			multiple formal points of entry processes that connect families to programs and services.	to the Commissioners to integrate and /or reduce the number of points of entry/connecting processes in place shared by both departments by December 2013.	
4. SAIEL will review current resource mapping efforts, the work of the MCGC Sustainability Committee, and existing funding of the various ELD programs within each department and make recommendations for the "repurposing" of limited State finances.	10/1/12-6/30/13	DOE representation (2) DHHS representation (2) MCGC Data Committee; ELD Accountability Team	RTT-ELC Project Budget and State Budget	Revised Reform Agenda Budget Maine Early Learning Investment Group (MELIG) and Institute of Education Science grant opportunities	By April 2013, departments issue joint guidance for funding that offers concrete possibilities for communities: Pooled funding, Joint funding, New funding
B. High Quality Accountable Programs: Increased coordination of Head Start, Early Head Start, Early Intervention, Early Childhood Special Education, Public Pre-K and Child Care programmatic standards					
1. Draft a logic model to articulate program	4/1/13-6/30/14	● DOE representative	QRIS standards	Draft standards for public pre-k, CDS	1. Both departments use consistent

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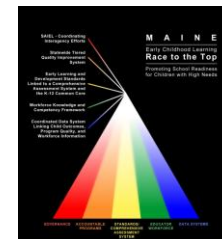| Activities	Time Frame	Who is responsible, who are our partners	Performance Measures		Results/ Outcomes
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standards for public pre-k, Early Childhood and Early Childhood Special Education programs to be consistent with DHHS TQRIS strands. 2. Increase coordination of Head Start/Early Head Start/Public PreK programmatic expectations 3. Convene a group of key personnel from DOE and DHHS to discuss interdepartmental and intradepartmental transitioning services for children and families.		• State CDS IEU staff • Child Care Team Leader • Child Wellness Liaison • Head Start Collaboration • Head Start TA Team • PreK Collaboration Coaches	Federal HS standards DOE Transition Services Laws, Rules, Policies and Procedures DHHS Transition Services Laws, Rules, Policies and Procedures. *System Level:* *As of January 2013 there are 1,315 licensed providers in the State of Maine TQRIS system.* *As of January 2013 only 41% of licensed providers are at a Step 2 or higher in the*	contractors* *In rule writing process now Coordination with state longitudinal data system As a result of this initial meeting with SAIEL, this stakeholder group will consider an interdepartmental Quality Improvement Project in collaboration with the DHHS Office of Lean Management focused on transition services for children and families receiving services through	expectations, definitions and processes. 2. Departments have a plan for measureable application of these standards to increase capacity to serve high risk children in quality programs. 3. There are comparable levels of quality across various ELD programs.

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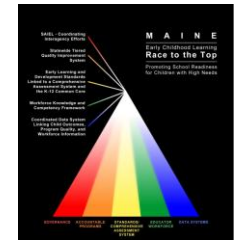| Activities	Time Frame	Who is responsible, who are our partners	Performance Measures		Results/ Outcomes
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			*TQRIS system. *As of January 2013 there are 197 public preschool programs. *As of January 2013 53 (27%) public preschool programs are required to participate in the QRS and maintain a Step 4 due to partnerships with community programs.*	DOE and DHHS in the State of Maine. *System Level: *By July 2013, we will quantify the number of providers and their corresponding TQRIS Step Level who serve children and families in Head Start, Early Head Start, Early Intervention, Early Childhood Special Education, Public Pre-K, , and Child Care. *By December of 2013 42% of providers serving children in Head Start, Early Head Start, Early Intervention, Early*	

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				Childhood Special Education, Public Pre-K, and Child Care will assigned a Step 2 or higher in the TQRIS system. By December 2013 there will be a 9% increase in programs in Steps 2-4	
C. Promoting Early Learning and Development Outcomes: Increase the number of children served in early care settings that incorporate the Early Learning Guidelines					
1. Complete the revision of the Early Learning and Development standards (ELDS) with contracted support	6/1/11 -12/31/13	ELDS Revision Workgroup (with SAIEL representation)	Domain workgroups in process of finalizing for peer review *System Level: Two sets of Early Learning Guidelines are currently in use: one for infants and toddlers and the other for*	Completed standards posted online by FY14

System Level: the two sets of guidelines are revised by September 2013 to become two sets of standards for the respective age groups | 1. ELDS will be available online and clearly show alignment from a birth-grade 3 continuum. Across the EC system, the workforce understands what children's levels of proficiency are and what they need; systems understand what professional development/technical assistance/career |
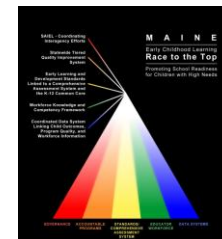
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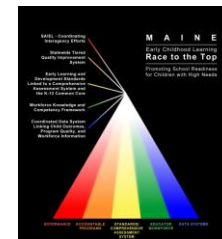| Activities	Time Frame	Who is responsible, who are our partners	Performance Measures		Results/ Outcomes
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			three to five year olds. *Child Level:* **12,550 are being served in settings that incorporate Maine's Early Learning Guidelines from 10/1/11-9/30/12.* **4,784 children were served in a public preschool that incorporate Maine's Early Learning Guidelines from 9/1/11-6/30/12*	**The Early Learning Guidelines for children 3-5 will be revised by Fall 2013. They will be a)linked to the Infant/Toddler Guidelines to serve as a continuum of standards, b) posted in a web based format, c) become the shared reference documents used to guide appropriate curriculum, practice and instruction incorporated into a common training network.* *Child Level: An additional 2,000 children will be served in settings*	preparation the workforce needs; and child transitions through ELD programs are synchronized with the K-3 system. Both departments are better able to identify children with special needs and identify learning styles and explicit needs of vulnerable children at risk of school failure.

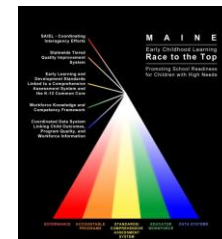| Activities	Time Frame	Who is responsible, who are our partners	Performance Measures		Results/ Outcomes
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				that incorporate Maine's Early Learning Guidelines from 10/1/12-9/30/13	
2. Develop an Early learning Comprehensive Assessment Framework (CAF) that includes a formative assessment protocol to inform kindergarten teachers of the developmental status of entering children.	Phase 1: 1/1/13-12/31/13	SAIEL, ELDS Workgroup, and MCGC Accountability Teams, and other appropriate interested parties	*System Level:* *Localized implementation of screening tools* *Misuse/misinterpretation of screening and assessment* *No statewide connection of screening, formative assessment, data, and professional development needs*	*Work with stakeholder groups(ELD, HAT,PD Accountability Teams of the MCGC) to develop a working framework of CAF components by August 2013.* *Connect disparate groups/efforts towards universal developmental screening (B-5) by June 2013 – Incorporate pilot findings from Educare by September 2013*	

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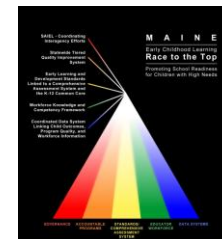| Activities	Time Frame	Who is responsible, who are our partners	Performance Measures		Results/ Outcomes
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				Link efforts of the State Longitudinal Early Childhood pilot to Framework by December 2013 *Link efforts of the MRTQ and PD Accountability Team* *Develop webinar on components of Comprehensive Framework by December 2013*	
D. A Great Early Childhood Education Workforce: Increase the number of professionals trained in Early Learning Guidelines					
1. Embed the revised ELD Standards into the State of Maine funded Core Knowledge Training Program and workforce competencies framework.	10/1/12-12/31/13	MCGC Professional Development Committee	*System Level: Existing Core Knowledge and workforce competencies framework* *Workforce Level: 254 professionals have received*	*System Level: Core Knowledge trainings will include resources on the revised ELDS Standards* *Workforce Level: 200 additional professionals will receive training on the State of Maine*	Cross-department training that bridges disciplines and funding sources

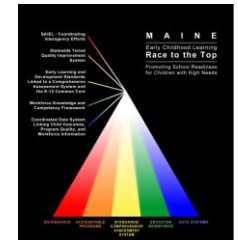| Activities	Time Frame	Who is responsible, who are our partners	Performance Measures		Results/ Outcomes
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			training on the State of Maine Infant/Toddler or Maine Early Learning guidelines that are employed in 524 programs from 10/1/11-9/3012.	*Infant/Toddler or Maine Early Learning guidelines that are employed in programs from 10/1/12-9/30/13.*	
2. SAIEL representation encourage a standing agenda item with the early childhood higher education committee to consider embedding the revised ELDS in both two- and four-year degree programs throughout the state. 3. Support increased workforce skill capacity to expand and improve family engagement while supporting family understanding of child development	10/1/12-9/30/13	Early Childhood Higher Education Committee	2011 MRTQ training needs assessment; DATA from: 2011 professional development focus groups; 2011-12 school readiness forums; Maine Professional Development Network (PDN)	Annual Interdepartmental Early Learning and Development Workforce Strategic Goals are reflected in both departments' plans	Articulation agreements for ELD coursework across public and private institutions of higher learning.

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FY13 WORK PLAN

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			needs assessments.		
E. State Longitudinal Data Systems: Increase the number of early childhood programs that are in the State Longitudinal Data System					
1. Develop DOE-DHHS MOU for Early Childhood Data Sharing 2. Expansion of DHHS COGNOS frameworks client index table by adding linkage with State Student Identifier 3. Develop/refine the research questions to be answered by the REL-NEI project and SLDS 4. Examine status of the early childhood linkage pilots to track participation in Early Head Start, Head Start and Educare. 5. Build on the results of the initial pilot to further link child care data with CDS, 4-Year-Olds and other early childhood programs. 6. The MDOE will assign a dedicated project coordinator to lead the pilot	9/1/12-6/30/13	• DOE Early Childhood Project Manager (Ted) • DOE representatives (Jaci, Janine) • Child Care Team Leader • Child Wellness Liaison • Head Start Directors Ass'n leadership • Educare Leadership • SLDS Director (Bill) • Asst. AG (Sarah) • Researchers (MEPRI, REL) • PTAC Early Learning Data Sharing	*State Level State DOE, DHHS, and OIT personnel have documented requirements for linkage between DHHS and MDOE programs and progress toward completion of COGNOS linkage is ongoing* *A Set of research questions and corresponding data elements have been developed.* *Pilot project manager has been named.*	*State Level: *MDOE will have linkages with DHHS early childhood program data through expansion of DHHS COGNOS Frameworks client index table by adding linkage with State Student Identifier by May 2013. *Head Start and CDS children will have student identifiers and DHHS/MDOE data systems linkage in place by Summer of*	The departments are able to identify trends within local communities and regions to better communicate the learning needs of children in a particular demographic area and to guide continuous improvement efforts at local, regional and the state level. Pilots allow evaluation of the effectiveness of early childhood programs in preparing children for elementary education and provide outcome reports back to the DHHS programs. Early childhood program participation and dosage data will help inform

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project. 7. Bring CDS into the SLDS		Workgroup (multiple states)	*Initial pilot programs status examination complete and progress toward establishment of Headstart student identifiers is in progress.*	*2013.*	elementary schools about at-risk indicators for incoming students.

Revised 3.11.2013 Timelines only