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Final Report of the Commission to Develop a Strategic Priorities Plan for Maine's Young Children

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Executive Summary

Every aspect of this report was unanimous and bipartisan, a fact which underscores the urgency of the need for early childhood investment, and the Commission's commitment to that policy.

"Investments in quality child care and early childhood education do more than pay significant returns to children—our future citizens. They also benefit taxpayers and enhance economic vitality. Economic research—by Nobel Prize-winners and Federal Reserve economists, in economic studies in dozens of states and counties, and in longitudinal studies spanning 40 years—demonstrate that the return on public investment in high quality childhood education is substantial."[1]

The Commission to Develop a Strategic Priorities Plan for Maine's Young Children has concluded that investment in quality early care and education will yield significant benefits in the following areas:

- ***Brain development.*** The early childhood period from 0 to 5 years, and especially age 0 to 3 years, is the most critical period for positively impacting brain development and capacity for future learning.
- ***State economy.*** Investment in early care and education will yield short-term and long-term benefits for the state economy.
- ***State budget.*** Investing in Maine's youngest children will generate significant cost savings for the state budget.
- ***Return on investment.*** At 16%, the rate of return on investment in early care and education is exceptional.

These finding are substantiated by a compelling body of research spanning the disciplines of economics, developmental psychology and neurobiology. It has become clear to the Commission that investing in Maine's young children today will produce a strong and productive workforce that bolsters Maine's economic growth and prosperity, will result in lower government spending, particularly in the criminal justice system, and will yield strong financial returns for individuals and society at large.

Summary of Commission Recommendations

All recommendations of the Commission were unanimous and bipartisan, a fact which underscores the urgency of the need for investment in early childhood and the Commission's commitment to that policy.

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[1] Calman, Leslie J., Tarr-Whelan, Linda. "Early Childhood Education for All, A Wise Investment", Legal Momentum, April 2005. http://www.familyinitiative.org

I. Immediate Implementation

The Commission recommends the following initiatives and investments for immediate implementation and enactment through emergency legislation.

A. Create an Early Childhood Business Plan: Coordinating, Planning, Streamlining and Evaluating

- ***Establish the Office of the Child Advocate.*** The Commission recommends the establishment of the Office of the Child Advocate as an independent office of State government to provide ongoing, coordinated and systemic advocacy on behalf of Maine's young children: The office will conduct research and program evaluation, streamline and reduce duplication of services, consider the creation of an Early Care and Education Department and offer a children's budget report which synthesizes how the state budget affects children. With a constant eye on ensuring the best possible start in life for all Maine children ages 0-5 years, the Child Advocate will provide a strong and focused voice for Maine's youngest citizens.

- ***Establish the Children's Growth Council.*** The Commission recommends the establishment of a 24-member Children's Growth Council, modeled after the Maine Economic Growth Council, to recommend, maintain and evaluate a long-term plan for investment in Maine's young children to benefit children, families, employers, taxpayers and the state economy. The Task Force on Early Childhood initiative of the Governor's Children's Cabinet shall serve as the starting point and foundation for the Children's Growth Council, which will provide permanent home and ongoing state-level commitment to early childhood investment.

- ***Complete a comprehensive needs assessment.*** The Commission recommends that the State complete a comprehensive needs assessment of the early childhood system. The needs assessment will document the availability of and families' needs for early care and education; identify gaps and unmet needs and identify priorities for closing those gaps; and document the needs of the early care and education workforce.

- ***Conduct research to evaluate the impacts of early childhood investments.*** The Commission recommends the implementation of a long-term research project, performed by independent researcher under contract to the Office of the Child Advocate, to document the effects of public investment in programs and services to promote the healthy development of Maine's young children.

- ***Increase quality child care education scholarships for providers.*** The commission recommends increasing the amount of scholarship money available to child care providers to attain specialized early care and education training by $200,000 beginning in FY08-09 and raising the per-course and per-year scholarship limits.

B. Improve the Quality of Early Care and Education for Maine's Young Children

- ***Increase access to funding for quality improvements to child care facilities.*** The commission recommends reducing the interest rates for Regional Economic Development Revolving Loans for Day Care to 3%, simplifying the paperwork required to apply for this program and increasing awareness in communities regarding availability of this loan money for funding physical improvements to child care facilities.

- ***Unify incentives for quality child care under state child care subsidy policies and systems.*** The Commission recommends that the Department of Health and Human Services unify the policies governing subsidies provided via the Federal Child Care Block Grant and those provided under the Temporary Assistance for Needy Families program to increase incentives for quality child care.

- ***Support quality pre-kindergarten programs through a collaborative community-based model for program delivery.*** The Commission recommends creation of a framework to support communication and facilitate the development of locally designed comprehensive quality early childhood systems among pre-kindergarten programs through the establishment of community collaboration coaches.

C. Formalize Commitment to Family Strengthening

- ***Codify the State's commitment to universal home visiting.*** The Commission recommends codifying universal home visiting as a core service available to all Maine families with children, from the prenatal period through five years of age, subject to available funds.

II. Future Action

Beyond the investments identified above as priorities for immediate Legislative action and enactment, the Commission recommends an additional set of proposals be referred to the Child Advocate and the Children's Growth Council for review and action. Specifically, the Commission recommends that Child Advocate and the Children's Growth Council carefully review each of the following proposals and develop specific recommendations with regard to implementation, prioritization and funding for each idea:

- ***Invest in quality child care, Head Start and pre-kindergarten.*** Specific areas of potential investment include the Quality Rating System, Child Care Resource Development Centers, a quality investment bond, the Child Care Plus ME program, and child care licensing and programming standards.

- ***Invest in child care subsidies and funding for low-income families.*** Specific areas of potential investment include overall funding for the child care subsidy program for low-

income families, subsidies for quality care for infants and toddlers, subsidies for at-risk families and increased funding for Early Head Start.

- ***Invest in tax credits and financial incentives for quality.*** Specific areas of potential investment include amending the state income tax credit for child care expenses to provide incentives for higher quality care, particularly for low-income families, amending the employer-assisted child care tax credit to increase employer investment in child care, amending the quality child care investment tax credit, and establishing an endowment fund to create a public/private partnership to support early childhood investment.

- ***Invest in family strengthening.*** Specific areas of potential investment include an expansion of the home visiting program to reach 40% of first-time parents, an expansion of home visiting program to serve all communities in the state and the implementation of a family resource center pilot project to deliver comprehensive family support services in six sites.

Every aspect of this report was unanimous and bipartisan, a fact which underscores the urgency of the need for early childhood investment and the Commission's commitment to that policy.

I. Background and Motivation

> "Investments in quality child care and early childhood education do more than pay significant returns to children—our future citizens. They also benefit taxpayers and enhance economic vitality. Economic research—by Nobel Prize-winners and Federal Reserve economists, in economic studies in dozens of states and counties, and in longitudinal studies spanning 40 years—demonstrate that the return on public investment in high quality childhood education is substantial."[2]
> *-Leslie J. Calman and Linda Tarr Whelan*

Why should the State of Maine make significant investments in early care and education, particularly in tight budgetary times? The Commission has found that such investment is warranted for at least four key reasons:

- ***Brain development.*** The early childhood period from 0 to 5 years, and especially age 0 to 3 years, is the most critical period for positively impacting brain development and capacity for future learning.
- ***State economy.*** Investment in early care and education will yield short-term and long-term benefits for the state economy.
- ***State budget.*** Investing in Maine's youngest children will generate significant cost savings for the state budget.
- ***Return on investment.*** At 16%, the rate of return on investment in early care and education is exceptional.

This finding is substantiated by a compelling body of research spanning the disciplines of economics, developmental psychology and neurobiology that accounts for the "potent effects of early environment on the capacity for human skill development."[3] It is clear to this Commission that investing in Maine's young children today will produce a strong and productive workforce that bolsters Maine's economic growth and prosperity, will result in lower government spending, particularly in the criminal justice system, and will yield strong financial returns for individuals and society.

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[2] Calman, Leslie J., Tarr-Whelan, Linda. "Early Childhood Education for All, A Wise Investment", Legal Momentum, April 2005. http://www.familyinitiative.org

[3] Knudsen, Eric I., Heckman, James J., Cameron, Judy L., Shonkoff, Jack P. "Economic, neurobiological, and behavioral perspectives on building America's future workforce," Proceedings of the National Academy of Sciences, July 5, 2006, 103(27).

A. Good for Brain Development

> "Early experiences determine whether a child's developing brain architecture provides a strong or weak foundation for all future learning, behavior and health."[4] - *National Scientific Council, Center on the Developing Child at Harvard University.*

To maximize the potential of Maine's children as the future workforce of our State, we must first ensure healthy brain development. The science of brain development makes it clear that early action is critical. Research has shown that the "most rapid brain growth occurs in the first three years of life."[5] In fact, 85% of brain circuitry development occurs by the age of 3 years and 90% of brain development occurs before kindergarten.[6] Not only is brain development concentrated in these early years, but how and to what extent it occurs has significant implications for the individual's lifetime capacity for skill development. The reason for this is that the development of neural circuitry in the brain and human skill acquisition are both hierarchical processes in which higher functions depend on lower functions and early inputs significantly affect the effectiveness of later inputs.[7] According to researchers at the National Scientific Council, Center for the Developing Child at Harvard University:

- "Both brain architecture and developing skills are built 'from the bottom up,' with simple circuits and skills providing the scaffolding for more advanced circuits and skills over time;"[8] and
- "Adaptation at higher levels is more difficult if lower level circuits were not wired properly."[9]

Simply stated by Nobel Laureate in Economics James Heckman "the earlier the seed is planted and watered, the faster and larger it will grow."[10] These findings all point to the critical importance of <u>early</u> investment and intervention at ages 0-5 years, and especially 0-3 years, in the healthy brain development of children.[11]

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[4]National Scientific Council, Center on the Developing Child at Harvard University. *A Science-Based Framework for Early Childhood Policy,* 2007, p. 3, http://www.developingchild.harvard.edu

[5] Shore, Rima. *Rethinking the Brain: New Insights into Early Development,* Families and Work Institute, 1997.

[6] Rowe, G. Steven "Invest Early in Maine's Future." Presentation to the Commission. September 6, 2007.

[7] Knudsen, Eric I. et al. Proceedings of the National Academy of Sciences; July 5, 2006; 103 (27).

[8] National Scientific Council, *A Science-Based Framework for Early Childhood Policy,* 2007, p. 3.

[9] National Scientific Council, Center on the Developing Child at Harvard University. *The Science of Early Childhood Development,* 2007. http://www.developingchild.harvard.edu

[10] Heckman, James J. *"Investing in Disadvantaged Young Children is Economically Efficient Policy"* Presented at the Forum on "Building the Economic Case for Investments in Preschool"; Committee for Economic Development, Pew Charitable Trusts, PNC Financial Services Group; January 10, 2006.

[11] Knudsen, Eric I. et al. Proceedings of the National Academy of Sciences; July 5, 2006; 103 (27), p. 10155.

B. Good for the State Economy

> "Child development is a foundation for community development and economic development, as capable children become the foundation of a prosperous and sustainable society."[12] *-National Scientific Council, Center on the Developing Child at Harvard University*

The strength of the Maine economy in years to come depends on the development of a strong and productive workforce. How can Maine best develop such a workforce? Recent cross-disciplinary research by leading academics in the fields of economics, developmental psychology and neurochemistry, points directly to investment in early care and education, specifically finding that "the most cost-effective strategy for strengthening the future American workforce is to invest greater human and financial resources in the social and cognitive environments of children who are disadvantaged, beginning as early as possible."[13] The reason that this strategy is highly cost-effective relates back to the hierarchical nature of brain development and skill formation, in which early investments increase the return on later investments. Long-term research into the effects of early care and education has demonstrated that children who experience high quality early care and education during their preschool years are more likely to succeed academically and attend college and, as adults, are more likely to own their own homes, to earn higher incomes and to contribute more to the tax base.[14]

As an economic development strategy, investment in early care and education can be viewed complementary to more traditional strategies such as direct subsidies and tax incentives for businesses. While subsidies and tax incentives are important to stimulate job creation and economic growth today, investment in early care and education will ensure a larger and stronger workforce to support those jobs and will generate additional job growth, earnings and productivity in the future.[15] However, the economic benefits of investment in early care and education for Maine's young children are not limited to the future. Such investment also has significant benefits for economic growth and prosperity today. First, early care and education, as an industry, generates direct revenues and jobs for the Maine economy. Recent research documents that licensed child care facilities alone contributed $253 million in revenue and 12,000 jobs to the Maine economy in 2002.[16] Second, early care and education increases the earnings and productivity of the parents of children in care. In 2002, the earnings of working parents that utilized licensed child care facilities alone totaled $854 million.[17] Furthermore, the availability of quality early care and education for parents results in higher employee morale, reduced absenteeism, increased worker productivity, lower employee turnover, lower recruiting

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[12] National Scientific Council. *The Science of Early Childhood Development,* 2007, p. 4.
[13] Knudsen, Eric I. et al. Proceedings of the National Academy of Sciences; July 5, 2006; 103 (27).
[14] Heckman, James J., Masterov Dimitry V. *"The Productivity Argument for Investing in Young Children",* Working Paper 13016, National Bureau of Economic Research, April 2007; Rowe, G. Steven *"Invest Early in Maine's Future."* Presentation to the Commission. September 6, 2007;
[15] Bartik, "The Economic Development Benefits of Universal Preschool Education Compared to Traditional Economic Development Programs, 2006.
[16] Hildebrand, Alex. *"The Economic Impact of the Child Care Industry in Maine, Executive Summary."* June 2003.
[17] Ibid.

and training costs for Maine employers.[18] As summarized by Mildred Warner and colleagues at Cornell University:

> "The child care sector lends itself to labor strategies in three areas. To promote labor productivity in general, employers recognize the need to invest in child care through work/life policies for their employees. Within the child care sector itself, professionalization can reduce turnover and promote higher quality. Finally, for lower-income working families and their employers, child care subsidies are a very important component of workforce development policy."[19]

C. Good for the State Budget

> "When we do not make wise investments in the earliest years, we will all pay the considerable costs of greater numbers of school-aged children who need special education and more adults who are under-employable, unemployable or incarcerated."[20] *-National Scientific Council, Center on the Developing Child at Harvard University*

Investing in Maine's youngest children is sound fiscal policy that will yield significant cost savings for the state budget. Why? Research shows that children who benefit from quality early care and education are less likely to require special education services, to repeat a grade, to abuse drugs, to become teen parents, to engage in criminal behavior and to become dependent on welfare.[21] This means that these children, during their youth and on into adulthood, will require less government spending. The question, of course, is how much less? In the case of quality early care and education, long-term studies have demonstrated that the public savings far surpass the cost of the initial investment, yielding large benefit-to-cost ratios, even when the returns to the individual participant are subtracted from the equation.[22] Based on 40 years of follow-up data from the High/Scope Perry Preschool Program (see Table 1), every $1 spent on the program generated a total of $17.10 in benefits, a full 75% of which were benefits to the public in the form of crime savings, increased tax revenue, special and remedial education savings and welfare savings.[23] For the Chicago Child-Parent Centers, the benefits were $10.15 per $1 of public spending, with 68% accruing to the public. Notably, the largest public benefit appears in the form of reduced criminal activity, which yields significant costs savings for the criminal justice system, as well as crime victims. Consistent with these findings, Rutgers University economist

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[18] Ibid.

[19] Warner, Mildred et al. "Economic Development Strategies to Promote Quality Child Care," Cornell University, Linking Economic Development and Child Care Research Project, 2004.

[20] National Scientific Council, Center on the Developing Child at Harvard University. *The Science of Early Childhood Development,* 2007, p. 3. http://www.developingchild.harvard.edu

[21] Rowe, G. Steven *"Invest Early in Maine's Future."* Presentation to the Commission, September 6, 2007; Wat, Albert. *"Dollars and Sense: A Review of Economic Analyses of Pre-K."* Pre-K Now Research Institute. May 2007.

[22] Benefit-cost ratio is the ratio of: (present value of benefits) to (present value of costs), or the gross return per dollar invested; present value is computed by applying a discount rate to translate future benefits (or costs) into present day dollars.

[23] Wat, Albert. *"Dollars and Sense: A Review of Economic Analyses of Pre-K."* Pre-K Now Research Institute. May 2007.

Steven Barnett has estimated that providing two years of quality preschool education generates $70,000 in savings per child from reduced crime, and $88,000 in total savings per child, when welfare, tax and other savings are counted along with the crime savings.[24]

Table 1

	High/Scope Perry Preschool Program		Chicago Child-Parent Centers	
Type of Program	Targeted preschool 3 and 4 year olds Part day (2.5 hrs) School year Weekly home visits		Targeted preschool, 3 and 4 year olds Part day (1/2 day) School year Home visits	
Per-Child Investment	$15,166		$6,692	
Net Present Value Benefits	$243,722		$61,245	
Benefit-Cost Ratio	17.1 to 1		10.15 to 1	
Return per $1 invested	Dollar	Percentage	Dollar	Percentage
Crime Savings	$11.31	66%	$4.99	49%
Increased Tax Revenue	$0.93	5%	$1.08	11%
Net Education Savings	$0.48	3%	$0.67	7%
Welfare Savings	$0.19	1%	n/a	n/a
Child Welfare Savings	n/a	n/a	$0.12	1%
Subtotal Public Benefits	$12.91	76%	$6.86	68%
Participant Earnings	$4.17	24%	$3.29	32%
Total	$17.08	100%	$10.15	100%

Source: Wat, Albert. "Dollars and Sense: A Review of Economic Analyses of Pre-K" Pre-K Now Research Series, Washington DC: Pre-K Now. May 2007. p. 5 (Perry), p. 7 (Chicago)

In *Enriching Children, Enriching the Nation,* economist Robert Lynch models the state-by-state costs and benefits of public-funded early care and education in the form of preschool programs for 3 and 4 year olds.[25] For the State of Maine, Lynch finds that a publicly funded preschool program for children from low income families would start paying for itself in just 4 years, and by the year 2050, a total investment of $44 million would have generated a total of $714 million in benefits, including $177 million in direct savings to the state budget. In other words, for each $1 of state money invested, there would be $4 in direct savings to the state budget and $12 in additional benefits, including increased earnings and reduced costs to crime victims (16-to-1 total benefit-cost ratio). Lynch also finds that a publicly funded *universal*

[24] Oppenheimer, Jerold and MacGregor, Theo. *The Economics of Education: Public Benefits of High Quality Preschool Education for Low Income Children.* Entergy. 2003.

[25] Lynch, Robert G. *"Enriching Children, Enriching the Nation."* Economic Policy Institute, May 2007.

preschool program, meaning a program open to all children (not limited to low-income children), would be cost-effective for Maine with $2 in direct savings to the state budget and $9 in total savings per $1 invested. Either way, public investment in early care and education is sound fiscal policy.

D. Total Return on Investment

> "The return on investment from early childhood development is extraordinary, resulting in better working public schools, more educated workers and less crime...the costs of not making such an investment are just too great to ignore."[26] - *Art Rolnick, Rob Grunewald, Federal Reserve Bank of Minneapolis*

By positively impacting a child during a critical period of brain development that sets the stage for all future learning and success, investment in early care and education has been shown to generate significant short-term and long-term benefits for individuals, the economy and the state budget. Still, the question remains – how does investment in early care and education measure up in an environment of competing investment opportunities? Investments are typically evaluated in terms of the *rate of return*, which is the net return (or increase in value) from an investment expressed in percentage terms. Economists Art Rolnick and Robert Grunewald of the Federal Reserve Bank of Minneapolis used data from the High/Scope Perry Preschool Study to estimate a rate of return for investment in quality early care and education.[27] Taking into account the initial investment cost and the stream of benefits to the participants and society, projected through age 65, Rolnick and Grunewald calculated an internal real rate of return of 16%.[28] This figure far exceeds the 7% long-run real rate of return from investment in the stock market.[29] As noted by William Gale and Isabelle Sawhill of the Brookings Institution, investing in early childhood education yields "estimated rates of return that would make a venture capitalist envious."[30]

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[26] Rolnick, A., and Grunewald, R. "Early Childhood Development: Economic Investment with a High Public Return. *Fedgazette*. December 2003.

[27] Ibid.

[28] The internal rate of returns is the interest rate (discount rate) at which the present value of the investments is equal to the present value of the returns on the investment; an investor will approve an investment when the internal rate of return is greater than the cost of capital.

[29] Diamond, Peter A. "What Stock Market Returns to Expect in the Future?" *SSA Bulletin*, Vol 63, No. 2, 2000.

[30] Gale, W. and Sawhill, I. "The best returns on the surplus." *The Washington Post*, p. A17, February 17, 1999.

II. Commission Proceedings

The Commission to Develop a Strategic Priorities Plan for Maine's Young Children was created pursuant Resolves 2007, Chapter 136 a copy of the Resolve is provided in (Appendix A) to gather information and develop and recommend a comprehensive 3-year strategy and plan for investment in children. The information gathering portion of the charge required the commission to:

- Work with experts in the fields of child care and early childhood education, including the Joint Standing Committee on Education and Cultural Affairs, to evaluate information from existing early childhood task forces, from reports and from scientific data on brain development;
- Identify the current and future economic needs of employers and parents and the links to early child care and education;
- Hold necessary meetings involving parents, providers of all levels of child care, representatives of business, health experts and economists;
- Evaluate and review best practices related to parenting education, parent coaching and home visit programs in consultation with the Maine Children's Trust;
- Examine the multiple levels of relationship between early childhood brain development and the needs of parents and employers;
- Take into consideration the need for the State to receive its best return on the investment of tax dollars;
- Consult with people involved in the initiatives "Start ME Right" and "Invest in ME Now!"; and
- Consider the recommendations from the Task Force on Early Childhood and from the report entitled "Invest Early in Maine: A Working Plan for Humane Early Childhood Systems."

Using the data and findings shared in the information gathering phase, the commission was charged with developing and recommending a comprehensive 3-year investment strategy that identifies:

- The amount of investment each year;
- The prioritization of programs to be invested in, both new and existing;
- The expected outcomes of these investments for children and the economy;
- A timeline for when outcomes will be realized; and
- Funding sources for these investments, including current resources to be shifted, new funds and necessary alternate funding sources.

The 13-member commission included 5 members of the House of Representatives and 3 members of the Senate representing the following Joint Standing Committees: Education and Cultural Affairs, Health and Human Services, Business Research and Economic Development, and Taxation. Other commission members included one representative of a business that offers comprehensive child care, one representative of organized labor with an expertise in early child care, one representative of academia who has analyzed the relationship between the economy and

early child development, one representative of child care providers and the State Attorney General.

The commission was authorized to hold 4 meetings and convened its first meeting on September 6, 2007.[31] At the first meeting, members received a presentation from Attorney General G. Steven Rowe, entitled "Invest Early in Maine's Future," that stressed the importance of early brain development and the positive effects that a focus on investment in early childhood will have on the future of the state economy. The commission also heard from representative of the Department of Health and Human Services, the Department of Education and the Maine Children's Cabinet, who summarized the current landscape of early child care and education services and programs available in Maine. Members also considered published research on the economic returns of early childhood investments and looked at recent policy and program models in Maine, other states and other industrialized nations. Also at this first meeting, the commission established subcommittees to separately focus on investment strategies for child care and preschool, home visiting and family support, family leave and tax incentives and strategic coalition building.

The second meeting of the commission was held on September 26, 2007. The commission received a presentation on the "State Plan for Humane Early Childhood Systems" from Sheryl Peavey, Director, Early Childhood Initiative and Health Program Manager with the Department of Health and Human Services. Members also reviewed legislation that was introduced during the First Regular Session of the 123rd Legislature as part of the "Invest in ME Now" initiative. At this meeting, commission members also received presentations from providers of public and private child care, pre-kindergarten and Head Start regarding current challenges in early child care and education, the most pressing needs of children, family and providers and potential policy solutions to address these challenges and needs. Following these presentations, the commission's subcommittees briefed the full commission on meetings they had held to begin the preliminary work of developing investment strategies. Following these briefings, the full commission reviewed the criteria established for developing proposals and held a brainstorming session to create an initial list of potential recommendations. Between the second and third commission meetings, subcommittees were asked to develop proposal ideas and complete a proposal worksheet for each idea. These proposal worksheets required a specific description of the program or policy to be recommended, whether new or a changed version of an existing program, the timeline for investment, costs of implementation and potential funding sources.

The third meeting of the commission, held on October 17, 2007, was dedicated to reviewing completed subcommittee proposal worksheets (see Appendix D) and discussing priorities for the 3-year investment strategy. During this review, each proposal was considered and none was rejected as part of the overall investment strategy. The commission combined some proposals that were identified as serving similar purposes and identified certain proposals that should be the first to be implemented in order to successfully implement others. By the close of the third meeting, the commission had not completed the task of prioritizing and identifying

[31] Meeting agendas are provided in Appendix C.

funding sources for all proposals and subcommittees were assigned the task of developing specific priorities, timelines and funding sources and amounts. To complete the assignment, commission members were provided with a matrix listing each proposal, and subcommittees were instructed to fill in the missing pieces regarding the time line, funding source or description (the completed matrix is available in Appendix E).

On November 14, 2007, the commission held its final meeting, at which members reviewed the strategic investment plan proposal matrix now supplemented with additional information from the subcommittees, and the commission made its final decisions. Members devoted a great deal of time to refining the proposals to create the Office of Child Advocate and create a Children's Growth Council. Given that one important initial task proposed for the Advocate is to conduct a comprehensive needs assessment of Maine's early childhood system, the commission debated whether or not decisions regarding which policies are the best investments in early childhood care and education should be made at this time or should be deferred until after the establishment of the Office of the Child Advocate, a completion of the needs assessment. Based on this discussion, the commission contemplated the matrix of proposals in two categories, those that should be part of this commission's immediate plan of action and those that should be referred to the Office of the Child Advocate and the Children's Growth Council for review and implementation. After finalizing the recommendations to be included in its report, the commission discussed plans for supporting its work as the recommendations are presented to the various Joint Standing Committees and ultimately the full Legislature.

This report fulfills the commission's requirement to submit a report on its strategic investment plan, including suggested legislation, for presentation to the Joint Standing Committees on Health and Human Services, Business Research and Economic Development, Taxation, Education and Cultural Affairs, Appropriations and Financial Affairs and to the Legislative Council. Following receipt and review of the Commission's report, the Joint Standing Committee on Health and Human Services is authorized to submit a bill to the Second Regular Session of the 123rd Legislature.

III. Strategic Priorities Plan for Investment in Maine's Young Children

Every aspect of the recommendations of the Commission was unanimous and bipartisan, a fact which underscores the urgency of the need for investment in early childhood and the Commission's commitment to that policy. The Commission's strategic priorities plan for investment in Maine's young children is a two-tiered plan. The first tier, detailed in section A below, consists of initiatives and investments that the Commission recommends for immediate implementation. The second tier, detailed in section B below, consists of initiatives and investments that were identified as important but require additional review and consideration that is dependent on the implementation of the first tier recommendations, particularly the creation of the Office of the Child Advocate and the Children's Growth Council and the completion of a comprehensive needs assessment. The establishment of the Child Advocate and the Children's Growth Council and the findings from the needs assessment will provide the necessary information and resources to select and implement future investments in Maine's young children and the overall economic health of the State.

A. Priorities for Action

The Commission to Develop a Strategic Priorities Plan for Maine's Young Children unanimously recommends the following priorities for immediate action and implementation. Draft legislation to implement each of these recommendations is provided in section IV of the report. The Commission's draft investment plan matrix (provided in Appendix E) and proposal worksheets (provided in Appendix D) also provide additional background on the recommendations.

1. Office of the Child Advocate

The Commission recommends the establishment of the Office of the Child Advocate as an independent office of State government to provide ongoing, coordinated and systemic advocacy on behalf of Maine's young children.[32]

With a constant eye on ensuring the best possible start in life for all Maine children ages 0-5 years, the Child Advocate will serve as a strong and focused voice for the Maine's youngest citizens. The Child Advocate will provide ongoing, coordinated representation of the interests of Maine young children, as a class, before the Legislature, the courts and State agencies. To the maximum extent possible, the resources of the Child Advocate will be used to ensure adequate representation of Maine children ages 0-5 years whose interests may otherwise not be adequately represented. The advocacy priorities of the Office of the Child Advocate will include, but not be limited to:

- Promoting public policies and public-private partnerships that will maximize the cost-effectiveness and efficiency of the State's investment in young children;

[32] Draft legislation to implement this recommendation is presented in Section IV.B of the report.

- Streamlining and eliminating duplication in early childhood programs, services, advisory councils and administrative structures; and
- Increasing access to high-quality family strengthening services and early care and education programs that meet the evolving needs of Maine children and their families.

With respect to streamlining initiatives, the Child Advocate will be required, within 6 months of appointment, to issue recommendations for streamlining advisory bodies of state government that address children's issues including, but not limited to, the Children's Cabinet, the Child Care Advisory Council and the Children's Growth Council

The Office of the Child Advocate will consider the creation of an Early Care and Education Department and will offer a children's budget report synthesizing how the state budget affects children. The Office will also serve as an early childhood information clearinghouse and early childhood research coordinator for the State. Other specific duties of the Office include but are not limited to: reviewing the recommendations of this Commission and taking appropriate action to carry those forward; working in conjunction with the Children's Growth Council (see below) to promote, monitor and evaluate its long-term investment plan; working in conjunction with the Maine Economic Growth Council to document connections between early care and education and the economy; and analyzing and making recommendations to the Legislature regarding specific legislative proposals and the children's budget.

The Child Advocate will provide an annual report regarding the activities of the Office to the Governor and the joint standing committee of the Legislature having jurisdiction over health and human services matters. The Child Advocate will also provide a children's budget report to the Governor and the joint standing committee of the Legislature having jurisdiction over appropriations matters regarding the impact of the biennial budget on children.

Timeline: The Commission recommends that the Office of the Child Advocate be established immediately upon enactment of emergency legislation during the 2nd Session of the 123rd Legislature.

Estimated funding needs: Approximately $280,000 annually. This level of funding will provide for three staff positions (Child Advocate, economic analyst and special assistant) and all operating costs of the office.

Justification: The Commission has found that there is an urgent need for the state to put in place a permanent voice for Maine's young children. Specifically, the proposed Office of the Childhood Advocate will:

- Provide the focus, commitment and framework necessary to address the needs of Maine's young children in a systemic and coordinated way,
- Ensure that public policy choices that affect our youngest citizens are informed by hard data and objective analysis,

- Keep the State focused on the development and delivery of high quality, well-coordinated and non-duplicative policies, programs and services to benefit our young children, and
- Ensure that public expenditures for the benefit of young children yield the highest possible return for children, taxpayers, and the state economy.

2. Children's Growth Council

The Commission recommends the establishment of a 24-member Children's Growth Council, modeled after the Maine Economic Growth Council, to recommend, maintain and evaluate a long-term plan for sustainable investment in Maine's young children.[33]

Summary: The Children's Growth Council is designed to carry on and strengthen the important foundation of work provided by this Commission and by the existing Task Force on Early Childhood. The Children's Growth Council will provide a permanent home and state-level commitment to the development, implementation and evaluation of a long-term plan to ensure the healthy development of Maine children for the benefit of children, families, employers, and the state economy. The Commission recommends that the Task Force on Early Childhood transition into Children's Growth Council with initial membership of the Council drawn as directly as possible from the membership of the Task Force. The Commission recommends that the Children's Growth Council be charged with:

- Recommending a long-term plan, including goals, benchmarks and strategies, and specific priorities, for sustainable investment in the healthy development of Maine's young children; the plan must be based on careful review and consideration of the recommendations of this Commission and the Task Force on Early Childhood as presented in: *"Invest Early in Maine: A Working Plan for Humane Early Childhood Systems;"*

- Monitoring and evaluating progress in accomplishing the plan's vision, goals and benchmarks, including measurement of outcomes and quantifiable performance indicators;

- Updating and revising the plan on a biennial basis to reflect experience with the plan, changing economic and demographic conditions in the State, and evidence regarding the impact of recommended investments on economic growth and productivity of the State; and

- Consulting with all relevant state agencies and entities in the development of the plan, including but not limited to, the Child Care Advisory Council, the Children's Cabinet, the Office of the Child Advocate, the Department of Health and Human Services and the Department of Education.

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[33] Draft legislation to implement this recommendation is presented in Section IV.C of the report.

Timeline: The Commission recommends that the Children's Growth Council be established in August of 2008. To capitalize on the expertise, experience and commitment of the Task Force on Early Childhood, the Commission recommends that the Task Force continue its work through the current funding period, which ends in August 2008, at which point initial appointments to the Children's Growth Council be made drawing as directly as possible from the current membership of the Task Force.

Estimated funding needs: Approximately $60,000 annually.

Justification: The Commission has identified an important need to put in place a strong, permanent structure and statutory framework to carry the work of this Commission and the Task Force on Early Childhood forward on a long-term basis. The recommendation to transition from the Task Force on Early Childhood, which exists as an initiative of the Children's Cabinet but is not statutorily established, to the Children's Growth Council will ensure maximum efficiency and minimum duplication of effort. The Children's Growth Council will create and institutionalize the connection between early childhood investment and the economic growth and prosperity of the state.

3. Research Initiatives

a. Needs Assessment

The Commission recommends that the State undertake comprehensive statewide needs assessment of the early childhood system.[34]

Summary: The purpose of the proposed needs assessment is to measure and document what the early childhood system in Maine needs in order to become a comprehensive and cohesive system. The proposed needs assessment will document the availability early care and education services for children ages 0-5 years statewide; document families' needs for early care and education services; identify gaps and unmet needs within in the system where supply does not match demand; and identify priorities for closing those gaps. The needs assessment will also document the needs of the child care workforce with respect to wages and benefits, training and infrastructure improvements. Importantly, the needs assessment will bring together data that has previously been collected and newly collected data in one centralized, coordinated effort to evaluate the early childhood system needs.

The needs assessment will be conducted under a contract awarded through a competitive process and administered by the Office of the Child Advocate. The selected party will be required to consult with Children's Growth Council, the Office of the Child Advocate and other relevant entities including but not limited to the Department of Health and Human Services and the Department of Education prior to initiating the needs assessment. The purpose of these

[34] Draft legislation to implement this recommendation is presented in Section IV.E of the report.

consultations is to maximize efficiency, avoid duplication and ensure that the assessment utilizes all relevant data that has already been collected. The methodology of the needs assessment will include a direct survey of all Maine families with a child born during the previous calendar year to document the status of these children and identify emerging needs for family strengthening and early care and education.

Timeline: The Commission recommends that the needs assessment commence as soon as possible and no later than 3 months following the establishment of the Office of the Child Advocate and be completed in a 9 month period, so that the results of the assessment are available within 12 months of the establishment of the Office.

Estimated funding needs: $75,000 one-time funding.

Justification: In the Commission's information-gathering and deliberation of policy proposals, it became clear that in order to prioritize future investment in the early childhood system most effectively and efficiently, the State must catalog and assess all existing data and gather necessary additional data in a single, coordinated effort to evaluate the availability, use and effectiveness of the State's early care and education programs. A comprehensive needs assessment will allow the State to identify strengths and gaps in existing programs and services to serve young children and will provide the necessary information to make strategic long-term investments in the areas most in need of support and where the highest return on investment can be realized. When the needs assessment is complete, the breadth of data that has been compiled, collected and synthesized will be critical input to inform the work of the Child Advocate, the Children's Growth Council and other state agencies, as well as the private sector.

b. Documenting Effects of Investments

The Commission recommends the implementation of a long-term independent research project to document the effects of public investment in programs and services to promote the healthy development of Maine's young children.[35]

Summary: The effects of new policies and program investments will be carefully documented with a well-designed long-term research program. The research will be partially supported by a State contract awarded through a competitive process.
The Office of the Child Advocate will solicit and chose from in-depth proposals from researchers highly trained in quantitative analysis, particularly in the study of young children and in identifying causal relationships in the data.

The research team will be required to consult with Child Advocate and Growth Council at the outset of its work and on an ongoing basis and to report to these entities annually. Prior to the onset of new investments or programs for young children and families, the chosen research team will work with relevant policy and program administrators to maximize the ability to document

[35] Draft legislation to implement this recommendation is presented in Section IV.E of the report.

the effects of the programs. The chosen research team will construct a longitudinal database to document the program impacts over time. The database and the quantitative research on which is it based will place particular emphasis on documenting the fiscal consequences and return on investment for each program under study.

Timeline: The Commission recommends that the Office of the Child Advocate be required to select and enter into contract with a research team within 6 months of the establishment of the Office. In the first year of the contract, the research team will provide guidance on program implementation to ensure the validity of the research, design on-going data collection and begin the ex-ante data collection. In the second year, the research team will complete ex-ante data collection and begin ongoing data collection for any new programs and initiatives that are being initiated. In future years, the research team will continue data collection and conduct data analysis and report research findings.

Estimated funding needs: $75,000 annually on an ongoing-basis. This $75,000 in State funds is intended to cover less than half of the total cost of the research. The selected research team will be expected to match the State contribution through other funding sources. The academic and public policy value of the research will enable the research team to meet that expectation.

Justification: Public investment in quality programs and services for young children and their families are expected to create substantial long-term benefits for the State. The proposed research will provide concrete, quantitative evidence regarding the benefits of early care and education programs and services for children, for government expenditures and for the economy. In carefully documenting these effects, the research will provide evidence and critical feedback regarding the value of continuing public investment in such programs. The proposed research will also help guide program modifications or changes in funding levels or priorities to maximize program effectiveness and the cost-effectiveness of expenditures of Maine's tax dollars. The research will also create valuable knowledge that can be applied elsewhere.

4. Increase scholarship money for child care providers

The commission recommends increasing the amount of scholarship money available to childcare providers to attain specialized training by $200,000 beginning in FY08-09 and raising the per-course and per-year scholarship limits.[36]

Summary: The increased scholarship money will provide access to need-based scholarships to support the professional development of child care providers and persons who intend to work as child care providers. The Quality Child Care Education Scholarship Program established by Title 20-A MRSA §11670, which is funded by an annual allocation from the Fund for a Healthy Maine and administered by the Finance Authority of Maine offers scholarships to pay for courses related to early childhood education or child development at accredited institutions of higher education. Under current rules governing this program, an eligible recipient

[36] Draft legislation to implement this recommendation is presented in Section IV.F.

may receive a maximum of $500 per course and no more than $2,000 in scholarships per year. The commission recommends an additional $200,000 in funding for these scholarships per year. The commission also recommends raising the limit on the per course scholarship amount and raising the total annual scholarship amount to a maximum of $3,000 per year.

Timeline: The Commission recommends that the Quality Child Care Education Scholarship program receive additional funding immediately upon enactment of emergency legislation during the 2nd Regular Session of the 123rd Legislature.

***Estimated funding needs*:** Ongoing appropriation of $200,000 annually.

Justification: Considering that the typical wage for a child care provider is relatively low, many providers are unable to afford high quality professional development. Increasing the educational attainment of early care and education providers is one of the most direct ways to improve the quality of care delivered to young children, and involvement in college level course work strengthens the professional commitment of providers. The quality of child care is related to both the formal education level of the provider and the specialized early childhood training of classroom teachers.

5. Increase access to funding for improvements to child care facilities

The commission recommends reducing the interest rate charged for Regional Economic Development Revolving Loans for child care to 3%, simplifying the paperwork required to apply for this program and increasing awareness in communities regarding availability of this loan money for funding physical improvements to child care facilities.[37]

Summary: The Regional Economic Development Revolving Loan Program (REDLP) for child care established under 10 MRSA §1026-M provides loans to licensed early child care and education providers who wish to make improvements to the physical site of the child care facility. To be eligible for a loan under this program one must be a licensed provider or meet licensing standards and utilize quality indicators for child care services as approved by the Maine Department of Health and Human Services. Currently, the eligible loan amount is up to $100,000, and if part of the loan is intended for a lead abatement project, that part can not exceed $5,000. Current law requires that the interest rate on these loans be between 6% and the prime rate of interest.[38] The commission recommends lowering the interest rate on loans under this program to a fixed rate of 3%, as well as simplifying the paper work and increasing public awareness of the program.

Timeline: The Commission recommends FAME be directed to make changes to the rules governing the REDLP for child care immediately upon enactment of emergency legislation

[37] Draft legislation to implement this recommendation is presented in Section IV.G.
[38] During 2007, the prime rate of interest was between 8.25% and 7.5%.

during the 2nd Regular Session of the 123rd Legislature and that FAME also immediately look at ways to improve and simplify the application process for REDLP child care loans.

Estimated funding needs: This recommendation proposes using existing funds available for REDLP.

Justification: Studies identify a lack of quality facilities as a key barrier to the availability of quality child care. Despite money available through the REDLP for child care as administered by FAME, very few child care providers have taken advantage of this program since its creation in 1999. Some cite that the relatively high interest rate, the paperwork required as part of the application, and a lack of sufficient collateral as significant obstacles to accessing the money available through the program. In addition, awareness of this specific form of financial assistance appears to be quite limited.

6. Unify Subsidy Policies and Incentives for Quality

The Commission recommends that the Department of Health and Human Services (DHHS) unify the policies governing subsidies provided via the federal Child Care and Development Block Grant and those provided under Temporary Assistance for Needy Families program in order to increase incentives for quality child care.[39]

Summary: The two largest funding sources of child care subsidies for working families in Maine are the Temporary Assistance for Needy Families (TANF) program and the Federal Child Care and Development Block Grant accessed through the DHHS Office of Child Care and Head Start. However, there are two differing sets of rules for these programs. The Office of Child Care and Head Start subsidy program provides incentives for choosing quality child care and other protections for parents, such as higher reimbursements for "odd hour" care and requiring providers to agree to basic investment in the health and well-being of children. In contrast, under TANF the primary mandate for providing child care subsidies is to enable the parent to find and maintain employment and there are no incentives or mandates to place a priority on quality care for children. The federal government does allow for a transfer of TANF funds to cover child care costs. Thus, the Commission would ultimately like to see a unification of policies for subsidies that places a greater emphasis on quality care by incorporating the policies governing TANF with the more quality focused policies administered by the Office of Child Care and Head Start.

Timeline: The Commission recommends that this implementation take effect upon enactment of emergency legislation during the 2nd Regular Session of the 123rd Legislation.

Estimated funding needs: This recommendation requires no funding for implementation.

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[39] Draft legislation to implement this recommendation is presented in Section IV.H.

Justification: While the fundamental purpose for providing child care subsidies is to help low-income parents afford child care and so the parents can seek and maintain gainful employment, a focus on high quality care should be a priority when spending those subsidy dollars. Government funding of these important programs should set an example by encouraging the use good quality care that meets established standards. The benefits for children who receive quality level care are well-established. Wherever possible, subsidy dollars should be spent in the most effective and productive way by placing children in quality care settings.

7. Implement Community Collaboration Coach Model

The Commission recommends creation of a framework to support communication and facilitate the development of locally designed comprehensive quality early childhood systems among pre-kindergarten programs through the establishment of community collaboration coaches.[40]

Summary: Local public pre-kindergarten programs under the Department of Education are part of a larger early childhood system that includes Head Start, child care, private preschool, programs for children with disabilities, home visiting initiatives and services designed to support parents of young children. School units that offer public pre-kindergarten are required to collaborate with other local early childhood education programs as part of the approval process for programs for four-year-olds. The federal Head Start program also contains mandates regarding collaboration. In order to best use available resources currently dedicated to local early childhood programs, the commission supports assigning collaboration coaches regionally throughout the state to achieve the goal of creating a framework to support communication among programs and to facilitate the development of locally designed comprehensive quality early childhood systems. Part of this framework includes the formation of Early Learning Councils in the newly regionalized school districts.

To achieve this framework, specifically a community collaboration coach would:

- Support and assist community leaders to expand their eligibility to promote, plan and implement community approaches to public pre-kindergarten programming;
- Ensure that a community-based planning team includes representation from early childhood education, early childhood special education, pre-kindergarten, child care, Head Start, early intervention programs, parent education and family support services and programs on physical and behavioral health;
- Promote collaboration among local and regional early education programs through networking and information sharing;
- Assist community leadership to expand inclusive programs that are responsive to children with disabilities;
- Use the Maine Early Childhood Learning Guidelines to promote the implementation of quality developmental programs;

[40] Draft legislation to implement this is recommendation is presented in section IV.I.

- Support the development of a plan to increase awareness of poverty issues and include strategies early childhood professionals may use to increase access to services for children who are experiencing homelessness;
- Work with a Department of Education Early Childhood Consultant, the State Child Care Administrator and the State Head Start Collaboration Director to support networking infrastructure and coordinate training; and
- Support the coaching network by mentoring and sharing expertise in different knowledge areas.

Timeline: The Commission recommends that appropriations be made to the Department of Education for additional funding of community collaboration coaches immediately upon enactment of emergency legislation during the 2nd Regular Session of the 123rd Legislature.

Estimated funding needs: The total cost to fund 4 regionally assigned collaboration coaches to work in communities 80 days per year would cost approximately $102,400 annually. Existing grants, Head Start Collaboration grant money and Department of Education Funds are projected to cover $77,000 of the annual costs leaving the estimated funded needs at $25,000 per year.

Justification: Experience has shown that communities need technical support and guidance in identifying and establishing linkages in order to create and sustain partnerships and community approaches that will maximize fiscal resources and expand the availability of a pre-kindergarten experience. Implementing this model for a community collaboration coach will:

- Increase the capacity of the entire early childhood system to serve more children, making the preschool experience available to all children;
- Raise the quality and inclusiveness of learning programs and make better economic use of resources, materials, staff and physical space;
- Reduce the fragmentation of early childhood services by allowing family, teachers, schools and practitioners to communicate with each other in support of the child's development;
- Provide quality learning resources to children in a variety of settings;
- Work to decrease the daily transitions for some children that would allow them to stay in one setting that blends preschool experiences with child care needs;
- Preserve existing Head Start and child care programs in the community while assisting in securing additional funds for educational programs for four-year-olds; and
- Assist participants in the community early child hood system by building on successful partnership models.

8. Codify universal home visiting programs

The Commission recommends codifying universal home visiting as a core program available to all Maine families with children from the prenatal period through five years of age, subject to available funds.[41]

Summary: Since 1994, Maine has committed to support universally offered home visitation services for new parents. The State's home visiting program is grounded in prevention and is designed to promote child development, positive parenting and enhanced parent-child relationships to ensure child health and to prevent child abuse and neglect. The stated goals of the program include:

- Healthy and strong parent-child attachment;
- Family health, including emotional and physical well-being;
- Reduced incidence of child abuse and neglect;
- Fostering a positive and creative learning environment for the child;
- Encouraging positive and effective parenting, parental competencies and self-confidence;
- Community linkages to reduce family isolation;
- School readiness; and
- Family self-sufficiency.

The Commission supports codifying the state's ongoing commitment to home visiting by listing it statutorily among the core programs offered to Maine families by the Department of Health and Human Services.

Timeline: The Commission recommends that universal home visitation be codified as a core program of the Department of Health and Human Services immediately upon enactment of emergency legislation during the 2nd Regular Session of the 123rd Legislature.

Estimated funding needs: Implementing this recommendation of the Commission requires no additional funding.

Justification: Home visiting programs are recognized as providing significant successful outcomes for young children and their families: children are more likely to be up-to-date on well-baby check-ups and immunizations; their families improve the overall safety of the home; developmental delays are identified paving the way for early intervention; and exposure to problematic alcohol use and second-hand smoke is reduced. Reaching families when the children are very young helps support a healthy foundation for families and creates awareness of existing programs designed to support parenting and the healthy development of young children.

[41] Draft legislation to implement this recommendation is presented in Section IV.J.

B. Ideas for Consideration by the Child Advocate and Children's Growth Council

The Commission recommends that, upon establishment, the Child Advocate and the Children's Growth Council carefully review each of the following proposals for investment in Maine's young children and develop specific recommendations with regard to implementation, prioritization and funding for each idea.

Beyond the investments identified and described above as priorities for immediate Legislative action and enactment, the Commission recommends that an additional set of proposals for investment in young children be referred to the Child Advocate and the Children's Growth Council for review and action. These additional proposals, each of which is summarized below, have been identified by the Commission as potentially valuable investments that warrant careful consideration by the Child Advocate and the Children's Growth Council. The Commission recommends that the Advocate and the Council specifically review each proposal described below, determine priorities among these proposals, and prepare specific recommendations for action by the Legislature, including timelines and funding levels. Additional background and information regarding each of these proposals is available in the Commission's Draft Investment Plan Matrix (Appendix E) and Proposal Worksheets (Appendix D).[42]

1. Invest in Quality - Child Care, Head Start and Pre-Kindergarten

The following ideas for investment in quality are designed to raise the overall quality of early care and education services available to all young children in Maine.

- **Invest in the Quality Rating System Initiative** (CC #1-A). Provide funding for the Department of Health and Human Services Quality Rating System (QRS) initiative to increase the quality of early care and education for the entire state by: (a) creating a statewide system for making quality assessment of early care and education programs; (b) providing supports to early care and education providers to meet quality standards, through education and material supports; and (c) providing financial incentives to help early care and education providers maintain quality standards.

- **Invest in the Maine Child Care Resource Development Centers** (CC #1-B). Provide additional funding to the State's regional child care Resource Development Centers (RDCs)[43] to increase the capacity of the RDCs: (a) to provide comprehensive training and professional development to early care and education providers statewide; (b) to extend services into the community to provide on-site provider and parent support activities; and (c) to increase capacity of RDCs to stimulate local

[42] An identifying proposal code number that is common across the Draft Investment Plan Matrix and the Proposal Worksheets is listed for each proposal outlined below. The numbering system uses the following abbreviations: CC=child care, TF=tax and financial, FS=family strengthening.

[43] The RDCs are state contracted agencies that provide information and services to parents, child care providers, employers and communities to support the availability and delivery of quality child care.

employers, schools and communities to support the need for adequate and appropriate early care and education.

- **Issue a Quality Investment Bond** (CC #1-E). Issue a bond to provide funds for one-time investments in child care quality. The funds from the bond issue would be used to provide low-interest loans and grants to bring existing child care facilities and programs up to higher quality standards, to construct new facilities and to assist child care facilities in meeting higher quality standards through investments in materials and supplies, training and "train the trainer" programs.

- **Increase Investment in the Child Care Plus ME Program** (CC #1-D). Provide additional funding to the state's "Child Care Plus ME" program[44], a collaborative project of the University of Maine Center for Community Inclusion & Disability Studies and the Maine DHHS, that provides consultation and technical assistance services to early care and education providers to support the delivery of high-quality early care and education programs and services to all children and specifically children with special needs, including children with challenging behaviors and children with medical, physical, and developmental disabilities.

- **Address Child Care Licensing and Programming Standards** (CC #4). Assess and improve the State's child care licensing standards through the following initiatives: (a) a thorough re-examination of current Maine licensure requirements for early care and education providers to bring them into line with "best practices" in the field; (b) a review of current state oversight resources and enforcement procedures relative to the licensing requirements for early care and education programs including, but not limited to, the ratio of licensing workers to licensees and the number of licensing visits per year to each licensee; and (c) specific action to address the need for minimum standards and oversight for "legal-unlicensed" child care providers who are receiving public subsidies for children in their care.

2. Invest in Subsidies – Child Care, Head Start and Pre-Kindergarten

The following ideas for investment in child care subsidies are designed to ensure that the cost of quality child care is within reach of working families in Maine.

- **Increase Funds Available for Child Care Subsidies for Low-Income Families** (CC #2-B). Provide funding to the child care subsidy program for low-income families to address the decline in the real value (inflation-adjusted value) of the subsidy funds during the period from 2002 through 2007. During this period market child care rates, which determine the subsidy amounts, have increased approximately 12.5%, while the amount of state and federal funding for the subsidies has actually

[44] Additional information about the Child Care Plus ME program is available on the World Wide Web at: http://www.ccids.umaine.edu/projects/ccme/default.htm

decreased. In other words, fewer dollars have been available to spread across more costly subsidies, resulting in a decline in access to subsidies for low-income families.

- **Increase Subsidies for Infant/Toddler Child Care** (CC #2-C). Increase funding for subsidies for families requiring infant and toddler child care in order to: (a) provide a 20% increase in funding to provide subsidies for infants and toddlers in quality child care settings, and (b) increase the income eligibility limit for subsidies for infants and toddlers in quality child care settings to 100% of state median income. These changes will help families of infants and toddlers access quality child care during the most rapid and critical period of brain development (0-36 months), by providing some assistance with the high cost of infant and toddler care and even higher cost of quality infant and toddler care.

- **Increase Subsidies for At-Risk Families** (CC #2-D). Increase the amount and flexibility of funds for child care subsidies for low-income families who are in need of child care for reasons that extend beyond finding and maintaining employment. Such reasons might include significant medical or mental health issues of the parent, family homelessness or other crisis situations which create the need for child care but are not "allowable" under existing child care subsidy programs.

- **Invest in Early Head Start** (CC #2-E). Increase funding for the Early Head Start program, which serves low-income families with infants and toddlers as well as pregnant women, to capitalize on the potential for brain development and lower the risk of trauma due to inadequate stimulation among low-income children from birth to 36 months. This increased funding would be targeted specifically for: (a) expanding access to Early Head Start services statewide for children from birth to 36 months in households at or below the federal poverty guidelines, and (b) enabling each current Early Head Start program grantee in the State to serve an additional 20 children.

3. Tax Credits and Financial Incentives for Quality

The following ideas are designed to stimulate community level investments in quality early care and education and assist families in accessing quality care.

- **Amend the Income Tax Credit for Child Care Expenses** (TF #1-B). Amend the existing state income tax credit for child care expenses[45] to provide incentives for higher quality care and provide greater assistance to lower income families. Specifically, the proposal would structure the income tax credit as follows: (a) the credit would have three tiers: the lowest tier would be legal-unlicensed, the middle tier would be licensed, and the highest tier would be quality care; (b) the credit would be graduated by household income, such that lower income families are eligible for a

[45] Under current law, the income tax credit for child care expenses is equal to 25% of the federal child care tax credit, and the credit doubles (50%) if the expenses are for quality child care. The credit is refundable up to $500.

higher credit (as a percentage of the federal credit); and (c) the amount of the credit that is refundable would be graduated by household income, such that lower income families are eligible for a higher amount to be refundable, with the lowest income families having a fully refundable credit.

- **Increase Access to the Employer-assisted Child Care Tax Credit** (TF #2). Amend the existing tax credit for employers who invest in providing full-time child care for children of employees in order to make the credit more valuable to employers. Under current law, this income tax credit is limited to the lowest of the following three values: 20% of qualified child care expenses, $100 per child enrolled in care, or $5,000. The proposal would be to change the $5,000 limit to $20,000, to provide a greater incentive to employers to increase their child care investments.

- **Increase Access to the Quality Child Care Investment Tax Credit** (TF #3). Amend the existing state tax credit for investment in quality child care by: (a) adjusting the dollar amount and timing of the investment that is required to qualify for the credit, so that the required up-front investment is more accessible to child care providers and (b) clearly defining the criteria that must be met for an investment to be certified as a "quality investment" for the purposes of this credit.

- **Leverage Business Partnerships** (TF #7). Seed an endowment fund, through a bond issue, to create a public-private partnership program to support investment in the early childhood system. Under this partnership, federal and state government funding would be matched by voluntary contributions from local governments, charitable foundations and private businesses, with all funds dedicated to the provision of child care services. The program would provide a concrete option for businesses to invest in early care and education for their employees and communities.

4. Family Strengthening

The following ideas are designed to strengthen Maine families with young children by expanding the reach of Maine's home visiting program for first-time parents and developing community-based family resource centers.

- **Expand Home Visiting to Reach 40% of First-time Parents** (FS #2). Dedicate additional funds to expand the availability of home visiting services to first-time parents from the child's birth up to age 5 years, specifically doubling the percentage of first-time parents in Maine who receive services under the program, from the current level of 20% to 40%.

- **Expand Home Visiting to Reach All Maine Communities** (FS #3). Increase funding to the home visiting program so that the program can serve those communities in the state that are currently unserved due to funding limitations. This

will ensure that regardless of where a family lives within the State, the same basic level of home visiting services are available upon the birth of their first child.

- **Implement Family Resource Center Pilot Projects** (FS #4). Establish 6 family resource center pilot sites over a three year period, with two pilot sites being selected and implemented in each of three consecutive years, to deliver integrated, comprehensive and responsive family strengthening services. The development of certification or licensing process for family resource centers is also recommended. The Maine Children's Trust is proposed to administer the program, including selection of pilot sites, implementation assistance and evaluation, and the existing Child Abuse and Neglect Prevention Council network would be used as the base for the pilots.

IV. Recommended Legislation to Implement Priorities for Action

The Commission recommends that the proposals presented as priorities for action (Section III.A) be enacted as emergency legislation during the Second Regular Session of the 123rd Legislature. Draft language for each of those proposals is provided below.

A. Emergency Preamble Language

Emergency preamble. Whereas, Acts of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, there have been reports and efforts highlighting the importance of early child care and education in Maine since the mid-1990s; and

Whereas, strong scientific evidence supports the conclusion that 90% of brain development occurs before 5 years of age; and

Whereas, the future economic health of our state depends upon a capable and educated workforce; and

Whereas, it is a prudent use of taxpayer dollars to invest in the brain development and education of our future workforce that will reduce the costs incurred by crime, drug and alcohol abuse and homelessness; and

Whereas, State Government faces serious fiscal challenges that require difficult choices to establish spending priorities; and

Whereas, the time is now to alter the course of future of Maine's economy by investing in our most valuable resource; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore, be it

B. Office of the Child Advocate

This section provides draft legislation for implementing the Commission's recommendation to establish the Office of the Child Advocate.

Sec. B1. 5 MRSA Chapter 621 is enacted to read:

TITLE 5
PART 30 – INVESTMENT IN YOUNG CHILDREN
CHAPTER 621: OFFICE OF THE CHILD ADVOCATE

§24001. Establishment

The Office of the Child Advocate is established as an independent state agency to provide ongoing, coordinated and systemic advocacy on behalf of young children. For the purposes of this chapter, "young children" means children ages 0 to 5 years.

§24003. Appointment and staff

1. Appointment of the Child Advocate. The Governor shall appoint the Child Advocate, subject to review by the joint standing committee of the Legislature having jurisdiction over health and human services and to confirmation by the Legislature. The Child Advocate shall serve at the pleasure of the Governor. Any vacancy shall be filled by similar appointment.

2. Staff. The staff of the Child Advocate consists of such personnel as the Child Advocate determines necessary to represent the young children of the State and fulfill the duties of the office, as required by this chapter. Such personnel must be appointed, supervised and directed by the Child Advocate.

§24005. Priorities and duties

1. Priorities. The Office of the Child Advocate shall dedicate its work to ensuring the best possible start in life for young children in the State. Within this framework, the advocacy priorities of the Child Advocate must include, but are not limited to, the following areas:

A. Public policies and public-private partnerships that maximize the cost-effectiveness and efficiency of the State's investment in young children;

B. Streamlining and elimination of duplicative early childhood programs, services, advisory councils and administrative structures; and

C. Increasing access to high-quality family strengthening services and early care and education programs that meet the evolving needs of Maine children and their families.

3. Duties. The duties and responsibilities of the Child Advocate include, but are not limited to:

A. Providing system-level advocacy and representation for the young children of the State, in accordance with priorities outlined in subsection 1 and the requirements of section 24007;

B. Carrying out the research, data collection and reporting requirements outlined in section 24009 and section 24011;

C. Reviewing the recommendations of the Commission to Develop Strategic Priorities Plan for Maine's Young Children, established pursuant to Resolves 2007, chapter 136, and taking any appropriate action regarding the implementation of those recommendations;

D. Working, in conjunction with the Children's Growth Council, to promote, monitor and evaluate its long-term plan for investment in the healthy development of Maine's young children; and

E. Evaluating, in conjunction with the Children's Growth Council, the possibility of creating an executive branch cabinet level department dedicated to early care and education policies and programs; and

F. Serving as early childhood information clearinghouse for the State. In this capacity, the office shall connect families, providers, policy makers and the general public to current information and resources related to early care and education programs, policies, data and research. The office shall also monitor policy trends and initiatives to identify and address gaps in the service delivery system and in data collection relating to early care and education;

G. Documenting the connections between economic growth and investment in early care and education and raising public awareness, in communication with the Maine Economic Growth Council, regarding these connections;

H. Analyzing and making recommendations to the Legislature regarding policy issues and proposals affecting young children, including, but not limited to, the state budget and specific bills before the Legislature;

§24007. Representation

The Child Advocate shall represent the interests of young children, as a class, before the Legislature, the courts and agencies of the State. To the maximum extent possible, the Child Advocate shall use the resource of the office to ensure adequate representation of young children whose interests may otherwise not be adequately represented.

§24009. Research and evaluation

(See draft legislation under IV.E)

§24011. Reports

1. Annual report. The Child Advocate shall prepare and submit an annual report of the activities and accomplishments of the office to the Governor and to the joint standing committee of the Legislature having jurisdiction over health and human services by December 15 of each year. Copies of the report must be made available to all legislators on request.

2. Children's budget report. The Child Advocate shall prepare and submit a report to the Governor and to the joint standing committee of the Legislature having jurisdiction over appropriations and financial affairs matters regarding the impacts of the Governor's proposed biennial budget with respect to young children. This report must be filed on or before the commencement of public hearings on the biennial budget. The Child Advocate shall provide oral testimony at the public hearings on the biennial budget.

Sec. B2. Streamlining children's councils. The Child Advocate shall, within 6 months of hire, prepare and submit a report to the joint standing committee of the Legislature having jurisdiction over health and human services matters regarding the Child Advocate's recommendations for streamlining advisory bodies of state government that address children's issues including, but not limited to, the Children's Cabinet, established in Maine Revised Statutes, Title 5, section 19131, the Child Care Advisory Council, established in Maine Revised Statutes, Title 22, section 3739, and the Children's Growth Council, established in Maine Revised Statutes, Title 5, section 24001. Following receipt and review of the report, the joint standing committee of the Legislature having jurisdiction over health and human services matters is authorized to submit a bill to the 124th Legislature related to streamlining of advisory bodies related to children's issues.

C. Children's Growth Council

This section provides draft legislation for implementing the Commission's recommendation to establish the Children's Growth Council.

Sec. C1. 5 **MRSA §12004-J, sub-§15** is enacted to read:

15.

Children	Children's Growth Council	Legislative Per Diem and Expenses for Legislators	5 MRSA §25001

Sec. C2. 5 MRSA Chapter **623** is enacted to read:

TITLE 5
PART 30 – INVESTMENT IN YOUNG CHILDREN
CHAPTER 623: MAINE CHILDREN'S GROWTH COUNCIL

§25001. Maine Children's Growth Council

1. Establishment. The Maine Children's Growth Council, referred to in this chapter as "the council," is established as a public-private partnership to develop, maintain and evaluate a long-term plan for investment in the healthy development of Maine's young children. For the purposes of this chapter, "young children" means children ages 0 to 5 years.

2. Membership. The council consists of the following 24 members, including 4 non-voting members as designated:

A. Two members of the Senate who have a demonstrated interest in early care and education, appointed by the President of the Senate;

B. Two members of the House of Representatives who have a demonstrated interest in early care and education, appointed by the Speaker of the House;

C. Five members appointed by the President of the Senate; these five members must include individuals with demonstrated expertise in early care and education, children's health and development, economic development and workforce development as it relates to early care and education.

D. Five members appointed by the Speaker of the House; these five members must include individuals with demonstrated expertise in early care and education, children's health and development, economic development and workforce development as it relates to early care and education.

E. Four members appointed by the Governor, including two members representing the interests of consumers of early care and education services and two members representing the interests of the business community.

F. The Governor or the Governor's designee;

G. The Attorney General or the Attorney General's designee;

H. The Child Advocate or the Child Advocate's designee who is a non-voting member.

I. The Commissioner of Health and Human Services or the commissioner's designee who is a non-voting member;

J. The Commissioner of Education or the commissioner's designee who is a non-voting member; and

K. The Commissioner of Economic and Community Development or the commissioner's designee who is a non-voting member.

3. Terms of appointment. The terms of appointment are as follows.

A. Except as provided in paragraph B, members are appointed for terms of 3 years.

B. Members who are Legislators are appointed for the duration of the legislative terms of office in which they were appointed.

C. Members may serve beyond their designated terms until their successors are appointed.

4. Chair. The Council shall select a chair from among its members and may select a new chair annually.

5. Quorum; meetings. Ten members of the council constitute a quorum. The council may meet as often as necessary but not fewer than 4 times a year. A meeting may be called by the chair or by any 4 members.

6. Compensation. Members of the council are not entitled to compensation for their services, except for those members of the Legislature appointed to the council who are entitled to receive the legislative per diem, as defined in Title 3, section 2, and reimbursement for travel and other necessary expenses for their attendance at authorized meetings of the council.

7. Staffing. To the maximum extent possible, the Council shall utilize staffing resources provided under the State Early Childhood Comprehensive Systems grant from the U.S. Department of Health and Human Services, Maternal and Child Health Bureau. To the extent that additional staffing resources are required or staffing resources are no longer available under the State Early Childhood Comprehensive Systems grant, the Council shall that grant is no longer available, the Council may accept and expend other funds to provide for staffing to carry out its duties under this chapter.

8. Logo. The Council may develop, adopt and publicize a logo or slogan to identify its work.

§25003. Duties; plan requirements

1. Duties. The duties of the council include, but are not limited to:

A. Recommending a long-term plan, for sustainable investment in the healthy development of Maine's young children; the plan must include goals, benchmarks and strategies, and specific priorities

B. Reviewing and addressing the recommendations of the Commission to Develop a Strategic Priorities Plan for Maine's Young Children, established pursuant to Resolves 2007, chapter 136, and the recommendations contained in "Invest Early in Maine: A Working Plan for Humane Early Childhood Systems, 2007 Edition," published by the Department of Health and Human Services, in the development of the plan;

C. Monitoring and evaluating progress in accomplishing the plan's vision, goals and benchmarks, including measurement of outcomes and quantifiable performance indicators;

D. Updating and revising the plan on a biennial basis to reflect experience with the plan, changing economic and demographic conditions in the State, and evidence regarding the impact of recommended investments on economic growth and productivity of the State;

E. Consulting and coordinating with relevant state entities in the development of the plan, including but not limited to, the Child Care Advisory Council, the Children's Cabinet, the Office of the Child Advocate, the Department of Health and Human Services and the Department of Education.

2. Process. The council shall use the following guidelines when developing the required long-term plan, for sustainable investment in the healthy development of Maine's young children.

A. The council shall use the report of the Commission to Develop a Strategic Priorities Plan for Maine's Young Children, established pursuant to Resolves 2007, chapter 136, and "Invest Early in Maine: A Working Plan for Humane Early Childhood Systems, 2007 Edition," published by the Department of Health and Human Services, as a starting point in the development of the plan.

B. The plan development process must be long-term and continuous with a 5-to-7-year planning horizon. It must include clear authority for monitoring and evaluating on a regular basis.

B. The plan must have a strategic focus and include measurable outcomes, with clear goal setting and performance indicators.

C. The council may appoint working groups and advisory committees as necessary, representing key concerned parties to accomplish the goals outlined in this section.

D. The plan development process must be statewide in scope, using available technology to ensure that all areas of the State have accessibility to the work of the council.

E. The preparation and maintenance of the plan must be conducted through a public and private partnership that is objective and nonpartisan.

3. Contents. The council's long-term plan for sustainable investment in the healthy development of Maine's young children must contain:

A. A strategy to create and sustain a unified, statewide early childhood service system that: provides essential resources for children; shares common standards for quality; respects the diversity and uniqueness of young children and their families; reflects a commitment to sustainable growth; and recognizes the value of new forms of cooperation among government, business and society in achieving the goals of the plan;

B. A strategy for the overall investment and prioritization of early childhood programs, services and initiatives, broadly defined and not limited to early care and education;

C. A strategy to address the education and training needs of the early care and education workforce, redeployment of state resources, investments in technology and infrastructure; and

D. Benchmarks for accomplishing the plan that are specific, quantifiable performance indicators against which each of the goals set forth to accomplish the vision of the plan can be measured;

E. Strategies and policy options to accomplish the benchmarks based upon research evidence of best practices in the State, other states and other nations;

F. Documentation of:

(1) The components of the early childhood system in the State;

(2) Strategic partners, beyond state government, who have a stake in healthy children and families;

(3) The dynamic national and international trends in the early childhood policies and service delivery systems;

(4) Existing efforts to create public-private partnerships to deliver programs and services for young children and their families;

(5) The child care and related challenges faced by low-income parents, including but not limited to welfare recipients, in sustaining employment and strategies to address their needs; and

(6) Relevant research and studies including, but not limited to, studies that address the

cost, quality and availability of early care and education and program evaluations and other research regarding the long-term impact of investing early in young.

§25005. Funding

1. Fiscal agent. The Office of the Child Advocate shall serve as the fiscal agent for the council, providing regular financial reports to the council on funds received and expended and an annual audit.

2. Funds. The Council is authorized to solicit, receive and pool grants or funds from the federal government, any political subdivision of the State or any individual, foundation or corporation and may expend those funds for purposes that are consistent with this chapter.

§25007. Report

No later than January 1, 2009, and every two years thereafter, the council shall prepare a report of its plan for a long-term plan for investment in the healthy development of Maine's young children. The council shall submit the report to the Governor, the Children's Cabinet, the joint standing committee of the Legislature having jurisdiction over appropriations and financial affairs, the joint standing committee of the Legislature having jurisdiction over health and human services matters, the joint standing committee of the Legislature having jurisdiction over education matters, the joint standing committee of the Legislature having jurisdiction over economic development matters and the joint standing committee having jurisdiction over taxation matters.

Sec. C-2. Initial appointments to the Children's Growth Council; relationship to task force on early childhood. In making initial appointments to the Children's Growth Council pursuant to Maine Revised Statutes, Title 5, section 25001, the appointing authorities shall draw as directly as possible from the current membership of the state-level task force on early childhood issues that operates under the early childhood initiative of the Children's Cabinet with funding from the U.S. Department of Health and Human Services, Maternal and Child Health Bureau, under a State Early Childhood Comprehensive Systems grant, and the Maine Department of Health and Human Services.

D. Needs Assessment

This section provides draft legislation for implementing the Commission's recommendation that the State undertake a comprehensive statewide needs assessment of the early childhood system.

Sec. D1. Needs assessment. The Office of the Child Advocate, established in Maine Revised Statutes, Title 5, section 24001, referred to in this section as "the office," shall complete

a comprehensive statewide needs assessment of the early childhood system in accordance with this section.

1. Contract with independent entity. The Office shall contract with a qualified, nongovernmental, independent third party to conduct an early childhood needs assessment for the State and submit a report on the findings, in accordance with this section. For the purposes of this section, an individual, group or organization affiliated with the University of Maine System is not considered a governmental entity. The Office shall issue a request for proposals in accordance with the Bureau of General Services Rules, Chapter 110.

2. Scope of assessment; survey required. At a minimum, the needs assessment must: document the supply of early care and education services for children ages 0-5 years statewide; document the need, or demand, for early care and education services; identify gaps, or shortages, in the system where supply does not match demand; identify priorities for closing those gaps; and document the needs of the child care workforce. The needs assessment must include a direct survey of families in the State with a child born during the previous calendar year for the purpose of documenting the status of these children and identifying emerging needs for family strengthening and early care and education programs and services.

3. Consultation and coordination. The office shall require the selected party to consult and coordinate with relevant state entities prior to initiating the needs assessment to maximize efficiency, avoid duplication and ensure that the assessment utilizes all relevant data that has already been collected. Relevant state entities include, but are not limited to, the Office of the Child Advocate, the Children's Growth Council, the Children's Cabinet, the Child Care Advisory Council, the Department of Health and Human Services and the Department of Education.

4. Schedule; report. The office shall issue request for proposals for the needs assessment within 3 months of establishment of the office and shall require the selected party to complete the needs assessment and submit its final report within a 9 month period. The needs assessment report must be submitted to the office, to the Governor and to the joint standing committee of the Legislature having jurisdiction over health and human services matters.

Sec. D2. Authority to submit legislation. The joint standing committee of the Legislature having jurisdiction over health and human services matters may submit a bill to the First Regular Session or Second Regular Session of the 124th Legislature related to the findings of the needs assessment.

E. Documenting Effects of Investments

This section provides draft legislation for implementing the Commission's recommendation regarding the implementation of a long-term independent research project to document the effects of public investment in programs and services to promote the healthy development of Maine's young children.

Sec. E1. 5 MRSA §24011 is enacted to read:

§24011. Research and evaluation

The office shall provide for ongoing evaluation of the effects of public investment in programs and services to benefit Maine's young children through a long-term research program in accordance with this section.

1. Contract with independent entity. The office shall contract with a qualified, nongovernmental, independent third party, referred to in this section as "the researcher," to carry out research to evaluate the effects of new policies, programs and expenditures targeting young children and their families. For the purposes of this section, an individual, group or organization affiliated with the University of Maine System is not considered a governmental entity. The Office shall issue a request for proposals for a 5 year contract no later than December 1, 2008 and every 5 years thereafter, in accordance with the Bureau of General Services Rules, Chapter 110. The contract must require the researcher to match the State funds provided with at least an equal amount of funds from other sources.

2. Researcher expertise. The selected researcher must have demonstrated expertise in quantitative program evaluation analysis, including statistical estimation of program impacts. The selected researcher must also have knowledge and research experience that is relevant to early childhood programs and services.

3. Scope of research. At a minimum, the research must quantify the costs and benefits and return on investment for the expenditure of public dollars in programs and services for young children. The research must document the effects of these investments on children, parents, government revenue and expenditures and the economy. To conduct this research, the selected researcher shall construct and maintain a longitudinal database that tracks relevant measures of child and family outcomes and economic and fiscal impacts on an ongoing basis.

4. Consultation and coordination. The selected researcher shall consult and coordinate with the Child Advocate and with the Children's Growth Council at the commencement of the contract period and on an ongoing basis throughout the term of the contract. Consultation between the Child Advocate and the researcher must occur at least quarterly. Prior to implementation of new programs or investments in young children and their families, the researcher shall consult with the implementing agencies, including policy and program staff, regarding data collection needs and design and processes to ensure the validity of the research and documentation of program effects.

6. Report; authority to submit legislation. The selected researcher shall prepare and submit the following reports to the office, the Governor, the joint standing committee of the Legislature having jurisdiction over health and human services matters and the joint standing committee of the Legislature having jurisdiction over appropriations and financial affairs matters:

A. An interim evaluation report due no later than 2 years prior to the end of the contract period; and

B. A final report due no later than 30 days prior to end of the contract period.

Following receipt and review of each report, the joint standing committee of the Legislature having jurisdiction over health and human services matters may submit a bill to the Legislature related to the findings in the report.

Sec. E-2. Schedule. No later than 6 months following the establishment of the Office of the Child Advocate pursuant to Maine Revised Statutes, Title 5, section 24001, the Office of the Child Advocate shall enter into contract with a nongovernmental, independent third party to carry out research to evaluate the effects of new policies, programs and expenditures targeting young children and their families, in accordance with the requirements of Maine Revised Statutes, Title 5, section 24011.

F. Increasing Scholarships for Child Care Providers

This section provides draft legislation to implement the Commission's recommendation to increase scholarship money available through the Finance Authority of Maine to early child care and education providers and to raise the per-course and per-year scholarship money limits.

Sec. F1. Finance Authority of Maine to amend rules governing child care provider scholarships. The Finance Authority of Maine shall amend rules governing the Quality Child Care Education and Scholarship Program as established by Title 20-A MRSA §1160 to increase the amount distributed per course to better reflect current tuition rates and to raise the annual maximum disbursement from $2,000 to $3,000.

Sec. F2. Appropriations and allocation. The following appropriations and allocations are made.

FINANCE AUTHORITY OF MAINE

Quality Care and Scholarship Program
Initiative: Appropriates additional funds for scholarships for early child care and education providers.

GENERAL FUND	**2008-09**	**2009-10**
All Other	$200,000	$200,000
General Fund Total	$200,000	$200,000

G. Increase Access to Funding for Improvements to Child Care Facilities

This section provides draft legislation for implementing the Commission's recommendation to reduce interest rates for the Regional Economic Development Revolving Loans for making improvements to the physical site of child care facilities and to direct FAME to make efforts to increase awareness of the program and to simplify the paperwork required to apply for these loans.

Sec. G1. 10 MRSA §1026-M, sub-§6, paragraph C, subparagraph (1), is amended to read:

(1) Loans to a quality child care project ~~may not~~ must bear a rate of interest ~~that when added to the commitment fee and administrative and technical assistance cost, is less than 6% or exceeds the prime rate of interest~~ equal to 3%, not including any administrative costs or fees;or

Sec. G2. Finance Authority of Maine to increase awareness of and simplify application for Regional Economic Development Revolving Loan Program for child care. The Finance Authority of Maine shall make efforts to increase the level of awareness of loans available for improvements to the physical site of child care facilities granted under the Regional Economic Development Revolving Loan Program and simplify the application to be submitted by those seeking loans under this program. The Finance Authority of Maine shall report to the joint standing committee of the legislature having jurisdiction over licensed child care facilities outlining the steps taken to increase awareness of the loan program and demonstrating the simplification of the application for loans issued under this program.

H. Unify Subsidy Policies and Incentives for Quality

This section provides draft legislation for implementing the Commission's recommendation regarding the unifications of policies governing child care subsidies provided under TANF and the Office of Child Care and Head Start to place a priority on quality care as well as allowing the parent to seek and maintain employment.

Sec. H1. Unification of policies governing child care subsidies. The Department of Health and Human Services shall report to the joint standing committee of the legislature having jurisdiction on health and human services by January 15, 2009, regarding unifying the policies governing child care subsidies granted by Temporary Assistance to Needy Families and the Office of Child Care and Head Start. The report shall include recommendations and suggested legislation that will provide for the transfer of TANF block grant funds to the Office of Child Care and Head Start to encourage the use of quality child care by families receiving these subsidies as recommended by the Commission to Develop a Strategic Priorities Plan for Maine's Young Children established pursuant to Resolve 2007, chapter 136.

I. Implement Community Collaboration Coach Model

This section provides draft legislation to implement the Commission's recommendation to use existing and new funding to establish 4 regionally located community collaboration coaches to facilitate the development of locally designed comprehensive quality early childhood systems among pre-kindergarten programs.

Sec. I1. Regional Collaboration Coaches for pre-kindergarten programs. The Department of Education, in collaboration with the Department of Health and Human Services, shall establish 4 regionally assigned community collaboration coaches to facilitate the development of locally designed comprehensive quality early childhood systems among pre-kindergarten programs as recommended by the Commission to Develop a Strategic Priorities Plan for Maine's Young Children established pursuant to Resolve 2007, chapter 136. The departments shall use the following sources to pay for the establishment of collaboration coaches: existing Head Start Collaboration Grant funds, existing State Early Childhood Comprehensive Systems project funds and additional funds appropriated in this act.

Sec. I2. Appropriation and Allocation. The following appropriations and allocations are made.

EDUCATION, DEPARTMENT OF

Community Collaboration Coach

Initiative: Provide additional funding for the establishment of 4 regionally assigned community collaboration coaches for the benefit of pre-kindergarten programs.

GENERAL FUND	**2008-09**	**2009-10**
All Other	$25,400	$25,400
General Fund Total	$25,400	$25,400

J. Codify Universal Home Visiting Programs

This section provides draft legislation to implement the Commission's recommendation to codify universal home visiting as a core program to be available to all Maine families with children from pre-natal through age five, subject to available funds.

Sec. J1. 22 MRSA §262 is enacted to read:

§262 Universal home visiting.

The department, as permitted by the availability of funds, shall provide a universal home visiting program for new families with children from the pre-natal stage of development through

age five years, regardless of family income level. The home visiting program must be designed to incorporate the following principles:

A. Healthy and strong parent-child attachment;
B. Physical and behavioral health of the family;
C. Reduced incidence of child abuse and neglect;
D. Positive and creative learning environments for the child;
E. Effective and positive parenting;
F. Parental competencies and self-confidence;
G. Reducing family isolation through community linkages;
H. School readiness; and
I. Family self-sufficiency.

APPENDIX A

Authorizing Legislation, Resolves 2007, chapter 136

PLEASE NOTE: Legislative Information ***cannot*** perform research, provide legal advice, or interpret Maine law. For legal assistance, please contact a qualified attorney.

Resolve, To Create the Commission To Develop a Strategic Priorities Plan for Maine's Young Children

Emergency preamble. Whereas, acts and resolves of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, there have been reports and efforts highlighting the importance of early child care and education in Maine since the mid-1990s; and

Whereas, strong scientific evidence supports the conclusion that 90% of brain development occurs before 5 years of age; and

Whereas, the "Start ME Right," "Invest in ME Now!" and other initiatives have come before the Legislature in various bills and formats; and

Whereas, State Government faces serious fiscal challenges that require difficult choices to establish spending priorities; and

Whereas, a strategic investment plan is needed and must be initiated before the 90-day period expires in order that the plan may be completed and a report submitted in time for submission to the next legislative session; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore, be it

Sec. 1 Commission established. Resolved: That the Commission to Develop a Strategic Priorities Plan for Maine's Young Children, referred to in this resolve as "the commission," is established; and be it further

Sec. 2 Commission membership. Resolved: That the commission consists of 13 members appointed as follows:

1. Three members of the Senate including 2 members from the majority party and one member from the minority party, appointed by the President of the Senate, one of whom serves on the Joint Standing Committee on Health and Human Services, one of whom serves on the Joint Standing Committee on Taxation and one of whom serves on the Joint Standing Committee on Business, Research and Economic Development;

2. Five members of the House of Representatives, including 3 members from the majority party and 2 members from the minority party, appointed by the Speaker of the House, one of whom has significant experience working on public policy issues affecting children, one of whom serves on the Joint Standing Committee on Health and Human Services, one of whom serves on the Joint Standing Committee on Education and Cultural Affairs, one of whom serves on the Joint Standing Committee on Taxation and one of whom serves on the Joint Standing Committee on Business, Research and Economic Development;

3. One member representing a business that offers a comprehensive child care benefit and who has focused on the interaction between early care and education and economic development, appointed by the Speaker of the House;

4. One member representing organized labor with an expertise in early child care and education and an understanding of its relationship to opportunities for women and families, appointed by the Speaker of the House;

5. One member representing academia, business or a public policy organization with experience as an actuary or economist who has analyzed the interactions between economic development, early care and education and early child brain development, appointed by the President of the Senate;

6. One member representing child care providers or early child care and education, appointed by the President of the Senate; and

7. The Attorney General or the Attorney General's designee; and be it further

Sec. 3 Chairs. Resolved: That the first-named Senate member is the Senate chair of the commission, and the first-named House of Representatives member is the House chair of the commission; and be it further

Sec. 4 Appointments; convening of commission. Resolved: That all appointments must be made no later than 30 days following the effective date of this resolve. The appointing authorities shall notify the Executive Director of the Legislative Council once all appointments have been completed. Within 15 days after appointment of all members, the chairs shall call and convene the first meeting of the commission, which must be no later than September 1, 2007; and be it further

Sec. 5 Duties. Resolved: That the commission shall:

1. Work with experts in the field and the Joint Standing Committee on Education and Cultural Affairs to evaluate information from existing early childhood task forces, reports and scientific data on brain development;

2. Identify the current and future economic needs of employers and parents and the links to early child care and education;

3. Hold necessary meetings involving parents, providers of all levels of child care, representatives of business, health experts and economists;

4. Evaluate and review best practices related to parenting education, parent coaching and home visit programs in consultation with the Maine Children's Trust or its designee;

5. Examine the multiple levels of relationship between early childhood brain development and the needs of parents and employers;

6. Take into account the need for the State to receive its best return on the investment of tax dollars;

7. Consult with people involved in the initiatives "Start ME Right" and "Invest in ME Now!"; and

8. Consider the recommendations from the Task Force on Early Childhood and from the report entitled "Invest Early in Maine: A Working Plan for Humane Early Childhood Systems"; and be it further

Sec. 6 Investment strategy and plan. Resolved: That the commission shall, by taking findings from the activities under section 5 into account, recommend a comprehensive 3-year investment strategy and plan that will identify:

1. The amount of the investment each year;

2. The prioritization of programs, both new and existing, to be invested in;

3. The expected outcomes for children and the economy;

4. A timeline for those outcomes; and

5. Funding sources, including, but not limited to, current resources that need to be shifted, new funds and alternate funding sources that are needed; and be it further

Sec. 7 Staff assistance. Resolved: That the Legislative Council shall provide necessary staffing services to the commission; and be it further

Sec. 8 Compensation. Resolved: That the legislative members of the commission are entitled to receive the legislative per diem, as defined in the Maine Revised Statutes, Title 3, section 2, and reimbursement for travel and other necessary expenses related to their attendance at authorized meetings of the commission. Public members not otherwise compensated by their employers or other entities that they represent are entitled to receive reimbursement of necessary expenses and, upon a demonstration of financial hardship, a per diem equal to the legislative per diem for their attendance at authorized meetings of the commission; and be it further

Sec. 9 Strategic investment plan. Resolved: That, no later than December 1, 2007, the commission shall submit a report that includes its strategic investment plan, including suggested legislation, for presentation to the Joint Standing Committee on Health and Human Services, the Joint Standing Committee on Business, Research and Economic Development, the Joint Standing Committee on Taxation, the Joint Standing Committee on Education and Cultural Affairs and the Joint Standing Committee on Appropriations and Financial Affairs, as well as to the Legislative Council. The commission is not authorized to introduce legislation. Following receipt and review of the report, the Joint Standing Committee on Health and Human Services may submit a bill to the Second Regular Session of the 123rd Legislature; and be it further

Sec. 10 Extension. Resolved: That, if the commission requires a limited extension of time to complete its study and make its report, it may apply to the Legislative Council, which may grant an extension; and be it further

Sec. 11 Commission budget. Resolved: That the chairs of the commission, with assistance from staff, shall administer the commission's budget. Within 10 days after its first meeting, the commission shall present a work plan and proposed budget to the Legislative Council for its approval. The commission may not incur expenses that would result in exceeding the approved budget. Upon request from the commission, the Executive Director of the Legislative Council shall promptly provide the commission chairs and staff with a status report on the commission budget, expenditures incurred and paid and available funds.

Emergency clause. In view of the emergency cited in the preamble, this legislation takes effect when approved.

APPENDIX B

Commission Membership List

Commission to Develop a Strategic Priorities Plan for Maine's Young Children

Resolve 2007, Chapter 136

Monday, October 29, 2007

Appointment(s) by the President

Sen. Joseph C. Brannigan - Chair 168 Concord Street Portland, ME 04103 207 772-6047	Senate Member, HHS Committee
Sen. Jonathan T.E. Courtney 31 Birchwood Lane Springvale, ME 04073	Senate Member , BRED Committee
Sen. Joseph C. Perry 237 Grove St. Bangor, ME 04401 207 942-2493	Senate Member , Taxation Committee
William Hager Child Care Services of York County P.O. Box 512 Sanford, ME 04073	Representing Child Care Providers
Philip Trostel The University of Maine 106 Main Street Orono, ME 04469-5715 207 581-1651	Representing Academia, Business or Public Policy Organizations

Appointment(s) by the Speaker

Rep. Sean Faircloth - Chair 299 Pine Street Bangor, ME 044015243 207 947-8422	House Member, Public Policy
Rep. Donna W. Finley 190 Waterville Road Skowhegan, ME 04976 207 474-4526	House Member, HHS Committee
Rep. Kimberly E.W. Silsby 32 Colony Road Augusta, ME 04330	House Member, BRED Committee
Rep. Meredith N. Strang Burgess 155 Tuttle Road Cumberland, ME 04021	House Member, Education Committee
Rep. John F. Piotti 1075 Albion Road Unity, ME 04988 207 437-2493	House Member, Taxation Committee
Paul F. Bolin 14 Chestnut Trail Bangor, ME 04401	Representing Business Offering Coomprehensive Child Care Benefit

Aymie Walsh
299 Pine Street
Bangor, ME 04401

Representing Organized Labor with Early Child Care Expertise

Other

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Staff:

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APPENDIX C

Meeting Agendas

Commission to Develop a Strategic Priorities Plan for Maine's Young Children

Thursday, September 6, 2007
Taxation Committee Room - State House, Room 127

AGENDA

9:00am **Convening of the Commission**
- Welcome and introduction of Commission members
- Review of Commission purpose, duties and requirements *(staff)*

9:30am **"Invest Early in Maine's Future"** *Steven Rowe, Attorney General*

10:15am **Overview of Early Care and Education in Maine**

Maine Children's Cabinet
- *Lauren Sterling* (10:15-10:30)

Department of Health and Human Services
- *Sheryl Peavey* (10:30-10:45) – Task Force on Early Childhood; Early Childhood Systems Initiative; State Plan for Humane Early Childhood Systems; Home Visiting
- *Carolyn Drugge* (10:45-11:00) – Child Care and Head Start
- *Patti Woolley* (11:00-11:15) – Early Childhood Division & Systems Change
- *Barbara VanBurgel* (11:15-11:30) – Office of Integrated Access and Support / TANF and Transitional Child Care

Department of Education
- *Janine Blatt* (11:30-11:45) - Pre-Kindergarten
- *Debra Hannigan* (11:45-12:00) - Child Development Services

Question and Answer Period (12:00-12:30)

12:30pm **** Lunch break ****

1:30pm **Economic Returns to Early Childhood Investment** *(staff)*
- The economic argument for investment
- Research evidence from program evaluations

2:00pm **ECE Policy Review – Recent Policy Making and Program Models** *(staff)*
- Recent Legislative proposals and laws enacted in Maine
- Sampling of policies and programs from other states and industrialized nations

2:30pm **Preliminary Ideas & Suggestions for the Strategic Investment Plan** *(members)*

3:15pm **Review Work Plan for Meetings 2-4 / Subcommittees** *(staff & members)*

3:45pm **Adjournment**

Commission to Develop a Strategic Priorities Plan for Maine's Young Children

Wednesday, September 26, 2007
Taxation Committee Room - State House, Room 127

AGENDA

9:00-9:10 **Welcome and Introductions**

9:10-9:50 **Recommendations of the "State Plan for Humane Early Childhood Systems"**
9:10-9:30 Presentation - Sheryl Peavey
9:30-9:50 Questions

9:50-10:40 **Review of 2007 Legislative Proposals Referred to the Commission**
9:50-10:20 Presentations (5 min. per sponsor) *[see blue LD summary packet]*
- LD 394 & LD 1712 - Rep. Conover
- LD 1426 - Rep. Cain
- LD 1149 - Rep. Connor
- LD 187 - Rep. Rand
- LD 1065 - Rep. Silsby
- LD 753 & LD 755 - Rep. Faircloth

10:25-10:40 Questions

10:40-10:50 ***Break***

10:50-11:45 **Child Care, Head Start & Pre-K Providers ~ Challenges & Policy Solutions**
10:50-11:30 Presentations (8 min. per presenter)
- Maine Family Child Care Association - Ruth Burke
- Head Start Directors Association - Jean Bridges
- Public pre-K program - Deborah Emery
- Non-profit ECE provider agency - Jeanie Mills
- Maine Child Care Directors Association - Lori Fried Moses

11:30-11:45 Questions

11:45-12:00 **Report of Subcommittee:** Child Care, Head Start & Pre-K

12:00-12:45 ***Lunch Break***

12:45-1:30 **Reports of Subcommittees:**
12:45-1:00 Home Visiting
1:00-1:15 Family Leave & Tax Incentives
1:15-1:30 Strategic Coalition Building

1:30-2:15 **Work Session –part I**

2:15-2:30 ***Break***

2:30-4:00 **Work Session –part II**

4:00 **Adjournment**

Commission to Develop a Strategic Priorities Plan for Maine's Young Children

Wednesday October 17, 2007
Taxation Committee Room - State House, Room 127

AGENDA

9:00 – 9:15	Welcome and Introductions
	Morning Session Presentation/Discussion of Proposals
9:15 – 10:00	**Coordination and Program Evaluation Proposals** Presentation: 15 minutes Discussion: 15 minutes Prioritizing: 15 minutes
10:00 – 10:45	**Child Care/Head Start/ Pre-K Proposals** Presentation: 15 minutes Discussion: 15 minutes Prioritizing: 15 minutes
10:45 – 11:30	**Family Strengthening Proposals** Presentation: 15 minutes Discussion: 15 minutes Prioritizing: 15 minutes
11:30 - 12:15	**Tax Incentives and Family Leave Proposals** Presentation: 15 minutes Discussion: 15 minutes Prioritizing: 15 minutes
12:15 – 1:00	********LUNCH BREAK********
	Afternoon: Work session to develop commission's report recommendations
1:00 – 4:00	Develop draft for 3 year strategic priorities investment plan
4:00	Adjourn

Commission to Develop a Strategic Priorities Plan for Maine's Young Children

Wednesday, November 14, 2007
Taxation Committee Room - State House, Room 127

AGENDA

9:00 – 9:15	Welcome and Introductions
9:15 – 12:00	Work Session - Final Report of the Commission
12:00 – 1:00	* LUNCH *
1:00 – 4:00	Work Session - Final Report of the Commission
4:00	Adjourn

APPENDIX D

Proposal Worksheets

Commission to Develop a Strategic Priorities Plan for Maine's Young Children

Wednesday, November 14, 2007
Taxation Committee Room - State House, Room 127

AGENDA

9:00 – 9:15	Welcome and Introductions
9:15 – 12:00	Work Session - Final Report of the Commission
12:00 – 1:00	* LUNCH *
1:00 – 4:00	Work Session - Final Report of the Commission
4:00	Adjourn

Commission to Develop a Strategic Priorities Plan for Maine's Young Children
PROPOSALS – COORDINATION & EVALUATION – 10/17/07

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CE #1– Create a Child Advocate and a Children's Growth Council.....2

CE #2 – Documenting the Effects of New Programs for Young Children.....7

Title	**Create a Child Advocate and a coordinating Children's Growth Council (CE #1)**		
Submitted by	**Child Care, Head Start, Pre-K Subcommittee**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	**Child Advocate** An independent office charged with: a.) With evaluating the efficacy of the State's early childhood system and early childhood education programs administered by state agencies or provided by state-funded programs; and b.) Representing the interests of Maine children before the Legislature, courts and state agencies. (See attached for detailed description of duties) **Children's Growth Council** Establish The Maine Children's Growth Council to develop, maintain and evaluate a long-term economic plan to support the healthy development of Maine's young children. The council shall: A. Develop and recommend a long-range plan, goals, benchmarks and alternative strategies for a sustainable investment plan for Maine's young children; B. Monitor progress in accomplishing the plan's vision, goals and benchmarks; and C. Recommend changes in the plan to reflect the dynamics of the international, national and state economy. (See "Additional Information" for detailed description of duties for each.)		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	The Child Advocate and Children's Growth Council would, together, have the ability to work on long term plans to support Maine's young children.		
Any supporting data/research?			
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**

Title	**Create a Child Advocate and a coordinating Children's Growth Council (CE #1)**		
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** **Office of the Child Advocate** Child Advocate (sal+ben) 68,000+26,000=94,000 Econ.Analyst (sal+ben) 62,000+25,000=87,000 Special Asst (sal+ben) 32,000+19,000=51,000 **Staffing Total=$232,000** Operating Costs*=$25,000 **Total annual=$257,000** *OFPR is in process of estimating operating costs; will updated when we get the information **Children's Growth Council** A cost estimate has been requested through OFPR based on the proposal outline provided below (see "Additional Information). Note: For reference, the Maine Economic Growth Council currently receives an annual General Fund appropriation of $58,000 which is matched by the Maine Development Foundation.	**FY09-10** **Ongoing costs as outlined for FY08-09**	**FY10-11** **Ongoing costs as outlined for FY08-09**
Proposed Funding Sources (General Fund, Bond, Fed funds,etc			
Additional Information	**CHILD ADVOCATE - Details** The Child Advocate shall: • Work in conjunction with Children's Growth Council to analyze progress made on State Early Childhood plan. • Work in conjunction with Maine Economic Growth Council to illustrate impact of ECE on Maine's Economy. • Analyze, in conjunction with the Children's Growth Council, the possibility of creating a Department of Early Childhood within state government • Review, investigate and make appropriate recommendations, including legislative proposals, to the legislature regarding child related issues. • Analyze state budget as it relates to children • Develop objective measurements to evaluate the effectiveness and		

Title	Create a Child Advocate and a coordinating Children's Growth Council (CE #1)

utilization of current programs and systems in place to support the Early Childhood system.

- Work in conjunction with any state office that houses programs for children to collect and assimilate data needed to complete the reporting requirements of the Child Advocate
- Keep current with literature affecting services for the Early Childhood population including legislation, policies, and regulations
- Monitor trends and initiatives to identify and strategically address gaps/needs in state policy or data collection relating to services for children.

Intent: It is the intent of this Commission that the resources of the Child Advocate be devoted to the maximum extent possible to ensuring adequate representation of the interests of those children whose interests may otherwise be inadequately represented.

When the interests of cohorts of children differ, the Child Advocate shall give priority to representing the interest of children in the following order:

- Low income children
- "At-Risk" children, including but not limited to children with mental disabilities, children with mental health challenges, children, as a class, who are in state custody or are the subject of child protection actions
- Infants and Toddlers
- Other children whose interest the Child Advocate finds to be inadequately represented.

Appointment: by the Governor and review by HHS, approval by the full Legislature. Appointed for a six year term.

Note: The appointment of the Public Advocate is as follows (35-A MRSA §1701):
The Public Advocate shall be appointed by the Governor, subject to review by the joint standing committee of the Legislature having jurisdiction over public utilities and to confirmation by the Legislature, and shall serve at the pleasure of the Governor. Any vacancy shall be filled by similar appointment.

Annual Report: the Child Advocate shall prepare and submit an annual report of activities of the Child Advocate to the Governor and to the joint standing committee of the Legislature having jurisdiction over Health and Human Services by the beginning of each legislative session. The Child Advocate shall also prepare a written report to the Governor and the joint committee on Appropriations in regard to the impact of the biennial budget on children on or before the date of the first public hearing on the budget before Appropriations. The Child Advocate will also deliver oral testimony to Appropriations at the appropriate time in the budget hearings.

CHILDREN'S GROWTH COUNCIL - Details

Maine Children's Growth Council

1. The Maine Children's Growth Council; establishment. The Maine Children's Growth Council, referred to in this section as "the council," is established to develop, maintain and evaluate a long-term economic plan to support the healthy development of Maine's young children.

Title	Create a Child Advocate and a coordinating Children's Growth Council (CE #1)
	2. Membership. The council consists of 22 members. The Governor, President of the Senate and Speaker of the House of Representatives shall jointly appoint the following 18 members, 2 of whom shall serve as co chairs of the council: A. Fourteen members having a broad range of expertise in areas including but not limited to: early care and education, children's health (including mental health), labor and workforce development as it relates to the early care and education workforce, economic development, business; and B. Four members of the Legislature with a demonstrated interest in early care and education. The Commissioners of Health and Human Services, Education, Economic and Community Development or the commissioner's designee are members of the council. The State Attorney General or his/her designee is a member of the Council. **3. Appointments.** Members appointed to the council serve a 3-year term. **4. Quorum.** Ten members of the council constitute a quorum. **5. Compensation.** Members of the council are not entitled to compensation for their services, except for those members of the Legislature appointed to the council who receive the legislative per diem. **Powers and duties** **1. Develop a long-term plan for the State's investment in Maine's young children.** The council shall: A. Develop and recommend a long-range plan, goals, benchmarks and alternative strategies for a sustainable investment plan for Maine's young children; B. Monitor progress in accomplishing the plan's vision, goals and benchmarks; and C. Recommend changes in the plan to reflect the dynamics of the international, national and state economy. **2. Process.** The council shall use the following guidelines when developing the plan described in subsection 1. A. The process must be long-term and continuous with a 5-to-7-year planning horizon. It must include clear authority for monitoring and evaluating on a regular basis. B. The process must have a strategic focus and measurable outcomes, with clear goal setting and performance indicators. C. The council may appoint working groups and advisory committees as necessary, representing key concerned parties to accomplish the goals outlined in this section. D. The process must be statewide in scope, using available technology to ensure that all areas of the State have accessibility to the work of the council. E. Preparation and maintenance of the plan must be through a public and private partnership approach that is objective and nonpartisan. **3. Contents.** The plan developed by the council must consist of:

Title	Create a Child Advocate and a coordinating Children's Growth Council (CE #1)
	A. A plan to create and sustain a unified, statewide early childhood service system that provides essential resources, shares common standards for quality and respects the diversity and uniqueness of all Maine's children and their families based on a shared commitment to sustainable development that recognizes that new forms of cooperation among government, business and society are required to achieve the goals; B. Benchmarks for accomplishing the plan that are specific, quantifiable performance indicators against which each of the goals that have been set forth to accomplish the vision can be measured; C. Alternative strategies to accomplish the benchmarks based upon the best practices in Maine, other states and other countries; D. A strategy for the overall investment and prioritization of early childhood, broadly defined and not limited to child care. The plan must include consideration of education and training needs of the early care and education workforce, redeployment of state resources, investments in technology and infrastructure; and E. Identification of: (1) The components of the Early Childhood system in the State; (2) Strategic partners, beyond state government, who have a stake in healthy children and families; (3) The dynamic national and international trends in Early Childhood; (4) Existing efforts to create public / private partnerships; (5) Other relevant studies and evaluations in the private and public sector dealing with the long-term impact of investing early in young children; (6) The work force challenges faced by welfare recipients and strategies to address their economic and related needs; and (7) Other relevant studies and evaluations in the private and public sector concerning the availability of child care. (This is actually original to the Economic Growth Council statute) **4. Fiscal agent.** The Department of Health and Human Services shall serve as the council's fiscal agent providing regular financial reports to the council on funds received and expended and an annual audit. The council shall seek funds and accept gifts, if necessary, to support the council's objectives. **5. Staff support.** The council shall contract with the Margaret Chase Smith Policy Center for staff support to fulfill the requirements for carrying out the purposes of this section. **6. Report.** The council shall report to the joint standing committee(s) of the Legislature having jurisdiction over education and health and human services matters and other committees as made necessary by the recommendations of the plan as well as to the Governor's Children's Cabinet. The council shall recommend its plan to the committee(s) and Cabinet biennially at the beginning of each new Legislature. The first plan must be presented by January 1, 2009. The recommended plan must be used by the committees of jurisdiction as a guide to deliver strategic investment for Maine's early childhood service system.

Commission to Develop a Strategic Priorities Plan for Maine's Young Children
PROPOSALS – COORDINATION & EVALUATION – 10/17/07

Title	**Documenting the Effects of New Programs for Young Children**		
Submitted by	**Philip Trostel**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	• The effects of new programs resulting from the Commission will be carefully documented with a well-designed long-term research program. • The research will be partially supported by a State contract awarded through a competitive process. The State contract will support less than half of the total cost of the research. The winning research team will contribute the majority of the research cost and/or raise additional funding. • The Commission (or its successor such as an Office of the Child Advocate and/or a Maine Investment in Children Council) will solicit and chose from in-depth proposals from researchers highly trained in quantitative analysis, particularly in the study of young children and in identifying causal relationships in the data. • Before the implementation of new programs for young children, the chosen research team will provide guidance on design and implementation to maximize the ability to document the effects of the programs. • The chosen research team will begin the construction of a continuing longitudinal database. • The database and the quantitative research on which is it based will place particular emphasis on documenting the fiscal consequences of the new programs for young children. • The research team will report annually to the successor to the Commission.		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	• New programs for young children are expected to create substantial long-term benefits for the State. This program will quantify at least some of these important effects. • In carefully documenting these effects, the value of continuing programs for young children will be clear. • The research may also help guide modifications of programs for young children to maximize their effectiveness and to improve the usage of Maine's tax dollars. • This research program will create valuable new knowledge that can be applied elsewhere. The academic value of the research is why the research team will be expected to contribute/raise the majority of the research cost.		
Any supporting data/research?	• The research program will follow previous high-quality and high-impact research programs such as the High/Scope Perry Preschool Study and the Carolina Abecedarian Project.		
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09** • Research team selected • Scientific design of implementation • Design of on-going data collection • Beginning of ex ante data collection	**FY09-10** • Completion of ex ante data collection • Beginning of on-going data collection	**FY10-11** • On-going data collection • Initial data analysis and research
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** **Approximately $75,000 expenditure**	**FY09-10** **Approximately $75,000 expenditure**	**FY10-11** **Approximately $75,000 expenditure**
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)	General Fund	General Fund	General Fund

Commission to Develop a Strategic Priorities Plan for Maine's Young Children
PROPOSALS – CHILD CARE, HEAD START, PRE-K – 10/17/07

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Commission to Develop a Strategic Priorities Plan for Maine's Young Children
PROPOSALS – CHILD CARE, HEAD START, PRE-K – 10/17/07

Child Care, Head Start & Pre-K Subcommittee Report

Overview:

This Committee met on three separate occasions to consider what were the areas of greatest need concerning the Early Care and Education needs of the young child in Maine. There was concern voiced for the need to address both the long term overall needs of this population, and what should be the first, immediate and achievable priorities for Maine. The following summarized is the general consensus of this sub-committee.

Principles:

1. In each of these recommendations, the committee has agreed that there is a balance between what we might need to meet "universal needs," and what we might recommend as "achievable" in the near future.
2. We need to focus on the greatest "**return on investment**" **(ROI)**. The longitudinal studies in the field of early care and education demonstrate that the greatest ROI was the result of the provision of **comprehensive** services for those most in need. In other words, **quality counts.**
3. The research on brain development stresses the importance of the **first three years of life,** regardless of setting. We need to prioritize coordinated, comprehensive services for Maine's birth to three population.
4. There was also concern voiced that other priority areas of need would also demonstrate substantial returns on investment. These additional areas were defined as: **Young Children from very low-income families, Young Children with special needs, and Young Children at risk from abuse and neglect.**
5. All children need settings that are conducive to reaching their potential. Therefore, **all departments within DHHS (programs funded by TANF, CCDF and the Child Protective System)** with mandates to provide services for Maine's birth to the three year-old population need to be accountable to meeting the goal of the greatest return on investment.
6. We acknowledge that focusing on infants and toddlers will not solve all of the systemic problems of the early care and education system, but by providing services in a collaborative, comprehensive way to our youngest children will ultimately improve these children's outcomes and will provide a model for continuing to reach additional children and families in need.

Recommendations:

1. We need to increase the **quality** of early care and education settings for all of Maine's children birth to three. We will do this through:
   a. Fund State of Maine Child Care Quality Standards (Proposal # 1)
   b. Endowment/State Bond for Quality (Proposal #)
   c. Higher Education Options for Child Care Providers, prioritizing those who care for infants and toddlers (Proposal # 1)
   d. Strengthen "Child Care Plus ME" for supporting children with special needs in child care settings (Proposal # 1)
2. Increase **access** to quality programs for all children birth to three.
   a. Increase child care subsidy for low income infants and toddlers (Proposal # 2)
   b. Increase subsidy for "at risk" (distressed) children, prioritizing children birth to five. (Proposal # 2)
   c. Expansion of Early Head Start in Maine (Proposal # 2)
   d. Increase access to home visitation/parent education for all families with children birth to three who choose to. (Another committee?)
   e. Paid Parental leave (Another committee?)
3. All agencies/programs that serve Maine's birth to three population will be accountable to the greatest ROI, meaning that the children with the greatest need (birth to three, special needs, low income, at risk/distressed, etc.) be served in programs of quality.
   a. Commission a full needs assessment of Maine's child care system (Proposal # 5)
   b. Improve the ability of local child care Resource Development Centers to enhance the early care and education systems on the local level (Proposal #1)
   c. Unify the State's child care subsidy systems in such a way to provide every child [birth to three] with the highest possible care. (Proposal # 3)
   d. Increase child care subsidy for at risk children (Proposal # 5)
   e. Child advocate position in State Government (Proposal # 6)

Title	**Increase the Overall Quality of Early Child Childhood Education in Maine (CC #1)**		
Submitted by	**Subcommittee**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	This recommendation includes increased investment in a combination of: 1. **Quality Rating System:** The Dept. of Health and Human Services initiative to assess and raise the quality of early care and education, currently referred to as the Maine Quality Rating System, 2. **RDCs:** Enhancing the ability of the Maine Child Care Resource and Referral Agencies, and 3. **Provider Scholarships:** Increasing educational opportunities for direct service providers via increased scholarships. 4. **Child Care Plus ME:** Increasing the State investment in the "Child Care Plus ME" program, which provides supports to mainstream children with special needs in to Early Care and Education Settings. 5. **Bond for Quality Investment:** We would also recommend exploration of on one time Bond Issue to "Jump Start" Quality in Early Childhood Education in Maine. (See Attached for Detail) Note: Related to LD 755 and LD 1149 (bond) and LD 1065 (Scholarships)		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	If we are serious about addressing the needs of children in Maine, we need to support them where they are spending the bulk of their waking hours. Because of the nature and history of this work, any effort to make a meaningful impact on children in care needs to be multifaceted and multi-leveled. Because of the historic low licensing standards, combined with limitations of funding this care (both public and parent ability to pay), additional resources will be required to effectively and comprehensively raise the quality of that care.		
Any supporting data/research?	1) Maine Cost Quality Studies 2) National Studies detailing 3) DHHS Documentation of # of programs of quality currently available. 4) Numerous studies documenting the long term benefit (and corresponding risk) for children placed in high vs. low quality pre-school settings		
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** ***QRS*** **$500,000** ***RDC*** **$420,000** ***Scholarships*** **$100,000** ***Child Care + ME*** **$500,000** ***ECE Bond*** **$437,500** *(Annual Interest on $5 million Bond)*	**FY09-10** ***QRS*** **$ 1 million** ***RDC*** **$620,000** ***Scholarships*** **$150,000** ***Child Care + ME*** **$750,000** ***ECE Bond*** **$437,500** *(Annual Interest on $5 million Bond)*	**FY10-11** ***QRS*** **$3 million** ***RDC*** **$820,000** ***Scholarships*** **$250,000** ***Child Care + ME*** **$1 million** ***ECE Bond*** **$437,500** *(Annual Interest on $5 million Bond)*
Proposed Funding Sources (General Fund, Bond,			

Title	**Increase the Overall Quality of Early Child Childhood Education in Maine (CC #1)**
Federal funds, etc.)	
Additional Information	**DHHS Initiative Referred to as "QRS"** This comprehensive initiative to increase the quality of care for the full state will need to include four (3) basic components: *A)* *Assessment of Programs (what is being done well by individual program, and what needs should be addressed.* Create a statewide system for making meaningful program assessments within the framework of the continuum of care from minimal standards to best practice. *B)* *Support to implement these changes,* Assist providers (both Centers and Family Child Care Providers) Meeting Quality Standards (both in terms of increased education AND material supports.) *C)* *Support to maintain these changes.* Provide financial incentives to allow providers (both programs and individual) with the capacity to maintain quality standard*s (both in terms of education and material support.)* **Maine Child Care Resource Development Centers ("RDCs")** The regional RDCs are in the perfect position to stimulate a local, community based outreach in support of parents, families, child care providers, public schools, local governments, Chambers of Commerce, Employers, etc. to educate, stimulate, and coordinate further development of Early Care and Education on the local level.However, like most Early Care and Education, the budget for these programs have been flat funded, reducing rather than enhancing their ability to do this work on the local level. Additional funding would allow us to increase the capacity of the regional Child Care Resource Development Centers to: **A)** Provide comprehensive training and professional development to the broad range of early care and education providers caring for children across the state. **B)** Extend into the community to provide on site provider and parent support activities. **C)** Increase the capacity of the regional Child Care Resource Development Centers to stimulate local employers, schools and communities to work together in supporting the community need for adequate and appropriate early care and education. **Early Care and Education Scholarship Program** Make ongoing General Fund appropriations to increase the number of scholarships awarded by appropriate child state scholarship programs under the Quality Child Care Education Scholarship Fund and to direct state scholarship funders to adopt rules make any student taking credit bearing courses eligible for a grant under this fund. **Child Care Plus ME** In polling early care and education providers throughout the state, one on the most consistent themes that emerges is the need to and difficulty of integrating children with special needs into mainstream early care and education settings. The Child Care Plus ME program is state funded and administered via sub-contract to the Center for Community Inclusion with the mandate of providing technical and program supports to Child Care Providers to allow children with special needs to be maintained in mainstream ECE programs.

Title	Increase the Overall Quality of Early Child Childhood Education in Maine (CC #1)
	This proposal would: A) Increase the number of children that could be supported, and B) Expand on the income eligibility limits for support services for those children. **<u>One Time Bond for "Jump Starting Quality"</u>** The proposal would create a fund to be available to support Early Care and Education in Maine. This would make funds available to "jump start" quality care in Maine, being available for 1 time investments in: A) Facilities, B) Materials and Supplies C) Training, D) "Train the trainer"

Title	**Increase Child Care Subsidy for Low Income Children (CC #2)**		
Submitted by	**Subcommittee**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	**Increase overall Child Care Subsidy pool for Low Income Mainers.** • **For specific prioritized recommendations, please see below under "Additional Information"** Justification: Owing both to inflation and appropriate increase in standards of care, the cost for these subsidies has become much more expensive. Market rate studies (which determine the "rate of reimbursement" the state will pay for child care) have increased approximately 12.5% over this time. In spite of this increased cost and a documented increase in needs, and as noted above, the combination of state and federal funds set aside for these subsidies has actually been reduced by $1 million. Note: Related to LD 187		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	Two separate studies of the "working poor" in Maine have codified that a high percentage of low income families who are unable to access a child care subsidies have self reported that they have chosen inadequate to dangerous child care rather than face either un-employment or welfare. Maine and national studies have proven that inadequate, under stimulating and/or un-safe child care in the first 5 years of life has a long term cost to the larger community, based on higher levels of required remedial school services, special education and health and safety issues.		
Any supporting data/research?	1) DHHS analysis of availability of child care subsidies. 2) Maine Cost Quality (outcomes for children) studies 3) 2002 Maine Study of Families choices for care when eligible for but unable to access subsidy. 4) 2000 Maine Study of Low Income Working Families. 5) Numerous studies documenting the long term benefit (and corresponding risk) for children placed in high vs. low quality pre-school settings		
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** ***Return CC Subsidy to 2007 Level*** **$1 million** ***Return CC Subsidy to 2002 Levels*** **$3 million** ***Increase Subsidy, Infants/Toddlers*** **$1.5 million** ***Increase Funding for "At Risk" Families"*** **$ 750,000**	**FY09-10** ***The FY 08 – 09 investment would need to be maintained.*** ***The higher investment necessary to move towards making CC subsidy available to a higher percent of eligible families would be as follows:*** ***Based on current reimbursement policy, the state cost per 1 child care subsidy is roughly $5,000.***	**FY10-11** **(See entry for FY09-10)**

<table>
<tr><td>Title</td><td colspan="3">Increase Child Care Subsidy for Low Income Children (CC #2)</td></tr>
<tr><td></td><td>Increase Funding for "Early Head Start"
<u>$1.5 Million</u></td><td>This would be a defendable number of to determine additional resources needed to move forward towards this goal.

$1.5 million in new Early Head Start Funding would result in each of the 14 Head Start Programs to providing Early Head Start programming for 20 additional children, birth to 3 years old.</td><td></td></tr>
<tr><td>Proposed Funding Sources
(General Fund, Bond, Federal funds, etc.)</td><td></td><td></td><td></td></tr>
<tr><td>Additional Info</td><td colspan="3"><u>Return Maine Child Care Subsidy Budget to 2007 levels:</u>
As noted above, as part of the response to fiscal pressures, the amount of public funds available to support Maine working families with young children was decreased by $1 million for FY 2008 (one component of the overall reduction of $2.8 million in the Maine child care budget.)

<u>Increase Child Care Subsidy for Low Income Infants and Toddlers</u>
Since the first 36 months of life are the critical time for brain development, increasing families' abilities to choose quality child care during that time is significant. Because of the cost of this form of care, infants and toddlers are the most likely age group to spend over 30 hours a week in "unlicensed/unregulated" out of home care. This proposal would:
A) Allow a 20% increase in the funding that reimburses families who place infants and toddlers in child care programs of quality, and
B) Change the eligibility for this subsidy to include those that make up to 100% of the state median income.

<u>Increase the Fund for "At Risk Child Care" Subsidies</u>
The rules governing the Federal Child Care Block Grant and the Child Care Components of the TANF Block Grant (along with those State of Maine Monies used to provide the "matching funds" required by these Block Grants) limit their use to assisting families to train for, find and/or maintain employment (with the single exception being for children in State Custody and/or Open Child Protective Cases.) There is a great need for subsidies for child care for families "at risk" for other factors (i.e. family illness, homelessness, family crisis, family mental illness, etc.) who have not yet reached the legal status of requiring state custody. This proposal would:
A) To increase both the amount and flexibility of funds that are used to provide child care subsidies for families where the need extends beyond "finding, training for and/or maintaining employment."

<u>Increase State Funding to Expand on Early Head Start Programs in Maine</u>
As noted above, the first 3 years of life are both when there is the greatest potential for growth, and the greatest risk for trauma from the lack of adequate/appropriate stimulation. The risk, and potential benefit of appropriate supports is even greater for low income/at risk children. This proposal would:</td></tr>
</table>

Title	Increase Child Care Subsidy for Low Income Children (CC #2)
	A) Allow for the *expansion of Early Head Start Services for children birth to 36 months in* households meeting poverty guideline) statewide, B) Enable each current Head Start Grantee to provide Early Head Start programming for an additional 20 children per region.

Title	**Unify the State Child Care Subsidy Systems in such a way to Provide every child with the highest possible care (CC #3)**		
Submitted by	**Subcommittee**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	This recommendation is based on the need to unify child care subsidy policy across state programs (i.e. TANF funded child care for current and past clients, working families funded via the Federal Child Care Block Grant and/or state funding.) We recommend providing the same incentives (parent and provider policies) to move children into "Programs of Quality" in the TANF child care subsidy system and the CCDF subsidy programs See more detail under "Additional Information"		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	Not only would this unify the child care subsidy system for greater efficiency and consistency, it would also allow the state to "Place the Child first" in the development of polices around child care subsidies. It would allow the state office to "marry" the various community initiatives (i.e. increasing capacity of care, quality of care and funding for that care.) It would allow the state to address the concerns around multiple and potentially conflicting mandates from the current range of public funding streams. *There are models on how this could be accomplished without any budget impact.*		
Any supporting data/research?	2002 Study of Family Access to the public subsidy system. Current DHHS Analysis of comparable payment policies for Child Care Subsidies originating from different State offices.		
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** *As noted above, per the combination of oversight, there are models on how this could be accomplished without any budget impact.* **$156,000** ***(Would allow enhanced rate of reimbursement for 200 Young children in Child Protective/Foster Care status.)***	**FY09-10** *As noted above, per the combination of oversight, there are models on how this could be accomplished without any budget impact.* **$156,000** ***(Would allow enhanced rate of reimbursement for 200 Young children in Child Protective/Foster Care status.)***	**FY10-11** *As noted above, per the combination of oversight, there are models on how this could be accomplished without any budget impact.* **$160,000** ***(Would allow enhanced rate of reimbursement for 200 Young children in Child Protective/Foster Care status.)***
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)			
Additional Information	**Unify Child Care Child Care Subsidy Administration for Children in Early Care and Education funded via Maine Dept. of Health and Human Services**		

Title	**Unify the State Child Care Subsidy Systems in such a way to Provide every child with the highest possible care (CC #3)**
	As noted above, this recommendation is based on the need to unify child care subsidy policy across state programs (i.e. TANF funded child care for current and past clients, working families funded via the Federal Child Care Block Grant and/or state funding.) and to provide the same incentives (parent and provider policies) to move children into "Programs of Quality". Inherent in this recommendation would be: A) Require that children in the Child Welfare System (children in Foster Care and or the Protective Services) be placed in child care "programs of quality" whenever possible. B) Mandate TANF child care subsidy system to provide the same incentives for encouraging families to access "programs of quality" as does those participating in the CCDF subsidy programs. C) Possibly provide an enhanced rate of reimbursement for those children in the Child Welfare System. **Explore the Development of an Office of Early Care and Education.** This would take the additional step of unifying all the state services and programming impacting on the young child and his/her family.

Title	**Address Current Programming Standards for Early Care and Education in Maine (CC #4)**		
Submitted by	**Subcommittee**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	Maine Licensing Standards are currently considered some of the weakest in the county, in terms of both the standards themselves and the enforcement of those standards (See NACCCRA Study.) This recommendation would be to: • Require a through re-examination of current Maine Licensure for Early Care and Education programs, with the intent of bringing these standards more in line with current science defining best practice. • Require a review of current state oversight and enforcement procedures for Early Care and Education Programs. • Address the need for standards for "legal-unlicensed" providers who receive public subsidy.		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)			
Any supporting data/research?	NACCRRA 2007 National Study of Early Care and Education Licensing Standards Maine Cost Quality Studies of Early Care and Education Programs.		
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** **$500,000** The primary cost of proposal would lie in the hiring of additional child care licensing workers.	**FY09-10** **$750,000** The primary cost of proposal would lie in the hiring of additional child care licensing workers.	**FY10-11** **$750,000** The primary cost of proposal would lie in the hiring of additional child care licensing workers.
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)			
Additional Information	**<u>Bringing Licensing Standards in line with Current Science Defining "Best Practice"</u>** As noted in notes from previous meetings, licensing standards have been driven by a variety of factors, including cost of higher standards, a lack of community understanding of these standards, and the evolving science as to best practice. At this point in time, Maine Licensing Standards are particularly weak in the following areas: A) Center Director Requirements		

Title	Address Current Programming Standards for Early Care and Education in Maine (CC #4)
	B) Center and Family Child Care Teacher Requirements C) Group size. **<u>Enforcement Procedures for Early Care and Education Licensing.</u>** National studies set the recommended "Program to Licensing Staff" ratio at 50 to 1. Maine current ratio of child care licenses to licensing staff workers stands at 179 to 1. Our recommendation is to both: A) Increase the number of Licensing Staff workers, and B) Increase the numbers of licensing visits per year to each licensed site. **<u>Address the Need for Standards for Providers who Receive Public Subsidy.</u>** Current Maine Child Care Subsidy Policy allows the state to pay for children placed with "Legal-Unlicensed" providers. This policy extends both to TANF funded child care and that administered via the Child Care Block Grant. The result of this is that public dollars are being received by these providers with quite literally no oversight or guarantee of even the most minimal health and safety standards. This recommendation: A) WOULD require oversight of at least minimum standards of care are being provided to children FUNDED VIA STATE AND/OR FEDERAL DOLLARS. B) WOULD NOT require oversight of those friends, family, and/or neighbors who are providing care for children when there are no state and/or federal dollars paying for this care.

Title	**Commission a full needs assessment of the Child Care system (CC #5)**		
Submitted by	**Subcommittee**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	Commission an organization to work with an advisory team to structure and complete a needs assessment of the child care system in Maine. The advisory team would delineate the areas in which data is needed or desired, if it already exists in the state (or elsewhere) and /or how the data could be collected if it does not already exist. Data beneficial to be collected could include but not be limited to: • The access and availability of educational opportunities to providers, including barriers to access. • Wage and benefit analysis as outlined in the Invest Early in Me State Plan. • Utilization of all aspects of the child care system by families with children under age 3. • The impact of the availability of Pre-K programs on working families to establish next steps in the development of Pre-K in Maine. When the needs assessment is complete the breadth of data that has been collected and evaluated can be used to inform the work of the child advocate and other branches of State Government. Collection plans for data that is not being consistently gathered but is deemed to be important to strategic decision making for future investments can be developed and put into place.		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	In deliberations of what policy proposals around Child Care and Early Education to bring forth from this Commission, it became clear that there was some significant need to catalogue and assemble more Maine specific data about use and effectiveness of State funded programs in order to better prioritize where more investment is needed and warranted. A comprehensive Needs Assessment would allow Maine to ID strengths and gaps in the Early Childhood system to enable strategic long-term investment in the areas most in need of support and where the best ROI can be realized.		
Any supporting data/research?			
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** **$ 100,000 ????** ***2 year Research Grant***	**FY09-10**	**FY10-11**
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)			

Title	**Fund a Community Collaboration Coach model for PreK (CC#6)**		
Submitted by	**Aymie Walshe**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	The Department of Education and local public four year old programs (public pre-K) are part of a larger early childhood system that includes Head Start, child care, private preschool, services to children with disabilities, home visiting, and other programs that support parents. **The goal of the Collaboration Coach model is to:** • Create a framework to support communication and facilitate the development of locally designed comprehensive quality early childhood systems that include PreK programs. • Facilitate the development of Early Learning Councils in the newly formed, regionalized school districts. **To meet these goals three things must happen:** 1. Establish a statewide network comprised of collaboration coaches located in four geographic areas of the state. 2. Required funding levels must be met. (See attached budget) 3. DOE and DHHS will partner to provide: • funding, • training and technical assistance • coordination • communication with local communities on availability of collaboration coaches		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	School units are required to collaborate with local early childhood education programs as part of a four year old program approval process. Head Start has required federal mandates regarding collaboration. Experience has shown that communities need technical support and guidance in identifying and establishing linkages in order to create and sustain partnerships and community approaches that will maximize fiscal resources and expand the availability of a pre-k experience.		
Any supporting data/research?			
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** **$25,400**	**FY09-10** **$25,400**	**FY10-11** **$25,400**
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)			

COLLABORATION COACHES
INITIAL BUDGET

EXPENSES

Stipend 4 Coaches @ 80 days/each $275/per day 1 day=8 hours Total: 640 hours each	88000
Mileage** 4@3000 30000@.40 mile	12000
Consumables Partrial Inkind prrovided by DOE and DHHS 4@600	2400
TOTAL	102400

**Actual expenditure per person may vary according to region and travel distances.
Total amount not to exceed 12000.

REVENUE SOURCES TO DATE:

ECCS Grant	5000
DHHS:Head Start Collaboration Grant	22000
DOE:	50000
	77000
Amount NEEDED:	**25400**

Commission to Develop a Strategic Priorities Plan for Maine's Young Children
PROPOSALS – TAX & FINANCIAL INCENTIVES – 10/17/07

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Title	**Increase available income tax credit for child care expenses (TF #1)**		
Submitted by	**Tax & Financial Incentive Subcommittee**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	**Amend the income tax credit for child care expenses as follows:** 1.) Amend 36 MRSA § 5218, subsection 1. to read: "A resident individual is allowed a credit against the tax otherwise due under this Part in the amount of 50% of the federal tax credit allowable for child and dependent care expenses in the same tax year." (Current value is 25%) 2.) Amend 36 MRSA § 5218, subsection 4 to reflect a removal of the $500 refund cap to allow full "refundability" of this credit. 3.) Place notification of this credit on the state income tax "Short form" to increase awareness of its availability.		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	This proposal would help offset the cost of child care for working families. Additionally, middle to lower income families often owe less in taxes and are not able to realize the full benefit of the child care cost deduction.		
Any supporting data/research?			
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** **$3.5 million**	**FY09-10** **$3.5 million**	**FY10-11** **$3.5 million**
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)	**Suggestion:** Would it be desirable to help offset the costs for this increase in the credit by eliminating the credit for non-residents and part-year residents?		

<table>
<tr><td>Title</td><td colspan="3">Graduate tax credit for child care expenses (TF #1-B)</td></tr>
<tr><td>Submitted by</td><td colspan="3">Rep. Faircloth</td></tr>
<tr><td>Outline/Summary
(Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)</td><td colspan="3">Amend the income tax credit for child care expenses as follows:
• Amend existing law (36 MRSA §5218) to provide a graduated level of allowable income tax credits for childcare expenses with the greatest percentage benefiting families at lower income levels.
• The existing cap on the amount of this credit that may be accessed as a tax refund is also increased so as to benefit families at lower income levels.
• This proposal maintains the provision in current law that doubles the tax credit (as a percentage of the federal credit) if a child is placed in a "quality" care setting – but limits it to no more than 100% of the federal credit.
• This proposal also provides an additional benefit if a family chooses licensed child care.
<table>
<tr><th>Income level (household) Maine AGI</th><th>Allowable Credit (% of Federal Credit)</th><th>Allowable Credit – Licensed Care</th><th>Allowable Credit – Quality Care*</th><th>Maximum Refund</th></tr>
<tr><td>$43,000 +</td><td>25%</td><td>35%</td><td>50%</td><td>$500 (current law)</td></tr>
<tr><td>$35,000 - $43,000</td><td>35%</td><td>45%</td><td>75%</td><td>$750</td></tr>
<tr><td>$25,000 - $35,000</td><td>50%</td><td>60%</td><td>100%</td><td>$1,000</td></tr>
<tr><td>$25,000 or less</td><td>65%</td><td>75%</td><td>100%</td><td>No limit</td></tr>
<tr><td></td><td></td><td>licensed by DHHS as opposed to legal un-licensed</td><td></td><td></td></tr>
</table>
* Quality care provision that doubles the value of the tax credit as a percentage of the federal credit would apply, but could not exceed 100% of the federal benefit.</td></tr>
<tr><td>Benefits</td><td colspan="3">• Providing families with a tax credit eases the expense of childcare and may provide families with the option to place their child in a higher quality setting.
• Increasing the benefit when a family chooses licensed care over unlicensed care or when a child is placed in a certified quality care setting will provide an incentive for families to choose placement that is required to meet certain standards.</td></tr>
<tr><td>Any supporting data/research?</td><td colspan="3"></td></tr>
<tr><td>Timeline</td><td>FY08-09
Tax credit available ongoing</td><td>FY09-10
Tax credit available ongoing</td><td>FY10-11
Tax credit available ongoing</td></tr>
<tr><td>Fiscal Impact</td><td>FY08-09

$1.4 million</td><td>FY09-10

$1.4 million</td><td>FY10-11

$1.4 million</td></tr>
<tr><td>Proposed Funding Sources</td><td></td><td></td><td></td></tr>
</table>

Commission to Develop a Strategic Priorities Plan for Maine's Young Children
PROPOSALS – TAX & FINANCIAL INCENTIVES – 10/17/07

Title	**Adjust the Employer-assisted CHILD care tax credit (TF #2)**		
Submitted by	**Tax & Financial Incentive Subcommittee**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	**Amend the "employer assisted day-care tax credit" as follows:** 1.) Amend 36 MRSA, § 5217, subsection 1, paragraph A to be $20,000 This would raise the cap of this credit from 5,000 to 25,000 making it a more valuable credit for employees to capture 2.) Amend 36 MRSA, §5217, subsection 1, paragraph B to read: "twenty five percent of the costs incurred by the taxpayer in providing CHILD care service for children of employees of the taxpayer." 3.) Throughout the 36 MRSA §5217, replace "day care" with "child care".		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	There is documented low usage of this credit by employers. Some surveys suggest that it may be because the $5,000 cap is not a large enough incentive for employers to either increase their investment or to demonstrate fully how they support their workforce in meeting child care needs.		
Any supporting data/research?			
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)			

Commission to Develop a Strategic Priorities Plan for Maine's Young Children
PROPOSALS – TAX & FINANCIAL INCENTIVES – 10/17/07

Title	**Adjust the Quality Child Care Investment Credit (TF #3)**		
Submitted by	**Tax & Financial Incentive subcommittee**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	**Amend the Quality Child Care Investment Credit as follows:** 1.) In 36 MRSA §5219-Q, subsection 1-A. "Certification", clearly outline the criteria that may be considered in determining if an investment meets the bar of having "significantly contributed toward the ability of the child care site to improve its level of child care services toward the goal of providing quality child care services." 2.) In 36 MRSA §5219-Q, subsection 3, paragraph B to read: for an individual taxpayer, if the taxpayer expends at least $5,000 in one year; $1,000 each year for 5 years and $5,000 at the end of the five year period. OR For an individual taxpayer, if the taxpayer expends at least $10,000 over a two consecutive years; $1,000 each year for 10 years and $10,000 at the end of the 10 year period.		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	There is documented low usage of this credit by providers. Adjusting the upfront investment to be an expense more easily met and clearly defining the criteria that will be applied may make the credit more attainable.		
Any supporting data/research?			
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)			

Title	**Increase access to funding for Child Care facilities improvements (TF #4)**		
Submitted by	**Tax & Family Incentive Subcommittee**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	**Make the following changes to the Regional Economic Development Revolving Loan Fund for Day Care** 1.) Lower the interest rates charged by FAME for the REDLP (Regional Economic Development Loan Program) for Child Care program. (Suggested range: 2% to Prime) 2.) Streamline the paperwork required to apply for this program. 3.) Increase awareness in the community of the availability of this money. 4.) Cap awards at $25,000 (There was some concern expressed in the sub-committee meeting about the current award limit of $100,000 perhaps being too high. It would mean that the funds available might be depleted quickly with two or three large grants in any one year. Paired with this was suggestion to shorten the term of the loans so that money would be more quickly replenished to this fund to be available for future loans.) 5.) Adjust current eligibility standards to allow use of funds so that providers can make quality improvements in order to meet "quality indicators for child care services".		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	Recent studies identify lack of quality facilities as a key barrier to the availability of quality child care. There is money available at FAME for just this purpose but there have been very few inquiries about it's availability since the program was originally funded in 1999 (?) There is some evidence that providers report that the relatively high interest rates (from 6% to Prime), the paperwork required to apply for the funds (12 pages) and availability of substantial collateral are the major obstacles in accessing this funding. There is also broad agreement that not many people know the money is available.		
Any supporting data/research?			
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** Bill Norbert was asking his staff to look at the impact of making changes similar to those suggested above to this program	**FY09-10**	**FY10-11**
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)	Existing funds		

Title	Increase access to funding for Child Care facilities improvements (TF #4)
Additional Info	***Regional Economic Development Revolving Loan Program for Day Care*** This program provides quality childcare projects with loans for physical site improvements. **Eligibility** Must be licensed childcare providers (or meet licensing standards) and utilize recognized quality indicators for childcare services as approved by the Maine Department of Human Services. **Loan Amount / Exposure** Up to $100,000 (if a portion of the project is for lead abatement, that amount may not exceed $5,000). **Interest Rate** Between 6% and Prime, depending on debt service coverage of the borrower. **Loan Term** Up to 20 years. **Security** Assets being financed and additional collateral, as required. **Fees** 1% commitment fee, plus all costs of closing. http://www.famemaine.com/business/DirectLoans_RegionalEconomicDevelopmentRevolvingLoanForDayCare.asp

Commission to Develop a Strategic Priorities Plan for Maine's Young Children
PROPOSALS – TAX & FINANCIAL INCENTIVES – 10/17/07

Title	**Increase Scholarship Money for Providers (TF #5)**		
Submitted by	**Tax & Financial Incentives Subcommittee**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	Make ongoing General Fund appropriations of an additional $125,000 per year to increase the number of scholarships awarded by FAME under the Quality Child Care Education Scholarship Fund and to direct FAME to adopt rules make any student taking credit bearing courses eligible for a grant under this fund. Grants through this program are based on financial need and recipients must currently work as, or express the intent to work as, a child care provider. Awards are limited to $2,000 per year. Note: Related to LD 1065		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	Increasing the educational attainment of early care and education providers is one of the most direct ways of improving the quality of care delivered to young children. Involvement in college level course work also increases the professional commitment of child care providers.		
Any supporting data/research?	In FY 06 172 students were awarded $171,600 through this program. Only $33,000 was carried over to the new fiscal year. FY 06 appropriation was $148,592.		
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** **Additional 125,000**	**FY09-10** **Additional 125,000**	**FY10-11** **Additional 125,000**
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)	**General**	**General**	**General**

Title	**Create Fund for Quality Improvement grants (TF #6)**		
Submitted by	**Aymie Walshe**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	Appropriate $2 million in General Fund dollars in Fiscal Year 09-10 to the DHHS Office of Child Care and Head Start to grant quality improvement monies to child care providers using the framework already developed to do so by the Child Care Advisory Council, with any needed adjustments to the program advised by the CCAC. According to the CCAC's 2002 "Quality Improvement Funds Report": "The 119th Legislature awarded funding to DHHS Office of Child Care and Head Start to grant awards to child care programs to improve quality of care and facility condition. Over 292 providers received grants between $5,000 and $20,000. An estimated 5,000 children benefited from developmentally appropriate activities in safer and healthier child care settings due to the availability of these funds. Six regional organizations were responsible for the administration of the funds. The regional organizations brought stakeholders together to describe the local child care system and to determine the child care needs in each geographic region. Based on the input of the stakeholders and a survey sent to child care providers, local child care priorities were determined and grants were awarded based on these needs."		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	Increase money available on the Community level for providers to access to increase the quality of care based on local assessments of need.		
Any supporting data/research?	2002 CCAC Quality Improvement Funds Report		
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** **none**	**FY09-10** **$2 million**	**FY10-11** **none**
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)		**General Fund**	

Title	**Leverage business partnerships to assist working families (TF#7)**		
Submitted by	**Aymie Walshe**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	Using Florida's Child Care Executive Partnership Program as a possible model, seed an endowment, through a bond, that would create a path for direct investment in Early Childhood for Maine's business community. Florida's model leverages federal and state dollars and "matches" them with contributions from local governments, charitable foundations and participating businesses on a dollar for dollar basis to provide child care serviced to participating families. (See attached FAQ's for program specifics) Businesses are then able to access the tax credits afforded by the state related to investment in child care for their workforce. The newly formed Children's Growth Council could be charged with managing this program. Use Needs Assessment to determine feasibility and viability of such a model in Maine Seek specific commitments of support at the Governor's Economic Summit on Early Childhood in late November.		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	Many express interest in involving the business community in building investment models for supporting early childhood in Maine. Often businesses and business leaders look for ways to invest but can't find concrete options that make a direct difference in the lives of working families and children in Maine. A program model such as this offers a direct benefit to employees and employers.		
Any supporting data/research?	www.ccep.bz/ Attached FAQ's		
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09**	**FY09-10**	**FY10-11**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** **None**	**FY09-10** **$2 million (seed money)**	**FY10-11**
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)		**Bond**	
Additional Information	**For business participants…** **What is the CCEP program?** The Child Care Executive Partnership (CCEP) program is an innovative, public/private partnership program that helps employers meet the needs of a growing segment of their work force—working parents. Through this program,		

Title	Leverage business partnerships to assist working families (TF#7)

federal and state funding is "matched" with contributions from local governments, charitable foundations and participating businesses on a dollar-for-dollar basis to provide child care services to participating families.

How does the program work?
At the state level, the CCEP is administratively assigned to the Agency for Workforce Innovation. Funding is authorized by the Legislature through the AWI Office of Early Learning (AWI OEL). This federal funding is part of the federal Child Care and Development Fund, a portion of which is dedicated to the CCEP Program. At the state level, the CCEP board is responsible for determining the program's annual budget, distributing program funds to local early learning coalitions, and making policy decisions regarding the administration of the program. Additionally, the Office of Early Learning provides board staff support, marketing and technical assistance.

At the local level, early learning coalitions make funding decisions, administer the program, manage contributions, and conduct eligibility determinations for families who wish to participate in the program.

Is there a tax benefit for participating in the CCEP program?
Yes, depending on the specific tax codes. In 1998, the Florida Legislature created a tax credit called the Corporate Income Tax (CIT) and the Insurance Premium Tax (IPT) to use toward child care costs. The credit may be used for costs associated with:

- **Startup costs for child care facilities operated by a corporation for its employees**. The credit covers up to 50 percent of the startup costs…as much as $50,000 per tax year.
- **Operation of a child care facility on behalf of the corporation's employees**. The credit is for $50 per month for each child enrolled in the facility…as much as $50,000 per tax year.
- **Payments to a child care facility on behalf of a corporation's employees**. The credit is for up to 50 percent of the amount of the payments…as much as $50,000 per tax year.

Additional tax benefits may be available for companies that directly operate a child care facility for their employees. To learn more about the child care tax credit, review the tax information publication (TIP # 01C01-04) at the Florida Department of Revenue Web site:
http://sun6.dms.state.fl.us/dor/tips/tip01c01-04.html. For information about the eligibility for tax benefits for your business contact your tax attorney.

As a business owner, will I be required to open a child care center for my employees?
No. Although on-site child care is a great option for some employers, it may not be feasible for your business. Rather than directly operating a child care facility, business owners provide funding for "child care benefits" for employees, who then use their current child care provider or another provider

Title	Leverage business partnerships to assist working families (TF#7)
	that the parent chooses. The local early learning coalition can facilitate your decision regarding which option is best for your business. **Which of my employees can participate?** The CCEP helps employees who are most in need of child care assistance—low to moderate wage-earning or hourly-compensated employees whose incomes are directly affected by absenteeism due to child care conflicts. Families whose income is at or below 200 percent of the federal poverty level are eligible to participate. For example, a family of four may earn up to $40,000 annually and still be eligible to participate. **Is there a limit to the number of employees that can participate?** The number of families that participate depends both on the amount of funding the employer is willing to contribute to the program, and the amount of funding that is available as matching funds at the local level. **What if I already provide child care as an employee benefit?** Your company can still participate in the CCEP. If local funding is available to match the funding you are already dedicating to child care benefits, your company may be able to provide this valuable work-life benefit for additional employees. **Some of my employees work nights, weekends, or require before and after-school child care. Does the program cover this type of care?** Yes, depending on availability. You will need to find a child care provider that offers odd-hour or weekend care in your area and is willing to provide child care at the locally-established reimbursement rate. Contact your local early learning coalitions for information about after-school care for school-age children, odd-hour care, and weekend care. **How does my company become a participant?** Contact Natalie K. Sellars at the Office of Early Learning by telephone (850) 921-3180 or email natalie.sellars@awi.state.fl.us. You may also visit us on the web at www.ccep.bz or contact your local early learning coalition.

Commission to Develop a Strategic Priorities Plan for Maine's Young Children
PROPOSALS - FAMILY STRENGTHENING - 10/17/07

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Title	**Universal Home Visiting (FS #1)**
Submitted by	**Sen. Brannigan, Rep. Finley**
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	• **Legislative Action/ no expense** • Since 1994 Maine has committed to the support of universally offered Home Visitation as funding will allow, and this is a core service of family support – and one that allows families to identify needs and link to other critical services, including parent education and other community supports. • ***We recommend that this commission initiate legislation that will embed universally offered home visitation as a core program available to all Maine families with children prenatally through age five (subject to funding availability)***, as recommended in Maine's Early Childhood Systems plan and as supported by the Task Force on Early Childhood and throughout Maine communities.
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	The program is grounded in prevention and is designed to promote child development, positive parenting, enhanced parent-child relationships and to ensure child health and prevent child abuse and neglect. We have several stated goals for our home visiting programs: • Healthy and strong parent-child attachment • Family health, emotional and physical well being • Reduced incidence of child abuse and neglect • Positive and creative learning environment for the child • Positive and effective parenting • Parental competencies and self-confidence • Community linkages/reduces family isolation • School Readiness • Family self-sufficiency
Any supporting data/research?	Allen, Susan F. Parents' Perspectives: An Evaluation of Case Management Interventions in Home Visiting Programs for Young Children. *Children & Schools*, v29 n2 p75-85 2007* Bilukha, O., Hahn, R. A., Crosby, A., Fullilove, M. T., Liberman, A., Moscicki, E., Snyder, S., Tuma, F., Corso, P., Schofield, A., & Briss, P. A. (2005). The effectiveness of early childhood home visitation in preventing violence: A systematic review. The Task Force on Community Preventive Services. *American Journal of Preventive Medicine, 28*(2 Suppl 1), 11–39. Bryan, G.M., DeBord, K., Schrader, K. (2006). Building a professional development system: A case study of North Carolina's parenting education experiences. *Child Welfare, LXXXXV(5),* (803-818). Centers for Disease Control and Prevention. (2003). First reports evaluating the effectiveness of strategies for preventing violence: Early childhood home visitation and firearms laws. Findings from the Task Force on Community Preventive Services. *Morbidity and Mortality Weekly Report*, 52(No. RR-14), 1–9.

* This study examined how the home visitor-parent relationship, amount of contact, and level of need affected the intensity of case management interventions received. Researchers interviewed 90 mothers to measure the professional relationship, amount of contact, level of need, and extent to which they received and desired specific case management interventions. Paired-groups t tests indicated that parents desired more intensive interventions. The linear regression model suggests that the nature of the parent-home visitor relationship is a better predictor of intensity of interventions than amount of contact or level of need. This research supports training and supervision strategies with home visitors that focus on relationship development.

Title	Universal Home Visiting (FS #1)
	Home Visiting: Reaching Babies And Families "Where They Live." A Report Of The Best Available Information From 20 Years Of Research And Practice On Home Visiting (1999). Washington D.C.: Zero To Three. Home Visiting: Recent program evaluations. *The Future of Children*, 9 (1). Spring/Summer, 1999. [www.futureofchildren.org/] Johnson, K (2001). *No Place Like Home: State Home Visiting Policies and Programs.* [http://www.cmwf.org/publications/publications_show.htm?doc_id=221347] McCurdy, K. (2005). The influence of support and stress on maternal attitudes. *Child Abuse and Neglect, 29(*251-268). Mueller, M. (1996). Immediately outcomes of lower-income participants in Minnesota's universal access early childhood family education. (Report). Sanders, M.R., Markie-Dadds, C., Turner, K.M.T. (2003). Theoretical , scientific, and clinical foundations of the Triple-P Positive Parenting Program: A population approach to the promotion of parenting competence. *Parenting Research and Practice Monograph No 1.* ***Additional research available upon request.*** **Evaluation Results** Currently, we are in the fifth year of evaluation, have recently established statewide standards of practice, and have developed a core knowledge and competency-based training team. **Examples of Successful Home Visitation Outcomes** • 99.4% of enrolled children and 96% of caregivers had **access to a primary care provider** (significantly higher than the Healthy People 2010 goal of 85%) • 98.5% of enrolled children were **up-to-date on their well-child checkups** • 96% of enrolled children were **up-to-date on immunizations** at age two (compared to the median coverage of 78% in Maine for two year old children) • 98% of enrolled children had **health insurance** (more than half through MaineCare) • Enrolled families demonstrated significant improvements in **overall home safe**ty from enrollment to the most recent home visit (ranging from 12-30% points improvement using the home safety assessment categories) • 14.8% of enrolled children were **identified with developmental delays**, and most (74%) are receiving early intervention services from home visiting partner agencies • 38% of families who noted at enrollment that **problematic alcohol use** was a concern for their children's health changed their behaviors to reduce or eliminate exposure • 34% of families noted at enrollment that secondhand smoke **(tobacco**

Title	**Universal Home Visiting (FS #1)**		
	exposure) was a concern for their children's health o of these, 81% have changed their behaviors to reduce or eliminate their children's exposure to secondhand smoke o 27% of enrolled families were still **breastfeeding** at one year, exceeding the Healthy People 2010 goal of 25%		
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09** ***Services will continue as currently operated with evaluation and quality assurance standards in place.***	**FY09-10** **(see FY08-09)**	**FY10-11** **(see FY08-09)**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** ***No fiscal note***	**FY09-10** ***No fiscal note***	**FY10-11** ***No fiscal note***
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)	**N/A**	**N/A**	**N/A**

Commission to Develop a Strategic Priorities Plan for Maine's Young Children
PROPOSALS - FAMILY STRENGTHENING - 10/17/07

Title	**Universal Home Visiting Expansion doubled to reach 40% of first time families (FS #2)**		
Submitted by	**Sen. Brannigan, Rep. Finley**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	• **Legislative Action / program expansion**: • In 1994 the legislatively appointed task force studied home visiting as a strategy for improving the lives of Maine's children and recommended that home visiting be offered to all interested parents of new children in Maine. • Presently we offer visits only to first time parents, and yet our funding allows us to reach approximately 20% of first time parents. This limits our ability to have the significant impact we know we could have, as shown in our 5 years of independent evaluation. • ***We propose to increase funding for this evidence informed family strengthening/prevention program over the next two years to reach 40% of eligible families – doubling our reach with new parents.*** • Existing funding is approximately $4,522,000 in direct program funding from the Fund for Healthy Maine, so this would double the amount of funding invested in this core programming		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	The program is grounded in prevention and is designed to promote child development, positive parenting, enhanced parent-child relationships and to ensure child health and prevent child abuse and neglect. We have several stated goals for our home visiting programs: • Healthy and strong parent-child attachment • Family health, emotional and physical well being • Reduced incidence of child abuse and neglect • Positive and creative learning environment for the child • Positive and effective parenting • Parental competencies and self-confidence • Community linkages/reduces family isolation • School Readiness • Family self-sufficiency		
Any supporting data/research?	**SEE ENTRY UNDER "UNIVERSAL HOME VISITING" (FS #1)**		
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09** ***We will double the funding to contracted sites allowing them to double their families served***	**FY09-10** ***Funding will be continued at this level***	**FY10-11** ***Same***
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** **$4,522,000**	**FY09-10** **$4,522,000**	**FY10-11** **$4,522,000**
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)	**General Fund**	**General Fund**	**General Fund**

Commission to Develop a Strategic Priorities Plan for Maine's Young Children
PROPOSALS - FAMILY STRENGTHENING - 10/17/07

Title	**Universal Home Visiting Expansion to all communities (FS #3)**		
Submitted by	**Sen. Brannigan, Rep. Finley**		
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	• **Legislative Action / Program Expansion** • In 1994 the legislatively created task force on early childhood, and subsequent study task forces, have recommended home visiting offered to all new families as a core service. • Funding limitations and cutbacks have allowed these services to be offered to only first time parents at this time, and funding limitations presently do not allow for home visiting to be available in every community in Maine. • ***At a minimum, we should be able to offer current level of services to all communities. We propose to expand the program to reach unserved communities immediately.*** • To reach the same percentage of families as in existing communities, and at the same average cost per family, we estimate this would take approximately $225,000 annually. This assumes no additional infrastructure needs. To allow for full coverage and the administration needed to expand, we propose a total of $275,000 annually		
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	The program is grounded in prevention and is designed to promote child development, positive parenting, enhanced parent-child relationships and to ensure child health and prevent child abuse and neglect. We have several stated goals for our home visiting programs: • Healthy and strong parent-child attachment • Family health, emotional and physical well being • Reduced incidence of child abuse and neglect • Positive and creative learning environment for the child • Positive and effective parenting • Parental competencies and self-confidence • Community linkages/reduces family isolation • School Readiness • Family self-sufficiency		
Any supporting data/research?	**SEE ENTRY UNDER "UNIVERSAL HOME VISITING" (FS #1)**		
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09** ***We would expand to the unserved communities immediately***	**FY09-10**	**FY10-11**
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** **$275,000**	**FY09-10** **$275,000**	**FY10-11** **$275,000**
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)	**General fund**	**General Fund**	**General Fund**

Title	**Family Resource Center Pilots (FS #4)**
Submitted by	**Sen. Brannigan, Rep. Finley**
Outline/Summary (Clearly describe your proposal; be specific & precise; provide sufficient details to draft legislation)	• LD 753 originally proposed that six family resource center pilot sites be established immediately, each to offer the six minimum core family support programs that evidence proves to be successful. The Maine Children's Trust would administer the awards and implementation assistance—in conjunction with an evaluation component. • ***We now recommend this be phased in over a longer period of time, with two pilot sites being selected and operational in each of the next three years.*** At the end of the third year, all six pilots will be operational, and a plan will have been developed for expansion into all counties. The Maine Children's Trust would still grant and administer this award process, and the evaluation would still be a component. We propose to utilize the existing Child Abuse and Neglect Prevention Council network as the base for these pilots in that these six core services are all family strengthening programs that these councils already offer on an inconsistent basis due to funding limitations. • ***Development of accreditation or certification practices for prevention services or licenses for Maine's Family Resource Centers is recommended.*** During the "certification process", an independent evaluation team will review practices and outcomes that may then be used to verify the soundness of the organization to the public and/or funding sources.
Benefits (Clearly state the expected benefits to children and the economy; identify the returns on this investment & when will they occur)	The program is grounded in prevention and is designed to promote child development, positive parenting, enhanced parent-child relationships and to ensure child health and prevent child abuse and neglect. A community-based resource center provides an array of services and activities that are integrated, comprehensive, flexible and responsible to community-identified needs. Family resource center networks with consistent programming are a major family strengthening initiative across the nation. Although effective prevention programs are not cheap, several studies have shown them to be cost effective. A RAND Corporation study found that "programs that provide parental training and therapy for families whose children have show aggressive behavior in their early school years avert almost three times as many serious crimes" (Kumpfer & Alvarado, 1998). In the field of substance abuse, the National Institute of Drug Abuse reports that for every dollar spent on drug abuse prevention, communities can save $4-$5 in costs for drug abuse treatment and counseling. Most prevention programs, even those that are intense and comprehensive, are relatively less expensive than programs that intervene or treat children who have been abused. A cost benefit analysis recently published in Zero to Three can be used to translate the impact of early care into the language of business and economics.[†] Some impacts appear relatively quickly, affect parenting, and lead to fewer substantiated cases of abuse and neglect than would have been expected. Other impacts, embodied in the child, take more time to materialize, such as increased graduation rates, reductions in juvenile and adult crime, and higher earnings in the workforce. Cost-benefit analysis not only demonstrates the

[†] "The Dollars and Cents of Investing Early: Cost-Benefit Analysis in Early Care and Education", Heckman, Rob Grunewald, Arthur Reynolds, Zero to Three, July 2006.

Title	Family Resource Center Pilots (FS #4)
	relative size of benefits to costs, it also shows who benefits. Although the children and parents participating in programs offered through Family Resource Centers benefit through improved outcomes, the nonparticipating public benefits as well, due to higher tax revenues, reduced crime costs, reductions in special education and grade retention. The Center for Law and Social Policy (CLASP) recently provided a snapshot of Child Welfare in Maine, dated September 2006. Federal and state expenditures for child welfare services in 2004 totaled $41,723,996, which did not include Social Services Block Grant (SSBG), Temporary Assistance for Needy Families (TANF) or Medicaid services for routine health care services to children in foster care. CLASP reported 2886 children were in foster care as of September 2003, with an average stay of 36.8 months. In addition, 4,326 children were living with relative caregivers.[‡] Foster care placement for one abused child in New Jersey in 2000 cost over $8,100 for the year. Should the child require residential care, the cost ranges from $65,000-$78,000 per year. In contrast, the Healthy Families America model home visitation program averages $3,500 per family per year. Prevention programs often provide immediate cost savings from reduced medical and social service costs and reductions in foster care placements.[§]
Any supporting data/research?	A community-based resource center provides an array of services and activities that are integrated, comprehensive, flexible and responsible to community identified needs. After extensive review, the Task Force on Early Childhood's Community-Based Resource Centers Action Team reviewed and recommended the following Core Services to be provided by all community-based resource centers (March 2005). Core Services: • Parent Education (such as classes, support groups, peer-to-peer) • Child Development Activities (such as Play & Grow, Mommy & Me, Child Care & Education, Universal Home Visitation Services, Community Lending Book & Toy Box) • Resource and Referral (links to community resources and services). Recommend child friendly waiting rooms everywhere. • Drop-in Availability (a comfortable place for confidential conversations, neighbor-to-neighbor meetings) • Peer-to-Peer Supports (such as support groups, mentoring) • Life Skills and Advocacy (such as anger management classes, communication skills, budgeting, cooking classes, etc.) "Family Resource Centers – Vehicles for Change", The California Family Resource Center learning Circle, California Department of Social Services, Office of Child Abuse Prevention, "Helping Families to Help Students: Kentucky's Family Resource and Youth Services Centers", Southern Regional Education Board, 592 10th St.,, NW, Atlanta, GA

[‡] Center for Law and Social Policy, Children's Defense Fund, "Child Welfare in Maine", September 2006, with data from US DHHS, Administration on Children, Youth and Families, *Child Welfare Outcomes 2003: Annual Report.*
[§] Standards for Prevention Programs: Building Success through Family Support, New Jersey Task Force on Child Abuse and Neglect, 2003, pg. 9

Title	**Family Resource Center Pilots (FS #4)**		
	"Protecting children by strengthening families – a guidebook for early childhood programs", Center for the Study of Social Policy, Washington, DC, April 2004 "The Dollars and Cents of Investing Early: Cost-Benefit Analysis in Early Care and Education", Heckman, Rob Grunewald, Arthur Reynolds, Zero to Three, July 2006. Center for Law and Social Policy, Children's Defense Fund, "Child Welfare in Maine", September 2006, with data from US DHHS, Administration on Children, Youth and Families, *Child Welfare Outcomes 2003: Annual Report.* Early Childhood System Building Tool, prepared by Roderman & Grason, Women's and Children's Health Policy Center, Johns Hopkins Bloomberg School of Public Health, for the National Center for Infant and Early Childhood Health Policy, UCLA Center for Healthier Children, Families and Communities, February 2004 *Guidelines for Family Support Practices*, 2nd edition (2000) Family Resource Coalition of America, Chicago, IL Integrating Measures of Early Childhood Health and Development into State Title V Maternal and Child Health Services Block Grant Plans. (2004). Holly Grason, Catherine Hess, Karen Van Landeghem, Gillian Silver, Brett Brown, and Edward Schor. Maine Kids Count 2006 Data Book. Primary Prevention of Child Abuse, March 15, 1999, Lesa Bethea, MD, University of South Carolina School of Medicine, Columbia, SC. Standards for Prevention Programs: Building Success through Family Support, New Jersey Task Force on Child Abuse and Neglect, 2003 Task Force to Study Strategies to Support Parents as Children's First Teachers, February 1998.		
Timeline (Implementation schedule; what occurs in each year of the plan)	**FY08-09** ***Select the initial 2 pilot sites as well as the evaluator and program/material development***	**FY09-10** ***Select the pilots #3 & #4 and review preliminary outcomes from #1 & #2***	**FY10-11** ***Select the final 2 sites, measure outcomes from the first 4 sites, and develop strategies for further expansions***
Fiscal Impact (Impact on state expenditures and revenues in each year of the plan)	**FY08-09** **$320,000**	**FY09-10** **$320,000**	**FY10-11** **$320,000**
Proposed Funding Sources (General Fund, Bond, Federal funds, etc.)	**General fund**	**General Fund**	**General Fund**

APPENDIX E

Investment Matrix

Commission to Develop a Strategic Priorities Plan for Maine's Young Children
Three-Year Investment Plan (DRAFT)

11/14/2007

Number	Title	Description	Timeline			Estimated Funding Needs			Funding Notes
			Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	
Proposals Adopted at 10/17/07 Meeting with Specified Timeline and Funding Levels									
CE #1	**Office of the Child Advocate & Children's Growth Council**	Establish the Office of the Child Advocate as an independent office charged with evaluating the State's early childhood system and ECE programs and representing the interests of the children of Maine before the Legislature and state agencies. Establish the Children's Growth Council to develop, maintain and evaluate a long-term plan for sustainable investment to support the healthy development of Maine's young children.	→	→	→	**$340,000**	**$340,000**	**$340,000**	Advocate Office: $280,000 per yr Growth Council: $60,000 per yr
CE #2 & CC #5	**Needs Assessment & Program Evaluation Research**	Undertake two research/evaluation projects: (1) conduct a one-time needs assessment of the early childhood system in Maine; (2) conduct a long-term research project to evaluate and document the effects of new program investments in young children. State funding would support approximately 50% of the cost of the research. ***Note:*** *Combines CC#5 and CE#2*	→	→	→	**$150,000**	**$75,000**	**$75,000**	
TF #4	**Increase Access to Funding for Child Care Facilities Improvements**	Lower the interest rate charged on loans by the Regional Economic Development Revolving Loan Program for Child Care, increase public awareness of the program, and evaluate program paperwork.	→	→	→	**$0**	**$0**	**$0**	Existing funds
TF #5 & CC#1-C	**Increase Quality Child Care Education Scholarships**	Provide an additional $125,000 General Fund appropriation annually to (1) increase the number of scholarships awarded by FAME under the Quality Child Care Education Scholarship Fund, (2) increase scholarship amount per course and, (3) increase the annual scholarship limit per student ***Note:*** *Combines TF#5 and CC#1-C*	→	→	→	**$125,000**	**$125,000**	**$125,000**	***Subcommittee recommends $200,000 per yr**

Commission to Develop a Strategic Priorities Plan for Maine's Young Children
Three-Year Investment Plan (DRAFT)

Number	Title	Description	Timeline Yr 1	Timeline Yr 2	Timeline Yr 3	Estimated Funding Needs Yr 1	Estimated Funding Needs Yr 2	Estimated Funding Needs Yr 3	Funding Notes
CC #3	**Unify Child Care Subsidy Systems**	Unify child care subsidy policies and incentives for quality care across state programs (TANF funded child care, child care block grant subsidies, children in state custody, etc.)	→	→	→	$0	$0	$0	
CC #6	**Implement Pre-K Community Collaboration Coach Model**	Establish statewide network of collaboration coaches to facilitate development of locally designed early childhood systems and Early Learning Councils	→	→	→	$25,400	$25,400	$25,400	
FS #1	**Put Universal Home Visiting in Statute**	Put in statute the State's commitment to universally offered home visiting for all Maine families with children prenatally to age 5 subject to available funds	—			$0	$0	$0	No funding needed
					SUBTOTAL=	**$640,400**	**$565,400**	**$565,400**	
Proposals Referred to Subcommittees to Develop Priorities for Timeline and Funding									
CC #1-A	**Increase ECE Quality** ***Linked investment:** ***CC#1-A*** ***CC#1-B*** ***CC#1-E***	**A. Quality Rating System:** Through DHHS QRS quality initiative: (1) create statewide system for quality assessment of programs; (2) provide supports to providers to meet quality standards; (3) provide financial incentives to help providers maintain quality standards	→	→	→	$500,000	$1,000,000	$3,000,000	From worksheet: $500,000 (1) $1,000,000 (2) $3,000,000 (3)
CC #1-B	**Increase ECE Quality** ***Linked investment:** ***CC#1-A*** ***CC#1-B*** ***CC#1-E***	**B. RDCs:** Provide additional funding to regional child care resource development centers (RDCs) to provide training and professional development, provide on-site provider and parent support, and increase capacity of RDCs to stimulate local employers, schools and communities to support the need for ECE	→	→	→	$420,000	$620,000	$820,000	From worksheet: $420,000 (1) $620,000 (2) $820,000 (3)
CC #1-D	**Increase ECE Quality**	**D. Child Care Plus ME:** Provide funds to increase the number of children with special needs supported by CCPlusME and expand income eligibility limits for support services for children in CCPlusME	→	→	→	$250,000	$500,000	$500,000	From worksheet: $500,000 (1) $750,000 (2) $1,000,000 (3)

Commission to Develop a Strategic Priorities Plan for Maine's Young Children
Three-Year Investment Plan (DRAFT)

Number	Title	Description	Timeline			Estimated Funding Needs			Funding Notes
			Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	
CC #1-E TF#6	**Increase ECE Quality** ***Linked investment:** ***CC#1-A** ***CC#1-B** ***CC#1-E**	**E. Bond for Quality Investment:** Issue a bond to provide funds for one-time investments in child care quality including investments in facilities, materials and supplies, training, and "train the trainer" programs. ***Note:** *Combines CC#1-E and TF#6*		→	→		$400,000	$400,000	From worksheet: $5,000,000 one-time bond issue ***$400,000 per yr projected interest payments**
CC #2-A	**Increase Subsidies & Funding for Low Income Children**	**A.** Provide funds for child care subsidies for low-income families to return funding to FY2007 level							***Note: this is incorporated in CC#2-C and CC#2D year 1 proposals**
CC #2-B	**Increase Subsidies & Funding for Low Income Children**	**B.** Provide funds for child care subsidies for low-income families to return FY2007 funding level to the FY2002 funding level		→	→		$1,000,000	$3,000,000	From worksheet: $3,000,000 per yr ongoing
CC #2-C	**Increase Subsidies & Funding for Low Income Children**	**C. Infant/Toddler Care:** Increase subsidies for child care services for infants and toddlers (provide 20% increase in subsidies for quality care; increase eligibility to 100% of median income)	→	→	→	$750,000	$1,000,000	$1,500,000	From worksheet: $1,500,000 per yr ongoing
CC #2-D	**Increase Subsidies & Funding for Low Income Children**	**D. At-Risk Families:** Provide child care subsidies for families in need of child care due to family health issues, mental health issues, homelessness, etc. (not covered by other subsidy programs)	→	→	→	$250,000	$500,000	$750,000	From worksheet: $750,000 per yr ongoing
CC #2-E	**Increase Subsidies & Funding for Low Income Children**	**E. Early Head Start:** Expand EHS services for children 0-3 years statewide; enable each current EHS grantee to serve an additional 20 children	→	→	→	$250,000	$750,000	$1,500,000	From worksheet: $1,500,000 per yr ongoing
CC #4	**Address Current Licensing/ Programming Standards**	Re-examine current Maine License requirements for ECE; review state oversight and enforcement for ECE programs; and address need for standards for "legal-unlicensed" providers who receive public funds for children in care		→	→	$0	$500,000	$500,000	From worksheet: $500,000 (1) $750,000 (2) $750,000 (3)

Commission to Develop a Strategic Priorities Plan for Maine's Young Children
Three-Year Investment Plan (DRAFT)

Number	Title	Description	Timeline			Estimated Funding Needs			Funding Notes
			Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	
TF #1-B	**Increase Tax Credit for Child Care Expenses**	Amend the state income tax credit for child care expenses to provide a graduated income tax credit that provides higher credits for families with lower incomes and provides higher credits for licensed care and quality care (rel. to legal-unlicensed)	→	→	→	$1,400,000	$1,400,000	$1,400,000	**See subcom notes II.j - recommend modifying the tax credit proposal*
TF #2	**Increase Access to the Employer-Assisted Child Care Tax Credit**	Amend the state income tax credit for employer-assisted child care by increasing one of the three lower limits on the value of the credit from $5,000 to $20,000. (The credit is the minimum of [$5,000, 20% of costs, or $100 per child].)	→	→	→	$50,000	$50,000	$50,000	
TF #3	**Increase Access to the Quality Child Care Investment Tax Credit**	Amend the state income tax credit for investment in quality child care by changing amount and timing of the the upfront investment required to qualify for the credit	→	→	→	$50,000	$50,000	$50,000	
TF #7	**Leverage Business Partnerships to Assist Working Families**	Seed an endowment fund through a bond issue to create a public/private partnership to support child care services in which federal and state funding is matched by contributions from the businesses, foundations and local governments							**not addressed in subcom report*
FS #2	**Expand Home Visiting to Reach 40% of Eligible Families**	Increase funding for home visiting program to reach 40% of eligible families (double the current funding level)		→	→		$4,797,000	$4,797,000	From worksheet: $4,522,000 per yr
FS #3	**Expand Home Visiting to All Communities**	Increase funding to the home visiting program to extend the current level of services to unserved communities so that all communities in the State have access to home visiting	→	→	→	$275,000	$275,000	$275,000	From worksheet: $275,000 per yr
FS #4	**Family Resource Center Pilot Project**	Establish 6 family resource center pilot sites over a three year period (add 2 sites per year, reach 6 sites in year 3) to provide core family strengthening services	→	→	→	$320,000	$520,000	$750,000	From worksheet: $320,000 (1) $640,000 (2) $960,000 (3)
					SUBTOTAL=	$4,515,000	$13,362,000	$19,292,000	
					GRAND TOTAL=	$5,155,400	$13,927,400	$19,857,400	

APPENDIX F

Resource List

Commission to Develop a Strategic Priorities Plan for Maine's Young Children

Comprehensive Reference List - Sorted by Subject Area and Date

Title	Named Author(s)	Organization	Date
BRAIN DEVELOPMENT			
A Science-Based Framework for Early Childhood Policy - Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children		National Scientific Council on the Developing Child, Harvard University	Aug-07
A Science-Based Framework for Early Childhood Policy - Annual Meeting of the National Conference of State Legislatures	J. Shonkoff	National Scientific Council on the Developing Child, Harvard University	Aug-07
The Science of Early Childhood Development - Closing the Gap Between What We Know and What We Do		National Scientific Council on the Developing Child, Harvard University	Jan-07
Young Children Develop in an Environment of Relationships		National Scientific Council on the Developing Child, Harvard University	Jun-04
NCSL State Legislative Report - Connecting Brain Development Research to State Early Childhood Policy	B. Patel	NCSL	Jun-02
From Neurons to Neighborhoods: The Science of Early Childhood Development (presentation based on book)	J. Shonkoff D. Phillips	National Research Council Cmte on Integrating the Science of Early Childhood Develop.	Jan-00
Starting Smart, How Early Experiences Affect Brain Development		Zero to Three, and Ounce of Prevention Fund	Jan-00
EARLY CHILDHOOD / MAINE			
Invest Early in Maine, A Working Plan for Humane Early Childhood Systems	S. Peavey	DHHS, Early Childhood Initiative Task Force on Early Childhood	Sep-07
Funding Collaboration Guide for Early Care and Education Partnerships in Maine	J. Blatt C. Drugge	Maine's Interagency Funding Collaboration Task Force	Aug-06
Maine Child Care Market Rate and Workforce Study 2006 Executive Summary		DHHS Digital Research, Inc.	Jul-06
Building the Supply & Quality of Early Care & Education Facilities in Maine		DHHS	May-06
State of Maine Early Childhood Learning Guidelines		DHHS, DOE	Sep-05
About Children…Briefly		Maine Child Care Data Capacity & Research Partnership	Jun-05
The Cost and Quality of Family Child Care in Maine	N. Marshall et al.		Sep-04
The Cost and Quality of Full Day, Year-round Early Care and Education in Maine: Preschool Classrooms		DHHS, Office of Child Care & Head Start	Jan-04
Early Care and Education Strategic Planning in Maine, A Summary of Current Activities	L. Stoney C. Drugge	DHHS, Office of Child Care and Head Start	Jan-04
Child Care, Money and Maine: Implications for Federal and State Policy	W.Hager, A. Dean, J. Reidt-Parker		Jul-02

Title	Named Author(s)	Organization	Date
Supporting Maine's Infants & Toddlers: Guidelines for Learning & Development		DHHS	
Head Start in Maine		Maine Head Start Association and Maine Head Start State Collaboration Office	
ECONOMIC RETURNS			
As States Tackle Poverty, Preschool Gets High Marks	D. Solomon	*Wall Street Journal*	Aug-07
Investing in Early Education is Essential		Early Education for All	Aug-07
High-Quality Pre-Kindergarten: An Economic Development Strategy		Early Education for All	Aug-07
Quality Child Care as an Economic Benefit		Maine, Task Force on Early Childhood, Invest Early Subcommittee	Aug-07
Economic Returns to Early Education	D.K. Winters	NCSL 2007 Annual Meeting	Aug-07
Early Childhood Development and Economic Growth (speech)	J. Lacker	Fed - Richmond	Jul-07
"Enriching Children, Enriching the Nation" Pre-K Investment Yields Bonuses for Children, Families, Commmunities and Governments (press release and fact sheet)	R. Lynch	Economic Policy Institute	May-07
Dollars and Sense: A Review of Economic Analysis of Pre-K	A. Wat	Pre-K Now	May-07
The Productivity Argument for Investing in Young Children	J. Heckman, D. Masterov	NBER Working Paper 13016 http://www.nber.org/papers/w13016	Apr-07
The Level and Distribution of Economic Well-Being	B. Bernanke	Federal Reserve Board	Feb-07
New Research: Early Education as Economic Investment	S. Clothier, J. Poppe	NCSL	Jan-07
Cost-Effective Investments in Children	J. Isaacs	The Brookings Institution	Jan-07
Financing Public Preschool Programs: Current Practices and Future Possibilities		CED (Committee for Economic Development)	Nov-06
An Economic Analysis of Pre-K in Arkansas	C. Belfield	Pre-K Now	Nov-06
The Economic Promise of Investing in High-Quality Preschool: Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and the Nation		CED (Committee for Economic Development)	Jul-06
The Fiscal Impacts of Universal Pre-K: Case Study Analysis for Three States	C. Belfield	CED (Committee for Economic Development)	Jul-06
Economic, neurobiological, and behavioral perspectives on building America's future workforce	E. Knudsen, J. Heckman, et al.	Dept of Neurobiology, Stanford University School of Medicine	Jul-06
Child Interventions that May Lead to Increase Economic Growth: A Report to The Pew Charitable Trusts	B. Wolfe, N. Tefft	CED, Invest in Kids Working Group	Apr-06

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Title	Named Author(s)	Organization	Date
The Effects of Investing in Early Education on Economic Growth, Policy Brief #153	W. Dickens, I. Sawhill, Tebbs	The Brookings Institution	Apr-06
The Case for Investing in Early Childhood, A Snapshot of Research by James Heckman and Richard Tremblay	T. Feeny	The Smith Family Research and Development	Apr-06
A Proposal for Achieving High Returns on Early Childhood Development	A. Rolnick, R. Grunewald	Fed - Minneapolis	Mar-06
The Economic Benefits of High-Quality Early Childhood Programs: What Makes the Difference?	E. Galinsky	CED (Committee for Economic Development)	Feb-06
Investing in Disadvantaged Young Children is an Economically Efficient Policy	J. Heckman		Jan-06
Early Childhood Investment Yields Big Payoff	R. Lynch	*WestEd - Policy Perspectives*	Jul-05
Interview with James J. Heckman		Fed - Minneapolis	Jun-05
Early Childhood Education for All, A Wise Investment		Legal Momentum Family Initiative and MIT Workplace Center	Apr-05
An Economic Analysis of Investments in Early Childhood Education in Massachusetts (summary)	C. Belfield, P. McEwan		Jan-05
The New Economics of Preschool	D. Friedman	Early Childhood Funders' Collaborative	Oct-04
An Economic Analysis of Investments in Early Childhood Education in Massachusetts (full report)	C. Belfield, P. McEwan		Oct-04
Exceptional Returns: Economic, Fiscal and Social Benefits of Investment in Early Childhood Development	R. Lynch	Economic Policy Institute	Jul-04
Framing Child Care as Economic Development: Lessons From Early Studies	L. Stoney	Linking Economic Development and Child Care Research Project (Cornell University)	Feb-04
Early Childhood Development: Economic Development with a High Return	A. Rolnick, R. Grunewald	Fed - Minneapolis	Dec-03
The Economic Impact of the Child Care Industry in Maine, Executive Summary	A. Hildebrand		Jun-03
Early Childhood Education: A Call to Action from the Business Community		The Business Roundtable	May-03
The Best Investment: America's Kids	C. Farrell	Business Week	Nov-02
25: The Importance of Teaching Tots (25 Ideas for a Changing World)	A. Starr	*Business Week*	Aug-02
Early Childhood Education: An Economic Development Strategy		Early Education for All Strategies for Children	Jan-02
Invest in the Very Young	J. Heckman	Ounce of Prevention Fund	Jul-00

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Title	Named Author(s)	Organization	Date
INTERNATIONAL COMPARISONS			
Investing in Quality, Policies, Practitioners, Programs and Parents, A Four-Point Plan to Deliver High Quality Early Learning and Care Services in Ontario		Ministry of Children and Youth Services, Expert Panel on Quality and Human Resources	Mar-07
OECD Multilingual Summaries - Starting Strong II: Early Childhood Education and Care		OECD	Jan-06
Early Childhood Education and Care (ECEC) in Industrialized Countries	S. Kamerman	Columbia University Institute for Child and Family Policy	May-04
UNESCO Policy Brief on Early Childhood - Integrating Early Childhood Into Education: The Case of Sweden	S-H. Choi	UNESCO	May-02
Early Childhood Education and Care: International Perspectives Testimony Prepared for the US Senate Committee on Health, Education, Labor, and Pensions	S. Kamerman	Columbia University Institute for Child and Family Policy	Mar-01
A New Era for Universal Childcare? - Childcare and Early Years Services in 2004 - Setting the Scene: A Vision of Universal Children's Spaces	P. Moss	Daycare Trust	
PROGRAM EVALUATIONS			
Benefits of Early-Childhood Program Flow Into Adulthood, Study Finds	L. Jacobson	*Education Week*	Aug-07
Effects of a School-Based, Early Childhood Intervention on Adult Health and Well-being (Child-Parent Centers)	A. Reynolds, et al.	*Archives of Pediatric and Adolescent Medicine*	Aug-07
New Jersey Abbott Preschool Program Longitudinal Effects Study (APPLES) - Research Summary	Frede et al.	National Institute for Early Education Research	Jun-07
The Effectiveness of Early Head Start for 3-Year-Old Children and Their Parents: Lessons for Policy and Programs	J. Love et al.	*Developmental Psychology*	Mar-05
The High/Scope Perry Preschool Study to Age 40 (presentation)	L. Schweinhart	High/Scope Educational Research Foundation	Mar-05
Effects of Nurse Home-Visiting on Maternal Life Course and Child Development: Age 6 Follow-Up Results of a Randomized Trial (Nurse-Family Partnership)	D. Olds et al.	*Pediatrics*	Dec-04
Effective Investments in Early Care and Education: What Can We Learn from Research?	J. Carroll et al.	NCSL	Mar-04
Research Findings on Early Childhood Intervention Programs		NGA	Jun-00
The High/Scope Perry Preschool Study Through Age 40 Summary, Conclusions and Frequently Asked Questions	L. Schweinhart	High/Scope Educational Research Foundation	
PREVENTION ISSUES			
Investing in Maine Head Start Pre-kindergarten Saves Money	S. Shaefer et al.	Fight Crime: Invest in Kids Maine	Jan-07

Title	Named Author(s)	Organization	Date
Preventing Crime with Pre-kindergarten: A Critical Investment in Maine's Safety		Fight Crime: Invest in Kids Maine	Jun-06
Head Start Cuts Crime in Maine	S. Shaefer et al.	Fight Crime: Invest in Kids Maine	Jan-06
A Recommendation to Support a Statewide, Interdisciplinary Prevention Plan for Maine, For the Prevention of Child Abuse and Neglect, Domestic Violence, Juvenile Delinquency, Sexual Assault and Substance Abuse	L. Sterling		Jan-04
New Hope for Preventing Child Abuse and Neglect in Maine: Proven Solutions to save lives and prevent crimes		Fight Crime: Invest in Kids	Aug-03
STATE POLICIES			
State and Community Policy Roundup: Progress on Infant-Toddler Issues Across the United States		Zero to Three	Jul-07
Making Pre-kindergarten Work for Low-income Working Families, Child Care and Early Education Series	R. Schumacher, K. Hamm, D. Ewen	Center for Law and Social Policy (CLASP)	Jun-07
State Early Childhood Policies		National Center for Children in Poverty	Jun-07
Bright Futures, Early Childhood Developments in the States		NGA Center for Best Practices	Jun-07
Ready 4 K - 2007 Legislative Session Summary (Minnesota)		Ready 4 K	Jun-07
Early Childhood Care and Education, Enacted Legislation Highlights 1/1/07 - 5/1/07		NCSL	May-07
Early Childhood Care and Education, Enacted Legislation Summaries 1/1/07 - 5/1/07		NCSL	May-07
Washington Family Leave Program Fact Sheet		Economic Opportunity Institute	May-07
Building Early Childhood Facilities, What States Can Do to Create Supply and Promote Quality	C. Sussman, A. Gillman	NIEER (National Institute for Early Education Research)	Apr-07
Ready by 5 and Fine by 9, Connecticut's Early Childhood Investment Plan		Early Childhood Research & Policy Council	Feb-07
Prenatal through Pre-K: Building Bright Futures		Zero to Three Policy Center	Jan-07
Ready 4 K - 2007 Policy Agenda (Minnesota)		Ready 4 K	Jan-07
Starting Off Right: Promoting Child Development from Birth in State Early Care and Education Initiatives	R. Schumacher, et al.	CLASP (Center for Law & Social Policy)	Jul-06
The State of Preschool 2006		NIEER (National Institute for Early Education Research)	Jul-06
Foundations, How States Can Plan & Fund Programs for Babies & Toddlers		Ounce of Prevention Fund	Jul-06
Making Care Less Taxing, Improving State Child and Dependent Care Tax Provisions	N. Duff et al.	National Women's Law Center	Apr-06
Early Childhood Education in Other States (Universal Pre-K)		Early Education for All	Oct-05

Title	Named Author(s)	Organization	Date
Helping Young Children Succeed, Strategies to Promote Early Childhood Social and Emotional Development	J. Cohen et al.	NCSL	Sep-05
Early Education in the States, A Year in Review - 2004	S. Clothier	NCSL	Mar-05
Child Care Assistance Policies 2001-2004: Families Struggling to Move Forward, States Going Backward	K. Schulman, H. Blank	National Women's Law Center	Sep-04
Governor's Early Childhood Research & Policy Council, Early Childhood Investment Plan Recommendations and Summary, FY08 and FY09 (Connecticut)		Early Childhood Research & Policy Council	
Summary of Governor's SFY08 and 09 Budget Proposals re Early Education (Connecticut)	J. Gruendel	State of CT	