WHAT DO WE KNOW NOW THAT WE DIDN'T KNOW BEFORE?

- IFSP: Potential bridge/extension to ease into an IEP
- Identified mixed delivery model to implement next school year
- Dynamic and ever-changing – short term solution may look different than long term
- Funding – needs to come both from DOE and localized resources
- IFSP looks different across the state
- District will incur cost of evaluation and case management and IEP creation
- Transportation remains a challenge
- Toileting added to contract
- 3yos are coming, but we don't know what they need
- 2:6, 2:9, 3:0
- Short term solution with a long term plan
- We know we want to partner with childcares
- We will have a hybrid model
- This will cost something for us
- Expanded services will bring more kids to the school
- Parents have a choice IFSP/IEP
- Landscape of transition from CDS to 3yo
- Differences between 3yo and 4yo services
- Space limitations further impact current 4yo programs (we could make it work for 4yos but not 3yos
- CDS still willing to partner with schools to provide specialized services
- Money from state is not enough to cover program we want to offer
- RSU 5 is responsible for IEP writing which will reduce recalibrationss
- Extended EI4ME
- Potential space (DCS and PES afternoons)
- United Way partnership interest
- Rough estimate on 3yos
- How other districts have handled
- Transition timeline

WANT WHAT WHEN

- Funding structure: what is the gap?
    - Initially
    - Year after year
- What is achievable/necessary for next year?
- What does community partnership look like?
- How many kids?
    - How should we be framing that?
    - What are the incentives for families versus districts?
- Transportation
    - What are the hurdles?
    - What are possible partnerships
- DHHS revenue – CCAP?
- What is realistic with CURRENT resources?
- Systems and Sustainability recommendations
- Partners?
    - Eligible
    - Willing
    - Worthy?
- $$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$$
- What does hybrid look like?
- What are we “mandated” to provide for the educational setting?
- Communication plan?
- Highest priority questions?
- What role should daycare/community partners play?
    - Which providers will partner?
    - Will all providers be represented?
- System and Sustainability – not knowing potential district configuration/space for the future
- Funding and transportation – both already burdened by current state
- How is the November election going to change the landscape?
    - Federal considerations
    - Dissolution of DOE?
- Want full day programs for 4yos
- What is the actual infrastructure needed for most effective services?
- What will happen when we get new politicians in Augusta?

ASPIRATIONS

- Partnership
- Full day 4yo public preK for general and special education
- Early Childhood Center/Hub
    - Family and children
    - More than an IEP
- Parent education needs met, developmental support
- Family support through the years and through the district
- High School apprenticeship work
    - Certification
    - Region 10 collaboration
- Collaboration workforce development pipeline
    - Intentional
    - Self-sustaining
- Marketing to older community members
- District foundation?
- Expand services beyond a center model
- New revenue from private funding and philanthropy
- Include greater school community
- Contribution of students to process – compare DCS 8th graders with Kindergarteners
- Greater levels of responsibility of students
- Skowhegan B
- Creative use of DOE and DHHS revenue streams
- Reframe education as training community members (including caring for 3yos
- Sooner service means less to service and they are more successful
- Creative $ streams
- Maximize value
- Motivated caring = integrated community presence and support
- “How much juice is worth ow much squeeze?”
- Provide to Zeal
- Limit to what we can expect for community support
- Capacity changes
- Keeping children close to home
- Efficiency
    - Time
    - Grouping meaningfully
    - Collaboration and quality
    - Teachers have developmental tools
    - Growing learners
    - EI model
- Closing gap sooner
- Early childhood — Early Childhood Special Education — Special Education
- Multi-tiered system of support

- Community support
- 3 communities = 1 district
- Data centralization:
    - entry through school system
    - Sanford pilot – Rebecca
- Reaching new Mainers earlier
- Better support earlier
- Early childhood center
    - 3yos
    - Full day 4yos
    - Efficiency of service to children
- Still supporting daycares
- Clinics
- Legislative updates and adequate funding
- Efficiency does not equal poor quality
- Do not lose what we have done

NOW WHAT?

- Do we resume?
- 6-7 months
    - Budget
    - Zeal
    - School Board
- Then reconvene

Summary of Aspirations: A Comprehensive Early Childhood and Community Support System (AI Summary)

The overarching aspiration is to build an integrated, sustainable, community-centered system that supports children and families earlier, more effectively, and across their educational journey—from early intervention through high school and beyond.

1. Early, Accessible, and Integrated Services

- Develop an Early Childhood Center or Hub that connects early intervention, early childhood education, special education, and family supports.
- Explore full-day public pre-K for all four-year-olds, including general and special education, and expanded services for three-year-olds.
- Close developmental and learning gaps earlier through timely identification, intervention, and a multi-tiered system of support.
- Keep children close to home while continuing to support existing daycare providers and exploring clinic-based services.

- Ensure families receive more than an IEP, with developmental guidance and support throughout their time in the district.

2. Stronger Partnerships and Community Collaboration

- Strengthen partnerships among schools, families, early childhood providers, community organizations, employers, and regional partners such as Region 10.
- Bring three communities together as one district-wide system with shared goals, resources, and services.
- Engage the broader school community, including students, older community members, and new Mainers, in meaningful ways.
- Reframe education as a shared community responsibility, developing the skills and capacity of community members to support children and families.

3. A Connected Learning and Workforce Development Pipeline

- Create intentional pathways connecting early childhood education, early childhood special education, special education, and high school apprenticeship opportunities.
- Expand certifications, workforce development partnerships, and training opportunities.
- Give students greater responsibility and opportunities to contribute to the community and the improvement process.
- Explore models that compare student development and progress across ages and educational stages.

4. Sustainable Funding and Resource Development

- Identify creative funding strategies through education and health and human services funding streams, private investment, philanthropy, and potentially a district foundation.
- Explore new revenue opportunities and partnerships that maximize the value of existing resources.
- Establish a self-sustaining model that aligns services with realistic community support and available capacity.
- Advocate for legislative improvements and adequate funding while protecting existing accomplishments.

5. Efficient, High-Quality, Data-Informed Services

- Centralize data and streamline entry into services through the school system, using promising pilots and regional collaboration to inform implementation.

- Group children meaningfully to improve service delivery, collaboration, and efficiency.
- Equip teachers with developmental tools and strategies to support children's growth.
- Use data to identify needs earlier, coordinate support, and measure outcomes.
- Improve efficiency without compromising quality, relationships, or services already established.

6. A Deliberate, Sustainable Approach to Growth

- Be intentional about what the district can realistically deliver, the community can sustain, and partners can contribute.
- Expand beyond a single-center model where appropriate to reach more children and families.
- Balance ambition with capacity, time, resources, and the practical demands of implementation.
- Preserve successful existing programs while building a stronger, more connected system.

The Vision in One Paragraph

Create a coordinated, sustainable early childhood and family support system that brings schools, families, providers, and community partners together to serve children earlier and more effectively. By expanding access to early learning, strengthening developmental and special education supports, building workforce pathways, leveraging creative funding, and using data to guide decisions, the district can close gaps sooner, improve outcomes, keep children close to home, and maximize the impact of available resources without sacrificing quality or losing the progress already made.

Guiding Principle

Start earlier, collaborate intentionally, support the whole family, and invest resources where they make the greatest difference.

The central question guiding decisions is: How do we maximize the value and impact of our efforts while balancing the resources required, the outcomes achieved, and the capacity of our communities to sustain the work?