

MEPRI Work Plan FY 2022 (v. 8-25-2021)

	Topic & Methods	Timeline, Lead Campus & Cost
1.	<p>Innovative strategies that Maine schools used to address student learning needs (e.g., programs, resources or supports), during and since the COVID-19 experience. Strategies to be identified through:</p> <ul style="list-style-type: none"> • Survey of districts (self-nomination) • Project narratives from districts’ federal relief funding proposals (provided by MDOE) • Nomination (RREV grant activities, MDOE staff, professional organizations or other sources) 	<p>January/ February 2022 UM (\$50,000)</p>
2.	<p>Innovative strategies that Maine schools used to support teachers in providing high-quality remote instruction, during and since the COVID-19 experience. Strategies to be identified through:</p> <ul style="list-style-type: none"> • Survey of districts (self-nomination) • Project narratives from districts’ federal relief funding proposals (provided by MDOE) • Nomination (RREV grant activities, MDOE staff, professional organizations or other sources) 	<p>January/ February 2022 UM (\$50,000)</p>
3.	<p>Longitudinal survey of Maine school administrator workforce to learn:</p> <ul style="list-style-type: none"> • Demographics of principals (e.g., years of experience, how long they stay in position, etc.) • Factors related to their job satisfaction and retention (e.g., support for professional growth, mentoring, etc.) and intention to stay in the profession. • Feedback on programs or activities resulting from the 2016 Task Force recommendations; suggested strategies to encourage teachers to pursue school administration. • Suggestions for reducing teacher and administrator workload; what tasks could be “taken off their plates”? 	<p>April 2022 UM (\$25,000)</p>
4.	<p>Investigating the training, resources, infrastructure or other supports schools need to provide special education services to 3 to 5 year old students.</p> <p>Part 1 (prepared for MDOE as directed in LD 135): Review & summary of how other states organize Child Find and centralized medicaid billing. Must include at least NH and NY. Also include description of how the other states structure IEP oversight/management and provision of services for ages 3 to 5. Document review & key informants. MDOE “Report back” is due February 1</p>	<p>Part 1: Provided to MDOE in fall 2021</p> <p>Part 2: February/ March 2022 USM (\$50,000)</p>

	<p>Part 2: Survey of educators and/or administrators as appropriate to explore concerns, potential challenges, and supports needed for districts to take over more responsibility from CDS.</p> <ul style="list-style-type: none"> ● What training in early childhood/ development do teachers or admins need? ● Additional staffing needs (new or different roles from K-12)? ● Facility needs? Transportation needs? ● Program / curriculum development? <p>Other potential needs / barriers?</p>	
<p>5.</p>	<p>Examining school district curriculum and instruction, and community partnerships to support racial equity</p> <p>Case studies to profile 2-3 districts that are engaging in racial equity efforts to describe: district objectives; partnerships and resources used; challenges encountered; perceptions of impacts (+/-); and district or state policies needed to support the work</p>	<p>May/June 2022 USM (\$50,000)</p>
<p>6.</p>	<p>Collaborate with the MDOE to identify how schools are using federal funds to support students' social-emotional and mental health</p> <p>MEPRI will analyze and summarize project narratives provided by MDOE to summarize how districts are using federal funds (Covid relief funds or other sources) to provide interventions, programs, or support for SEL or mental health.</p> <p>Follow-up questionnaire will be sent to selected districts to explore how their programs are working and perceived early impacts.</p>	<p>February 2022 USM (\$25,000)</p>