



Annual Report to the Legislature

February 2024

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146 State House Station

Augusta, Maine 04333

207-624-6660

The following information is presented to the joint standing committee of the Legislature having jurisdiction over the education and cultural affairs, 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 the appropriations and financial affairs regarding the performance of the Child Development Services System. This report can also be found at <https://www.maine.gov/doe/learning/cds/reporting>.

The contents of this report include the requirements detailed in Maine Education Statue Title 20-A Part 4, Chapter 303, Section 7209, E as follows:

- (1) The following financial information for the Child Development Services System in total and separately for the services provided to eligible children from birth to under 3 years of age and at least 3 years of age and under 6 years of age when the information can be separated for these age categories;**
- (a) Actual expenditures compared to the budget for each of the last 3 fiscal years for each regional site, the central office and the total Child Development Services System by function, including case management, direct services and administration.**

Actual Expenditures Compared to Budget Last Three Fiscal Years - By Function									
	June	Budget	Variance	June	Budget	Variance	June	Budget	Variance
	FY2023	FY2023	FY2023	FY2022	FY2022	FY2022	FY2021	FY2021	FY2021
CM/CF Total	11,302,902	10,420,970	881,933	9,272,112	10,754,660	(1,482,548)	\$8,835,032	\$9,346,340	(511,308)
Total Direct Service	41,886,586	38,803,237	3,083,349	30,498,383	33,799,049	(3,300,666)	28,438,015	30,594,422	(2,156,407)
Total Admin	9,761,060	11,129,569	(1,368,508)	8,138,895	8,471,173	(332,278)	6,832,449	6,732,957	99,491
TOTAL	62,950,548	60,353,775	2,596,773	47,909,389	53,024,881	(5,115,492)	\$44,105,496	\$46,673,719	(2,568,223)

- (b) Actual expenditures compared to the budget for each of the last 3 fiscal years for each regional site, the central office and the total Child Development Services System by expense type, including salaries, benefits, contracted services and transportation (see Appendix A);**
- (c) Actual revenues received compared to the budget for each of the last 3 fiscal years by revenue source; and**
- (d) The total dollar value of MaineCare claims paid through the Department of Health and Human Services for each of the last 3 fiscal years for services provided pursuant to children's individualized education programs or individualized family service plans that were billed directly to the MaineCare program by contracted service providers;**

Currently, the Office of MaineCare Services is unable to provide information that differentiates reimbursement to contracted service providers for services provided per children's Individualized Education Programs or Individualized Family Service Plans and additional *medically necessary* services provided to children birth-to-5 years of age.

- (2) The following data for the Child Development Services System in total and separately for the services provided to eligible children from birth to under 3 years of age and at least 3 years of age and under 6 years of age, including descriptions of any notable variations in these data among regional sites and any notable year-to-year trends over the past 5 years:**

(a) The **number of children referred** to the Child Development Services System in the prior year by referral source, including the screening programs in Title 22, sections 1532, 8824, and 8943, and the **percentage of children referred found eligible for services**.

(a) Referrals

2022-2023	Ages Birth – 5	Ages Birth - 2	Ages 3 – 5
All Referrals*	8799	4212	4587
Eligibility Evaluation Completed	5043	1973	3070
Number Found Eligible	4131	1476	2655
Percent Evaluated Found Eligible	82%	75%	86%
*Referral date 10/1/2022 – 9/30/2023			
CDC Program	Ages Birth – 5	Ages Birth - 2	Ages 3 – 5
DHHS - CSHN - Birth Defects Program	35	35	0
DHHS - CSHN - Newborn Bloodspot Program	12	12	0
DHHS - CSHN - Newborn Hearing Program	12	11	1
*Referral date 10/1/2022– 9/30/2023			

(b) The **number of children who entered** the Child Development Services System in **the prior year**, categorized by primary disability;

(b) Children entering system		
Disability	Age 0-2	Age 3-5
Autism		449
Deaf-Blindness		1
Deafness		3
Developmental Delay	1466	316
Developmental Delay Kindergarten		27
Emotional Disturbance		20
Hearing Impairment		6
Intellectual Disability		3
Multiple Disability		40
Orthopedic Impairment		3
Other Health Impairment		239
Specific Learning Disability		0
Speech or Language Impairment		1533
Traumatic Brain Injury		1
Visual Impairment incl. Blindness		1
Total	1466	2642
*Eligibility date 10/1/2022 – 9/30/2023		

(c) The number of children who exited the Child Development Services System in the prior year, categorized by primary disability and the reason for exit;

(c) Children exiting system	Disability	All	Age 0-2	Age 3-5
	Autism	533		533
	Deaf-Blindness	1		1
	Deafness	1		1
	Developmental Delay	1756	1316	440
	Developmental Delay	32		32
	Emotional Disturbance	25		25
	Hearing Impairment	10		10
	Intellectual Disability	5		5
	Multiple Disabilities	88		88
	Orthopedic Impairment	3		3
	Other Health Impairment	419		419
	Specific Learning Disability	0		0
	Speech and Language Impairment	1336		1336
	Traumatic Brain Injury	3		3
	Visual Impairment including	1		1
	Total	4213	1316	2897
*Children that exited early intervention and Part B 619 that had an IFSP or IEP				

Exit Reason Age 0-2	Total	Exit Reason Age 3-5	Total
619 Eligibility Not	458	Deceased	3
619 Eligible, Exiting Part C	373	Exited to Non-Public School Setting	34
Attempts to Contact	711	Exited to School Age Special Education	2182
Deceased	3	Exited to School-Age Regular Education	219
Moved Out of State	60	Moved Out-of-State, Known to Be	39
No Longer Eligible for Part C,	34	Moved Out-of-State, Not Known to Be	51
Not Found Eligible for 619,	63	No Longer Eligible for 619, Exited to	98
Not Found Eligible for 619, Exit with Referrals to Other	29	Not Found Eligible for 619, Exit with No Referral	477
Not Found Eligible for Part C,	3382	Not Found Eligible for 619, Exit with	16
Not Found Eligible for Part C, Exit with Referrals to Other Program	208	Parents Refuse Services (CDS only)	627
Screening Passed, Exit	21	Screening Passed, Exit	115
Withdrawn by Parents	1515	Status Unknown	251
Total	3857	Total	4112
*Children that exited early intervention & Part B 619 in all phases (referral, eligibility & those with an IFSP / IEP)			

- (d) The **number of children who transitioned, in the prior year, from early intervention services** for children birth to under 3 years of age **to special education and related services** for children at least 3 years of age and under 6 years of age;

Location	Number of Children
<i>Aroostook</i>	<i>18</i>
<i>Downeast</i>	<i>22</i>
<i>First Step</i>	<i>62</i>
<i>Midcoast</i>	<i>63</i>
<i>Opportunities</i>	<i>22</i>
<i>PEDS</i>	<i>68</i>
<i>Reach</i>	<i>117</i>
<i>Two Rivers</i>	<i>49</i>
<i>York</i>	<i>140</i>
Total	561
*determined eligible for Part B 619 10/1/2022-9/30/2023	

- (e) The unduplicated **count of children** who received direct services as of **December 1st** in the prior year;
- i. Child count is determined as of October 1 of each year.

CDS Site	Child Count as of 10/1/2023		
	Part B-619	Part C	Total
Aroostook	108	70	178
Reach	681	327	1008
First Step	265	146	411
Two Rivers	254	109	363
Midcoast	247	123	370
Opportunities	146	63	209
PEDS	219	121	340
Downeast	82	41	123
York	543	351	894
Total	2545	1351	3896

(f) The *number of children who received direct services* in the prior year by regional site and in total for the Child Development Services System, *categorized by primary disability*;

Disability	Total	Age Group	Aroostook	Reach	First Step	Two Rivers	Midcoast	Opportunities	PEDS	Downeast	York
Autism	1882	3-5	56	394	220	271	108	98	176	74	484
Deaf-Blindness	2	3-5	0	0	0	0	0	1	0	1	0
Deafness	13	3-5	0	2	4	2	2	1	1	0	1
Developmental Delay	2976	0-2	155	676	339	263	275	166	267	123	712
Developmental Delay	1008	3-5	73	350	48	47	186	24	27	22	231
Emotional Disturbance	49	3-5	0	13	4	11	2	3	2	2	12
Hearing Impairment	39	3-5	0	9	5	4	2	4	4	1	10
Intellectual Disability	22	3-5	1	4	7	2	2	0	3	2	1
Multiple Disabilities	227	3-5	13	29	42	20	13	13	39	13	45
Orthopedic Impairment	14	3-5	0	4	1	1	2	0	0	0	6
Other Health Impairment	951	3-5	18	198	133	145	79	96	64	52	166
Specific Learning Disability	0	3-5	0	0	0	0	0	0	0	0	0
Speech or Language Impairment	3208	3-5	154	863	399	323	254	228	315	168	504
Traumatic Brain Injury	5	3-5	0	1	1	1	0	1	0	1	0
Visual Impairment incl. Blindness	4	3-5	0	1	0	0	1	0	0	0	2
Total	10,399		470	2544	1203	1090	926	635	898	459	2174

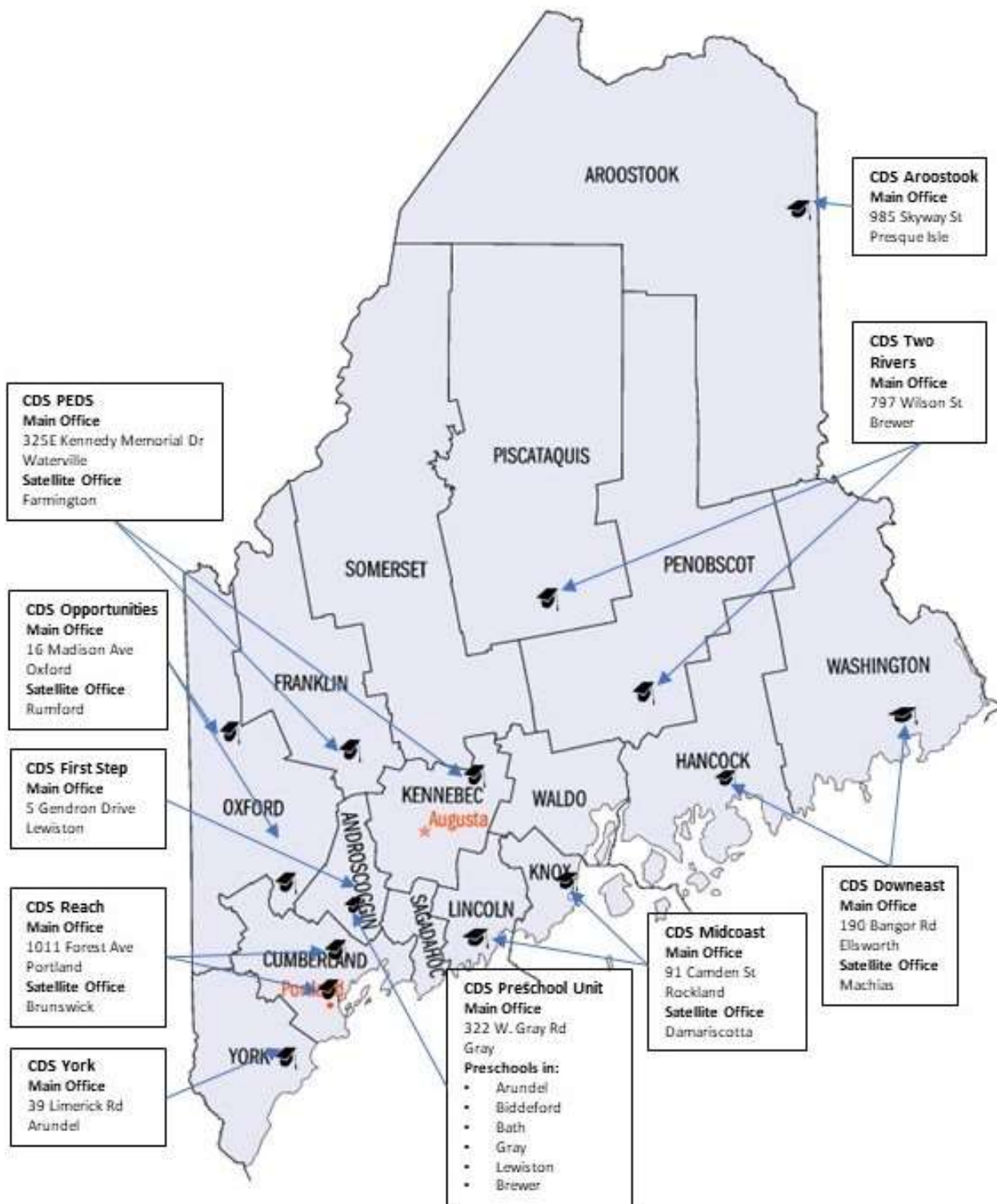
*children with active plans 10/1/22-9/30/23

(g) The **percentage of children who received direct services** in the prior year **who had Maine Care coverage** for all or some of the services specified in their individualized education programs or individualized family service plans and the **percentage of children who received direct services** in the prior year **who had private insurance coverage** for all or some of the services specified in their individualized education programs or individualized family service plans;

	Total Children	Authorized Payment Source			Payment Source by Authorized Percentage		
		CDS	MaineCare	Private Insurance	CDS	MaineCare	Private Insurance
Part C	3618	1474	1602	542	40.7%	44.3%	15%
Part B	6548	3581	2372	595	54.7%	36.2%	9.1%

*children with active plans 7/1/22-6/30/23

(3) A listing of the regional sites and their locations and the following data for the Child Development Services System in total and by regional site, including descriptions of any notable variations in these statistics among regional sites and any notable year-to-year trends over the past 5 fiscal years:



(a) The **total number of employees by function** and **the number of new employees hired in the prior fiscal year by function**:

i. Totals include substitute teachers and educational technicians.

Active Employees as of 06/30/2023 Job Title	21-22		22-23		New Hires in Prior Fiscal Year 22-23			
	Count	FTE	Count	FTE	Count	FTE	New	Replacements
Accounting Assistant	0	0.00	1	1.00	1	1.00	0	1
Accounts Payable Coordinator	1	1.00	1	1.00	0	0.00	0	0
Accounts Payable Processor	3	2.50	3	2.50	0	0.00	0	0
Accounts Receivables-Ins Billing Specialist	3	3.00	4	4.00	1	1.00	1	0
Acting Case Manager/IEP Team Administrator	2	2.00	2	2.00	0	0.00	0	0
Acting Finance Director	1	0.80	0	0.00	0	0.00	0	0
Assistant 619 Coordinator	1	1.00	1	1.00	0	0.00	0	0
Asst Preschool Prog Manager/Curriculum Coordinator	2	2.00	3	3.00	1	1.00	1	0
Board Certified Behavior Analyst	1	1.00	2	2.00	1	1.00	1	0
Case Manager/IEP Team Administrator	34	33.61	35	34.21	3	3.00	0	3
Case Manager/IEP Team Coordinator Level I	21	20.80	24	24.00	6	6.00	0	6
Case Manager/IEP Team Coordinator Level II	20	19.80	14	13.80	2	2.00	0	2
Contract/Grant Management/Referral Specialist	1	1.00	1	1.00	0	0.00	0	0
Data Manager	1	1.00	1	1.00	0	0.00	0	0
Data System Support Specialist (FKA QA Asst)	1	1.00	1	1.00	0	0.00	0	0
Director (regional site)	6	6.00	6	6.00	0	0.00	0	0
Director of Preschool Programming	1	1.00	1	1.00	0	0.00	0	0
Distinguished Educator	0	0.00	7	4.43	7	4.43	7	0
Early Childhood Special Ed Program Manager	6	5.50	6	6.00	2	2.00	0	2
Early Intervention Program Manager	7	7.00	7	7.00	0	0.00	0	0
Ed Tech I	4	2.10	3	2.01	1	0.64	0	1
Ed Tech II	9	4.83	3	1.00	1	0.36	1	0
Ed Tech III	55	38.78	61	42.60	17	12.11	9	8
Educational Consultant	9	8.38	8	7.80	0	0.00	0	0
Executive Assistant	1	1.00	1	1.00	0	0.00	0	0
Finance Manager	1	0.80	1	1.00	1	1.00	0	1
Human Resources Director	1	1.00	1	1.00	0	0.00	0	0
Human Resources Generalist	1	1.00	1	1.00	0	0.00	0	0
Licensed Clinical Social Worker	4	3.75	3	3.00	0	0.00	0	0
Licensed Social Worker	2	2.00	3	3.00	1	1.00	1	0
Occupational Therapist	29	27.82	30	28.55	3	2.73	3	0
Office Operations Assistant	20	19.30	24	23.60	6	5.80	1	5
Office Operations Manager	9	9.00	8	8.00	1	1.00	0	1
Part C State Coordinator	1	1.00	1	1.00	0	0.00	0	0
Payroll & Benefits Processor	0	0.00	1	1.00	1	0.00	1	0
Payroll & HR Assistant	1	1.00	1	1.00	0	0.00	0	0
Payroll and Benefits Specialist	1	1.00	0	0.00	0	0.00	0	0
Payroll Processor & HR Assistant	1	1.00	1	1.00	0	0.00	0	0
Physical Therapist	7	6.33	8	7.53	3	3.00	1	2
Preschool Program Manager/Curriculum Coordinator	1	1.00	0	0.00	0	0.00	0	0
Preschool Teacher of Children with Disabilities/Case Mgr	7	7.00	6	6.00	3	3.00	1	2
Service Coordinator Level I	25	24.30	24	23.55	4	4.00	1	3
Service Coordinator Level II	7	7.00	11	11.00	0	0.00	0	0
Speech-Language Pathologist	24	21.32	26	23.21	4	3.46	2	2
Speech-Language Pathology Assistant	3	3.00	2	2.00	0	0.00	0	0
Teacher of Children with Disabilities	72	63.04	65	58.39	5	4.73	1	4
Total*	407	366.76	413	375.18	75	64.26	32	43

- (b) The **number of private providers that contracted** with the Child Development Services System to **provide direct services, including transportation services**, and the **number of contracted providers delivering each type of service** in the prior fiscal year:

Services	#	Notes
All provider contracts	275	Some contracts are for more than one service and contractors range from sole proprietor to those with numerous employees.
Specially Designed Instruction	877	
Speech and Language Services	382	
Occupational Therapy Services	215	
Physical Therapy Services	58	
Transportation	5	
Other	748	Includes: Psychologists, Board Certified Behavior Analysts, Educational Consultants, Interpreters, and other specialty providers

- (c) The **number of children who received direct services** provided by Child Development Services System **employees** in the prior fiscal year and the **number of children who received direct services** provided by **contracted private providers** in the prior fiscal year;

Services provided by	Part C	Part B
CDS Employees	3503	3567
Contracted Providers	1826	5592

(d) *The number of preschool or day care programs operated by each regional site, the average enrollment in each program, the percentage of enrollees that are children receiving services under individualized education programs or individualized family service plans and expenses and revenues for the prior fiscal year associated with the programs in each site;*

- i.* Preschool classrooms operated solely by CDS for children ages 3-to-5 are located in Oxford, Brewer, Biddeford, Rumford, and Rockland
- ii.* Preschool programs have been established in the above listed locations and are identified with the label PS to differentiate them from those currently operated by CDS at the site-level.

	# Preschool programs	# Children Enrolled	# Children with IEP	% of enrollment with IEP
CDS Midcoast	2	40	37	92.5%
CDS Opps - Oxford	1	10	10	100%
CDS Opps - Rumford	1	11	11	100%
CDS Two Rivers - Brewer	1	8	8	100%
CDS Two Rivers - Dover	1	6	6	100%
Arundel PS	1	10	10	100%
Biddeford PS	1	14	14	100%
Brunswick PS	1	11	9	81.8
Gray PS	1	12	12	100%
Lewiston PS	1	5	5	100%
Totals	12	126	123	99.25%
*Enrollment data as of 12/21/23				

(e) *The number of children who received direct services in the prior fiscal year while placed in preschool programs operated by public school systems;*

The CDS data system (the Child Information Network Connection (CINC)) does not differentiate public school placements from general public placements. Data has been determined to be incomplete, and as such, the CDS Data Manager and Department of Education Data Systems Manager will manually verify placement data for all children enrolled in CDS services.

(4) *Statistics and analysis of the following Child Development Services System performance measures for the prior fiscal year, including descriptions of any notable variations in these measures among regional sites and any notable year-to-year trends over the past 5 fiscal years;*

- (a) Measures of compliance with key federal requirements related to timeliness, quality and effectiveness of service as set out in required annual federal reporting under the federal Individuals with Disabilities Education Act;

Detailed information can be found in Annual Performance Reports located at <https://www.maine.gov/doe/cds/stateperformance>.

- (b) Measures of compliance with key state requirements related to timeliness, quality and effectiveness of service as set out in statute and rules; Summary of site-specific indicator data for FFY 2013 through FFY 2017. Detailed information can be found in Annual Performance Reports located at <https://www.maine.gov/doe/cds/stateperformance>

Part C-Early Intervention FFY2022 Data Summary

The federal Part C regulations at 34 CFR §303.702(b) require each State to report annually to the public on the performance of each Early Intervention Service (EIS) program located in the State on the targets in the State's performance plan "as soon as practicable but no later than 120 days" following the State's Annual Performance Report (APR) submission. The following table will be disaggregated by regional site and posted on the CDS website at <https://www.maine.gov/doe/cds/stateperformance> with the APR and serves as public reporting on the state targets and performance of each EIS program for Indicators 1-8 in FFY 2022.

	C1 Target 100%	C2 Target 95%	C3a SS1 Target 63%	C3a SS2 Target 32%	C3b SS1 Target 67%	C3b SS2 Target	C3c SS1 Target 68%	C3c SS2 Target 30%	C4a Target 92%	C4b Target 92%	C4c Target 92%	C5 Target 0.55%	C6 Target 2.40%	C7 Target 100%	C8a Target 100%	C8b Target 100%	C8c Target 100%
State Total:	98.10%	100%	70.30%	34.83%	74.77%	29.05%	70.89%	31.73%	91.67%	87.70%	94.31%	0.98%	3.48%	89.51%	100%	100%	97.28%
<p>*Child Outcomes: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and C. Use of appropriate behaviors to meet their needs Summary Statement 1: Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement 2: The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.</p>																	

Part C- Early Intervention FFY 2016-2021 State Data Summary

(Detailed information can be found at <https://www.maine.gov/doe/cds/stateperformance.>)

Part C- Early Intervention FFY 2016-2021 State Data Summary

(Detailed information can be found at <https://www.maine.gov/doe/cds/stateperformance.>)

	FFY2016 (%)			FFY2017 (%)			FFY2018 (%)			FFY2019 (%)			FFY2020 (%)			FFY2021 (%)			Target		
C1 Timely Intervention	93.26			93.17			97.38			95.88			98.80			98.54			100		
C2 Natural Environments	98.40			99.23			99.36			99.11			100			100			95		
C3 Child Outcomes (0-2)*	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Summary Statement 1	64.03	73.59	68.34	64.24	67.99	70.54	65.18	71.12	70.23	67.3	70.8	72.01	64.76	70.06	69.73	69.13	72.17	73.42	63	67	68
Summary Statement 2	41.67	29.94	41.36	39.26	31.13	39.81	35.17	27.11	33.96	33.2	23.32	31.23	30.27	23.24	28.25	30.09	23.65	28.38	32	24	30
C4 Family Outcomes**	96.55	96.55	96.55	94.05	97.62	96.43	95.07	96.48	96.48	94.16	95.45	95.45	91.56	92.21	85.71	89.66	86.21	89.66	92	92	92
C5 Child Find 0-1	0.74			0.61			0.60			0.64			0.54			0.87			0.55		
C6 Child Find 0-3	2.43			2.39			2.46			2.72			2.35			2.84			2.40		
C7 Timely Evaluation	98.45			91.20			95.95			92.86			97.60			97.72			100		
C8 Transition	100	100	90.45	100	100	97.45	100	100	6.63	100	100	97.35	100	100	96.29	100	100	97.34	100	100	100

*Child Outcomes: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and C. Use of appropriate behaviors to meet their needs
 Summary Statement 1: Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.
 Summary Statement 2: The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.
 **Family Outcomes: A. Percent of families participating in Part C who report that early intervention services have helped the family know their rights; B. Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs; C. Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn

Part B/619 - Early Childhood Special Education FFY 2016-2021 State Data Summary

(Detailed information can be found at <https://www.maine.gov/doe/cds/stateperformance.>)

	FFY2016 (%)			FFY2017 (%)			FFY2018 (%)			FFY2019 (%)			FFY2020 (%)			FFY2021 (%)			Target		
B6 Least Restrictive Environment	56.13*	21.78*		47.69	24.37		47.88	21.07		47.99	23.24		33.45	25.91		32.90	26.04		A ≥ 42.54	B < 21.89	
B7 Child Outcomes (3-5)**	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Summary Statement 1	72.36	75.30	68.74	67.54	69.16	64.53	69.79	73.34	68.48	73.05	73.12	71.93	67.96	69.44	68.52	64.74	65.70	64.51	66	68.66	62.66
Summary Statement 2	43.24	42.31	60.57	40.91	40.46	55.46	38.53	40.90	55.95	35.55	38.98	53.74	35.28	35.85	51.74	37.06	41.70	54.16	39	37	53
B8 Parent Involvement*	*			96.81			94.96			94.68			92.46			78.48			91		
B11 Timely Evaluation	88.99*			90.09			92.56			89.60			76.46			68.18			100		
B12 Transition IEP by 3	81.62			80.00			89.72			88.44			69.19			65.12			100		

* Represents CDS data only
 **Child Outcomes:
 A. Positive social-emotional skills (including social relationships);
 B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
 C. Use of appropriate behaviors to meet their needs
 Summary Statement 1: Of those children who entered the program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they exited the program.
 Summary Statement 2: The percent of children who were functioning within age expectations in each Outcome by the time they exited the program.

(c) *Measures of productivity for Child Development Services System employees providing case management and direct services to children;*

Direct Services	FTE of CDS Therapists**	Number of CDS Therapists*	Overall Efficiency %	Efficiency w/Mileage %	Total Prod hrs avg monthly	Total Avail hrs avg monthly	Miles avg monthly
OT & COTA Count	31	28	53.32%	59.32%	1493	3660	19,693
PT Count	12	9	29.75%	40.77%	368	1232	4778
SLP & SLPA Count	34	26	49.51%	56.83%	1587	3012	17,973
SW/LCSW Count	6	5	27.10%	37.05%	784	2924.50	4950
Itinerant / Part B & C Teachers Count	94	73	31.25%	41.30%	2010	4530	18,300
Itinerant Ed Tech Count	134	73	49.06%	57.65%	1320	2452	7995

*Number of budgeted positions at beginning of FY22 and includes full and part time positions

**Full time equivalent (FTE) of budgeted positions at beginning of FY22

Case Mgt.	FTE Positions FY23*				FTE Positions FY23*	FTE Positions FY23*						
	Site	Child Count Part B ^	Case Mgrs.	Case Load Expectation		Case Load per FTE	Child Count Part B ^	Team Admin	Caseload Expectation	Case Load per FTE	Child Count Part C ^	Service Coordinator
AR	108	2	80	54	108	1	170	108	70	1	45	70
DE	82	2	80	41	82	2	170	41	41	3	45	13
FS	265	6	80	42.66	265	3	170	88.33	146	4	45	36.5
MC	247	4	80	61.75	247	4	170	61.75	123	3	45	41
OP	146	2	80	73	146	2	170	73	63	3	45	21
PE	219	5	80	43.8	219	3	170	73	121	5	45	24.2
RE	681	11	80	61.9	681	9	170	75.66	327	10	45	32.73
TR	254	6	80	42.33	254	3	170	84.66	109	3	45	36.33
YO	543	5	80	108.60	543	7	170	77.57	351	9	45	39
Entire State	2545	43	80		2545	34	170		1351	43	45	34.49

* Not all positions were filled all or part of year

** The Cumulative Child Count Report is a summary count of children who had an Active Plan in place in selected date range. This report includes two categories of children:

1. Children who had active plans that were written in a previous period. This count includes children whose Plans with Planned Services authorized into the selected period.

2. Children who had an active plan written in the selected period (any plan type).

(The report is a count of children, not plans. Therefore, the child with two plans written during the selected period will only be counted one time.)

Description of decrease: The prior year's calculation was based on the Cumulative Child Count (all children with active plans throughout the entire year) for the denominator. That method resulted in high caseload numbers that would represent how many children a case manager would oversee throughout the entire year. This year's method, using Child Count (children with active plans on October 1st), estimates how many children would be on a caseload at any given time.

- (d) *Measures of per unit costs, including the average cost of delivered services per child by primary disability type, the average cost per unit of each type of therapy or service delivered by Child Development Services System staff and the average cost per unit of each type of therapy or service delivered by contracted providers;*

Cost per hour	CDS Employee	Contracted Provider Std Rate	Average NS Rates	# Providers with NS Rate
Social Work	39.46	58.88	101.69	1
PT	39.46	103	121.8	2
Speech	39.46	102.8	112.98	2
OT	39.46	103	116.67	3

- (e) *Beginning January 1, 2015, the average age, both in aggregate and by primary disability type, at which children who were born in the State began receiving services from the Child Development Services System and the average age, both in aggregate and by primary disability type, at which children who were born in the State and who were delivered at home began receiving services from the Child Development Services System;*
- i. This reporting feature is not yet available in the Child Information Network Connection (CINC) data system.
- (f) Services System to monitor effectiveness, efficiency and the cost of the Child Development Services System, which may include results of surveys of parents and guardians on the quality and effectiveness of services.

(5) CDS Preschools:

With the nine Maine regional CDS sites reporting staffing and provider shortages directly impacting the provision of services for children with disabilities, the need for preschool programming provided through CDS was an option that was considered and implemented through collaboration with the Maine Department of Special Services and Inclusive Education (OSSIE) and the Director of 619 Services in the Spring of 2021. Child Development Services opened the first CDS preschool program in August 2021 in Arundel, Maine. The CDS Preschool program has since expanded to six locations in identified areas of need across the state. CDS preschool programs are licensed through the Department of Health and Human Services with program/curriculum approval through the Maine Office of Child and Family Services and in line with Maine Preschool regulations. CDS Preschool programs provide a typical and modified preschool curriculum, specially designed instruction, related services, and Board-Certified Behavior Analyst (BCBA) services in all locations. The development of CDS Preschool programs has allowed children waiting for services to access needed services and programs and has allowed for the provision of compensatory services when required.

Preschool locations are in York County (Arundel & Biddeford), Cumberland County (Gray), Sagadahoc County (Bath), and Androscoggin County (Lewiston). An additional preschool is ready to open in Penobscot County (Brewer) but lacks staffing. (note: as of the writing of this report the Brewer Stepping Stones Preschool is opening on January 29, 2024.) An additional Cumberland County classroom was planned in 2023 in collaboration with Portland Head Start but, due to lack of staffing, was transitioned to and is operated through Portland Public Schools as a public pre-k classroom.

On the current schedule, all CDS preschool programs offer morning and afternoon sessions and provide services based on the enrolled child's Individualized Education Program (IEP). In this model, children attend 1 – 5 sessions per week in accordance with their IEP. Once a child has been enrolled in a CDS preschool, they are no longer managed at their CDS site based on residence but are case managed by the Special Education Preschool Teacher to whom the child is assigned, similar to the model of case management used in Maine SAUs for children enrolled in public school. Oversight and operation of the CDS preschools is managed by the CDS Director of Preschool Program & Curriculum. All CDS preschool programs (with the exception of the newly opened Brewer program) are at or near capacity for their current level of staffing and required staff to student ratios. CDS regional sites are making referrals, tours are being conducted with parents on a regular basis, and enrollment offered as openings are available. Following is a brief description of each of the CDS Preschools.

Children's Journey, Arundel opened on 8/30/21 at the CDS York regional site location. Children's Journey has 2 classrooms, enrolling 10 children. Children's Journey is licensed for up to 20 children in 2 classrooms, but enrollment is limited at this time due to staffing challenges.

Discovery Cove, Biddeford opened in August 2023 after relocating from its original Saco, Maine location which opened in October 2021. Discovery Cove has two classrooms, enrolling 13 children. Discovery Cove is licensed for up to 70 children in four classrooms but is limited at this time due to staffing challenges.

Circle of Learning, Gray opened on 08/30/21. Circle of Learning has 6 classrooms enrolling 11 children. Circle of Learning is licensed for up to 50 children but is limited at this time due to staffing challenges.

Ocean's Edge, Bath opened one classroom on 8/28/23 after relocating from its original Brunswick, Maine location which opened in October 2021. Ocean's Edge Bath is unique in its location within the Bath Head Start building/program which allows for opportunities for inclusion and reverse mainstreaming for children, and collaboration with a larger preschool staff. There are 11 children currently enrolled at Ocean's Edge with a maximum capacity when fully staffed of 26 children accessing the program and services.

Little Explorers, Lewiston opened October 2022 with 1 classroom at the CDS First Step regional site location. The site is licensed for up to 10 children; there are 5 children currently enrolled, accessing the program and services.

Stepping Stones, Brewer planned to open 7/1/2023 with 1 classroom at the CDS Two Rivers regional site but due to lack of staffing was unable to open as planned. As noted above the program is now staffed and scheduled to open to children on January 29, 2024. The Stepping Stones program is licensed for up to 20 children.

Update about expansion of SAU's partnerships to provide services to preschoolers with disabilities:

In March of 2021, the Director of Preschool Program Development position was developed and filled by Lori Whittemore, initially to develop preschool programming for young children with disabilities as stand-alone classrooms, classrooms within CDS office buildings and in collaboration with Head Start programs. Upon further analysis of this model, several barriers were identified:

- Staffing- Though one school that was opened has six available classrooms and another has four, lack of qualified teachers and educational technician applicants have resulted in only one or two classrooms being opened for a very small number of children.
- LRE access- Since staffing is so limited and there are a significant number of children with disabilities waiting for preschool placements, the focus was on placing children with disabilities and not on using limited staff to provide access to typically developing peers.

During the last year, CDS state leadership changed the focus of this position to supporting SAU's in initiating or expanding their capacity to support children with disabilities in their Pre-K classrooms. Close to 70 districts have initiated or expanded their partnerships with CDS, with four districts also accepting three-year-old children with disabilities. Several other new partnerships are being developed and new districts are consistently requesting information on establishing a partnership with CDS. The following are examples of what new or expanded partnerships may look with:

- Some districts have accepted children through their Pre-K lottery who have significant needs. Districts have been willing to contract with CDS to fund an educational technician position (s) to provide support so that children can continue to be educated with their typically developing peers. This creates a seamless transition to kindergarten.
- Some districts are willing to provide specially designed instruction and many or all related services by district professionals and CDS reimburses the districts for those services.
- Some districts have opened special education preschool classrooms for children who require a separate classroom for at least part of their day. This allows for access to typically developing peers in the general education classrooms to the extent that the child can successfully access those experiences and focused, intensive skills building instruction in a separate classroom.

Four districts in central Maine created a partnership to develop four new preschool classrooms, two general education and two special education classrooms, with each district accessing an equal number of slots. The Director of Preschool Program Development designed the classrooms, complete with all furniture and materials, as well as the playground, and supervised the setup of the school. All furniture, equipment and materials were funded by a preschool expansion grant and CDS. CDS is also funding the special education teacher and educational technicians that are supporting children with disabilities and reimbursing doe all related services and evaluations.

Other district classrooms were designed and funding for all furniture, equipment and materials provided to expand services for children with disabilities.

Currently there are 169 SAUs that offer at least one public Pre-K classroom in 257 schools.

The most recent data provided by the Early Learning Team is for FY23 which indicates there are 874 4-year-olds and 44 5-year-olds with IEPs or 12.5% of students identified as eligible for special education services. In Maine, the average identification range is 20% and further analysis will determine if there are more special education seats available for children with disabilities.

(6) A description of current and emerging trends and challenges that are having an effect on or are expected to have an effect on costs, services or service delivery methods of the Child Development Services System; and [2013, c. 338, §1 (NEW).]

Entering in the FY23, CDS continues to be presented with many challenges. The pandemic's lingering effects has influenced an increase of CDS referrals with some sites reaching levels beyond pre-pandemic numbers. CDS still faces the challenge of finding programming for children given the shortage of preschool programming across the state. CDS continues to work vigorously with SAUs to develop and expand public preschool programming.

Analysis of job descriptions and functions

Each summer, CDS administration reviews the current job descriptions for staffing needs. Several positions have been updated to reflect the current Collective Bargaining Agreement that was signed in 2022. The purpose reviewing these positions is to inform management the professional development that is needed for our employees when a transition to public schools is planned. This work continues and is ongoing.

Significant continued progress in Part C, birth to three:

CDS continued to work towards increasing public awareness and understanding of Maine's Part C system. CDS continued its implementation of a state-wide, annual outreach plan that was first developed in January of 2021. Per the state-wide outreach plan, all primary referral sources (e.g., primary care physicians, ENTs, audiologists, birthing hospitals/NICUs, Maine Families Home Visiting Program, WIC, DHHS – Child Welfare, community case management agencies, Early Head Start, Maine Birth Defects Program, Public Health Nursing Program, Maine Newborn Hearing Program, home health agencies, and specialty clinics/medical model providers) are contacted by each regional CDS site annually.

Given previous concern from stakeholders regarding the low percentage of infants (birth to one) served by Maine's Part C program, additional outreach efforts targeted towards birthing hospitals and other community-based services that have contact with babies born with established conditions of risk were made throughout the reporting period.

CDS remains committed to finding and serving as many as young as possible. Targeted outreach efforts beginning in 2021 have resulted in a 20% increase in referrals between 2021&23, and a 22 % increase in children served. Specifically, throughout the past year focused outreach to birthing hospitals and EI for ME's inclusion on children's plan of safe care has contributed to 57 % increase in referrals from birthing hospitals and EI for ME serving - infants under one year old. Moreover, Maine's Part C program demonstrated a 25% increase in the number of infants (birth to one year of age) with IFSPs from FFY22 to FFY23, as well as a 24% increase in the percentage of children determined eligible for Part C with an established condition of risk. The low identification in this group is impacted by strict eligibility criteria. As such, the Commissioner is exploring expanding eligibility criteria to allow EI to serve more children earlier and give them the brightest start in their educational journey.

The MOU between CDS and DHHS (5/2022) continues to create a referral pathway that allows the Office of Child and Family Services (OCFS) to refer all Substance Exposed Infants (SEIs), who are automatically eligible for Part C services in Maine, to CDS. Per the MOU, OCFS will also continue to refer all children under three years of age who are involved with substantiated cases of abuse and/or neglect to CDS per the Child Abuse Prevention Treatment Act (CAPTA). In addition, the Maine CDC will continue to refer all infants identified with an established condition of risk, as well as all infants determined to be at risk for developmental delays, through the following programs: Newborn Bloodspot Screening, Newborn Hearing Screening, Birth Defects Screening, Public Health Nursing, and WIC.

At the end of the 2023, CDS Part C Services successfully rebranded with the name, Early Intervention for ME: A Brighter Start Birth to Three. A publicity campaign is still in development and will support a connection between well know Mainers and their infancy, stressing the importance of infant and family health in the progression and development of life.

Emerging trends

There are persistent challenges inhibiting adequate service provision to Pre-K students with special education needs in our state. These challenges span decades and are ultimately rooted in state laws that require an independent, quasi-governmental corporation that does not operate any public schools to ensure a free public education for pre-K children with disabilities. In all other states, these services are overseen by the public-school systems, which receive both the funding and the responsibility for providing or procuring special education services for all children who qualify, regardless of grade level. In Maine, Pre-K students with disabilities are treated separately from all other general education and special education programs.

Under existing laws, the Maine DOE allocates special education funding to public schools to ensure the provision of services to children in grades K-12 who qualify and then makes a separate allocation of funding to the quasi-governmental agency (CDS) to ensure the provision of special education services to Pre-K children. The CDS agency

relies largely on private schools and service providers, procuring and managing hundreds of contracts statewide, with approximately 40% of CDS staff members work directly with students. The number of children qualifying for pre-K special education have outpaced availability of services for over three decades.

Maine DOE's Office of Student Services and Inclusive Education has worked to establish partnerships between CDS and 60 public school districts across the state to meet the growing needs. The children with special education needs attending public Pre-K programs in their local communities now represent approximately 20 percent of students and the schools are reporting positive outcomes. Still, state laws require the funding for these services to flow through the CDS agency, and CDS then procures the contracts with the local public schools.

Over the years, various legislative solutions have been proposed, but state laws continue to hold an inadequate service delivery system firmly in place. The Legislature recently invested \$500,000 in a third-party study to identify concerns and to recommend solutions, but ultimately did not act on those recommendations by changing the statutes to allow a transition toward a more successful service delivery model.

Despite the structural challenges and statutory restraints, the Maine Department of Education has been working with CDS to expand services through innovative ways.

These efforts include:

- An increase in funding from \$700,000 to \$3.5 million to fund positions and services to directly support CDS children in public schools.
- Opening 13 CDS-run preschool classrooms to expand services for children.
- \$1.5 million in grant funding to certify CDS staff as Early Special Education Teachers with 30-40 staff expected to obtain this certification.
- Providing professional development and training to CDS staff in order to improve their understanding of special education laws.
- Increasing CDS staff salaries and benefits.
- \$1.75 million in preschool expansion grant funding for CDS.
- Engaging multiple stakeholder groups to inform recommendations for CDS.
- Offering the partnership of DOE's Early Learning Team to support CDS in the provision of special education services as preschool expands in the Maine.
- Providing recommendations to the Legislature for long-term solutions to CDS.
- Initiating partnerships between CDS and 60 local public schools to expand special education services provided by SAUs for these children, more than doubling the number from the 2018-2019 school year.

Staffing has also increased for CDS, growing by 59 positions under this Administration. But Maine, like the rest of the nation, continues to face shortages of early childhood and special education educators. CDS currently has 97 vacancies which is down 30% from 2019 when there were an average of 149 vacancies.

Consistent with a resolve passed by the Legislature and signed by the Governor, the Maine DOE submitted a report that examines development and implementation of partnerships with private providers; funding models and budgets; responsibility for free, appropriate public education; transportation; employment and staffing; programs, enrollment and children served; and infrastructure and material needs. We are hopeful that the Education and Cultural Affairs Committee will partner with us to solve the structural issues that have plagued CDS for decades and allow our state to improve the care and services to young children with disabilities in Maine.

Number of Children (3-5) Receiving CDS Services:

2019: 4,619

2020: 5,561

2021: 6,115

2022: 6,337

2023: 6,707

CDS Budgeted Staff Counts:

18-19: 360

19-20: 352

20-21: 380 (first year of staffing reflected in current administration's budgets)

21-22: 393

22-23: 411

Vacancy Data:

Current: 97 vacancies

2019: 149 vacancies

Vacancy data not collected prior to this

Cost and fiscal impact:

Despite many positive developments at CDS over the past year, many challenges remain. These include the statewide scarcity of qualified special education personnel to serve the birth-to-age 22 population, a failure to provide timely services to all eligible preschool-age children, a global lack of preschool education and a fiscal model that to date has not been adequate to support special education needs across the state for children ages 3-5.

Although CDS is working to be able to offer competitive compensation and benefits, 97 of its budgeted positions were vacant as of the writing of this report. This inability to fill vacant positions – and to recruit qualified contracted providers - mirrors challenges that many of Maine's SAUs are facing as well. As a result, there continues to be children waiting to receive some or all of the services identified on their IEPs, although the expansion of preschool programming through CDS initiatives is working to reduce this number. Even though more services are being provided, CDS still has the challenge of providing preschool education in the least restrictive setting. Least restrictive environment (LRE) is a focus of OSEP as it presents an issue with equity and access. More restrictive placements in preschool have a lifelong impact on educational and functional performance.

To increase workforce for preschool aged children, CDS applied for a Federal Emergency Relief State Reservation Grant and was awarded a grant totaling 1.5 million dollars to support staff development. There are two goals of the project: 1) create a graduate program developed around early education within CDS to support obtaining a 282 B Special Education Birth to 5 teaching certificates, and 2) reimbursing for any coursework that supports increased certification, including participation in graduate programs to become a related service provider or school psychologist. The graduate program, titled "CDS Pathways Project" is an accelerated program that is completed in one year. The first cohort graduated 12 candidates and there are 26 individuals signed up for the final year of the offering. Most have obtained master's degrees through this opportunity. At the end of the program, there will be an additional 40 special education teachers in Maine certified with a 282B.

APPENDIX A (1 b)