



Annual Report to the Legislature

February 2025

Dan Hemdal

CDS State Director

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.
 - (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 this data among regional sites and any notable year-to-year trends over the past 5 years:***

Revenue Type	Actual FY2024	Budget FY2024	Variance FY2024	Actual FY2023	Budget FY2023	Variance FY2023	Actual FY2022	Budget FY2022	Variance FY2022
State Appropriation	57,834,015	56,834,015	1,000,000	42,490,515	42,491,194	(679)	39,736,000	38,738,221	997,779
Federal Part B 611	1,229,663	1,229,663	0	3,982,394	3,384,000	598,394	1,797,329	3,450,118	(1,652,789)
Federal Part B 619	1,032,097	1,032,097	(0)	2,202,582	2,063,051	139,530	1,165,565	2,196,304	(1,030,739)
Special Purpose Preshcool *	5,944,775	7,500,000	(1,555,225)	-	-	-	-	-	-
Federal Part C	2,587,723	2,587,723	-	2,433,483	2,433,483	-	-	2,369,091	(2,369,091)
MaineCare Ins. Billing	1,067,411	1,100,000	(32,589)	716,730	1,388,639	(671,909)	626,060	500,000	126,060
Private Ins. Billing	140,345	100,000	40,345	-	50,000	(50,000)	23,110	30,000	(6,890)
Interest & Misc.	83,559	100,000	(16,441)	114,950	3,000	111,950	203,202	-	203,202
Chapter 676	-	-	-	975,000	975,000	-	975,000	975,000	-
Grants - Admin 619	-	-	-	-	1,500,000	(1,500,000)	1,000,000	500,000	500,000
State Agency Clients	566,181	600,000	(33,819)	615,568	500,000	115,568	478,391	100,000	378,391
MaineCare Seed	-	-	-	-	-	-	-	-	-
PY & Add'l Funding	478,661	400,000	78,661	-	-	-	-	-	-
CRF Reimb.	-	-	-	388,121	400,000	(11,880)	207,817	-	207,817
IDEA 611 ARP	-	-	-	114,681	114,681	(0)	-	114,681	(114,681)
IDEA 619 ARP	-	-	-	13,362	13,362	-	-	13,362	(13,362)
Part C ARP	1,218,273	1,218,273	-	-	1,218,273	(1,218,273)	-	1,218,273	(1,218,273)
CRF PreK Expansion	883,930	850,000	33,930	-	750,000	(750,000)	-	-	-
CRF PD Teacher Exp	597,330	550,000	47,330	-	700,000	(700,000)	-	-	-
A/R Accruals	-	-	-	2,369,091	2,369,091	-	2,333,044	-	2,333,044
TOTAL	73,663,963	74,101,771	(437,809)	56,416,477	60,353,775	(3,937,298)	46,212,474	50,205,050	(3,992,576)

Expense Type	Actual FY2024	Budget FY2024	Variance FY2024	Actual FY2023	Budget FY2023	Variance FY2023	Actual FY2022	Budget FY2022	Variance FY2022
CM/CF	10,628,587	11,553,546	(924,959)	11,302,902	10,420,970	881,932	9,272,112	10,754,660	(1,482,548)
Direct Services	49,487,976	41,558,831	7,929,145	41,886,586	38,803,237	3,083,349	30,498,383	33,799,049	(3,300,666)
Admin	12,368,032	8,008,410	4,359,622	9,761,060	11,129,569	(1,368,509)	8,138,895	8,471,173	(332,278)
Total	72,484,595	61,120,787	11,363,808	62,950,548	60,353,776	2,596,772	47,909,390	53,024,882	(5,115,492)

(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**.

Federal Fiscal Year 2022-23	Ages Birth – 5	Ages Birth - 2	Ages 3 – 5
All Referrals*	8327	3919	4408
Number Found Eligible	3839	1455	2384
Percent Evaluated Found Eligible	80.3%	74.5%	84.4%
*Referral date 10/1/2023 – 9/30/2024			
CDC Program	Ages Birth – 5	Ages Birth - 2	Ages 3 – 5
DHHS - CSHN - Birth Defects Program	44	44	0
DHHS - CSHN - Newborn Bloodspot Program	16	16	0
DHHS - CSHN - Newborn Hearing Program	6	6	0
*Referral date 10/1/2023 – 9/30/2024			

(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			602
Deaf-Blindness			0
Deafness			4
Developmental Delay	1416		365
Developmental Delay Kindergarten			18
Emotional Disturbance			10
Hearing Impairment			18
Intellectual Disability			3
Multiple Disability			79
Orthopedic Impairment			2
Other Health Impairment			331
Specific Learning Disability			1
Speech or Language Impairment			1360
Traumatic Brain Injury			2
Visual Impairment incl. Blindness			2
Total	1416		2797

*Eligibility date 10/1/2023 – 9/30/2024

(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	671		671
	Deaf-Blindness	0		0
	Deafness	6		6
	Developmental Delay	1781	1419	362
	Developmental Delay	23		23
	Emotional Disturbance	31		31
	Hearing Impairment	16		16
	Intellectual Disability	8		8
	Multiple Disabilities	97		97
	Orthopedic Impairment	5		5
	Other Health Impairment	459		459
	Specific Learning Disability	1148		1148
	Speech and Language	1416		1416
	Traumatic Brain Injury	1		1
Visual Impairment including	1		1	
Total	5663	1419	4244	
*Children that exited early intervention and Part B 619 that had an IFSP or IEP between 10/1/2023-9/30/2024				
Exit Reason Age 0-2	Total	Exit Reason Age 3-5	Total	
619 Eligibility Not Determined	447	Deceased	1	
619 Eligible, Exiting Part C	451	Exited to Non-Public School Setting	36	
Attempts to Contact Unsuccessful	87	Exited to School Age Special Education	2417	
Deceased	3	Exited to School-Age Regular	113	
Moved Out of State	41	Moved Out-of-State, Known to Be	44	
No Longer Eligible for Part C, Under 3	40	Moved Out-of-State, Not Known to Be	58	
Not Found Eligible for 619, Exit with No Referral	47	No Longer Eligible for 619, Exited to	124	
Not Found Eligible for 619, Exit with Referrals to Other Program	21	Not Found Eligible for 619, Exit with No Referral	526	
Not Found Eligible for Part C, Exit with No Referral	5	Not Found Eligible for 619, Exit with	23	
Not Found Eligible for Part C, Exit with Referrals to Other Program	2	Parents Refuse Services (CDS only)	598	
Screening Passed, Exit	0	Screening Passed, Exit	133	
Withdrawn by Parents	275	Status Unknown	171	
Total	1419	Total	4244	
*Children that exited early intervention & Part B 619 in all phases (referral, eligibility & those with an IFSP / IEP) between 10/1/2023-9/30/2024				

(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
Aroostook	26
Downeast	22
First Step	63
Midcoast	50
Opportunities	17
PEDS	67
Reach	139
Two Rivers	66
York	153
Total	603
<i>*Determined eligible for Part B 619 10/1/2023 – 9/30/2024</i>	

(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 10/1/2024		
	Part B-619	Part C	Total
Aroostook	100	79	179
Reach	812	327	1139
First Step	295	126	421
Two Rivers	213	112	325
Midcoast	209	108	317
Opportunities	144	63	207
PEDS	242	127	369
Downeast	84	36	120
York	583	353	936
Total	2682	1331	4013

(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	2151	3-5	66	445	259	301	144	132	205	79	520
Deaf-Blindness	1	3-5	0	0	0	0	0	0	0	1	0
Deafness	15	3-5	0	3	4	1	2	3	0	0	2
Developmental Delay	3029	0-2	159	660	323	272	270	163	290	109	783
Developmental Delay	1515	3-5	58	390	50	42	169	25	30	16	271 ✓
Emotional Disturbance	47	3-5	1	11	3	11	1	2	1	2	15
Hearing Impairment	45	3-5	0	13	8	5	1	4	2	1	9
Intellectual Disability	16	3-5	2	3	5	1	0	1	1	2	1
Multiple Disabilities	279	3-5	16	39	42	32	16	13	60	14	47
Orthopedic Impairment	11	3-5	0	2	1	1	0	0	0	0	7
Other Health Impairment	1003	3-5	22	200	150	129	105	104	71	52	170
Specific Learning Disability	0	3-5	0	0	0	0	0	0	0	0	0
Speech or Language Impairment	3536	3-5	165	977	413	375	296	231	347	162	470
Traumatic Brain Injury	6	3-5	0	2	1	2	0	1	0	1	0
Visual Impairment incl. Blindness	5	3-5	0	2	0	1	0	0	0	0	2
Total	11194		489	2747	1259	1173	1004	678	1007	439	2398

- (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;

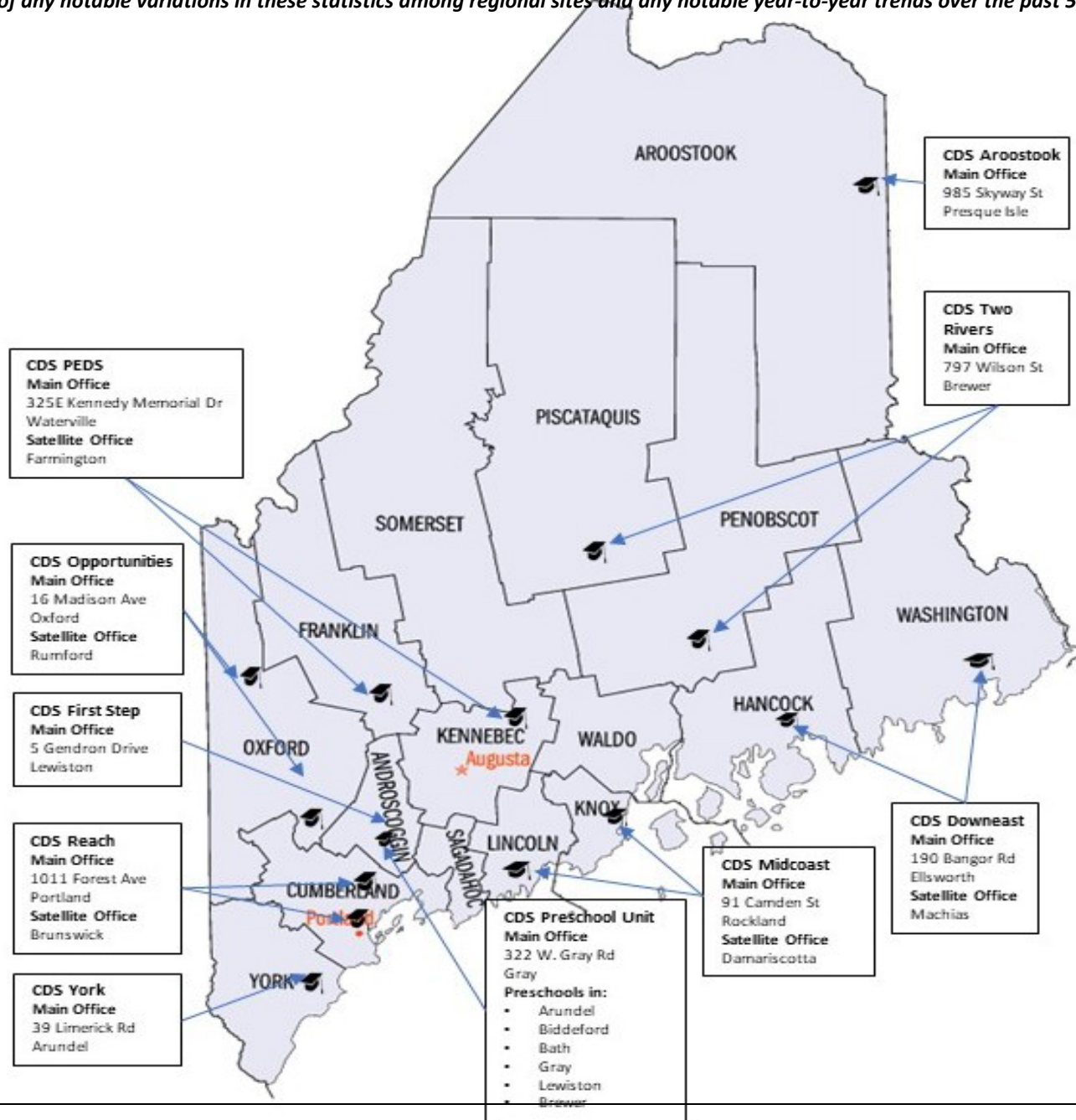
	Total Children	Authorized Payment Source			Payment Source by Authorized Percentage		
		CDS	MaineCare	Private Insurance	CDS	Maine Care	Private Insurance
Part C	3029	1329	1238	462	43.9%	40.8%	15.3%
Part B	8165	4837	2568	760	59.2%	31.4%	9.3%

*Children with active plans 10/1/23-9/30/24

	Total Services	Authorized Payment Source			Payment Source by Authorized Percentage		
		CDS	MaineCare	Private Insurance	CDS	MaineCare	Private Insurance
Part C Services	48,905	40671	5556	2678	83.16%	11.36%	5.47%
Part B Services	390,707	286,881	93911	9915	73.43%	24.03%	2.54%

* Services delivered 10/1/2023 - 9/30/2024

(h) 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 06/30/2024 Job Title	22-23	22-23	23-24	23-24	New Hires in Prior Fiscal Year 23-24			
	Count	FTE	Count	FTE	Count	FTE	New	Replacements
Accounting Assistant	1	1.00	1	1.00	0	0.00	0	0
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	4	4.00	4	4.00	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	3	3.00	2	2.00	0	0.00	0	0
Board Certified Behavior Analyst	2	2.00	1	1.00	0	0.00	0	0
Case Manager/IEP Team Administrator	35	34.21	34	33.48	8	8.00	1	7
Case Manager/IEP Team Coordinator Level I	24	24.00	23	22.50	11	10.75	0	11
Case Manager/IEP Team Coordinator Level II	14	13.80	15	14.48	7	7.00	0	7
Contract/Grant Management/Referral Specialist	1	1.00	1	1.00	1	1.00	0	1
Data Manager	1	1.00	0	0.00	0	0.00	0	0
Data System Support Specialist	1	1.00	1	1.00	1	1.00	0	1
Director (regional site)	6	6.00	7	7.00	2	2.00	0	2
Director of Preschool Programming	1	1.00	1	1.00	0	0.00	0	0
Distinguished Educator	7	4.43	6	3.55	0	0.00	0	0
Early Childhood Special Ed Program Manager	6	6.00	8	8.00	4	4.00	0	4
Early Intervention Program Manager	7	7.00	7	7.00	1	1.00	0	1
Ed Tech I	3	2.01	5	3.10	4	2.46	3	1
Ed Tech II	3	1.00	1	0.00	0	0.00	0	0
Ed Tech III	61	42.60	57	42.68	15	10.37	4	11
Educational Consultant	8	7.80	8	7.80	1	1.00	0	1
Executive Assistant / Transition Coordinator	1	1.00	1	1.00	0	0.00	0	0
Fiscal Director (Interim)	1	1.00	1	1.00	1	1.00	0	1
Human Resources Director	1	1.00	1	1.00	1	1.00	0	1
Human Resources Generalist	1	1.00	1	1.00	0	0.00	0	0
Licensed Clinical Social Worker	3	3.00	2	2.00	0	0.00	0	0
Licensed Social Worker	3	3.00	3	3.00	0	0.00	0	0
Occupational Therapist	30	28.55	27	25.82	1	1.00	1	0
Office Operations Assistant	24	23.60	19	18.80	4	4.00	0	4
Office Operations Manager	8	8.00	9	9.00	4	4.00	0	4
Part C State Coordinator	1	1.00	1	1.00	1	1.00	0	1
Payroll & Benefits Processor	1	1.00	1	1.00	0	0.00	0	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	8	7.53	9	8.53	1	0.80	1	0
Preschool Program Manager/Curriculum Coordinator	0	0.00	1	1.00	1	1.00	0	1
Preschool Teacher of Children with Disabilities/Case Mgr.	6	6.00	10	10.00	6	6.00	3	3
Service Coordinator Level I	24	23.55	25	24.55	4	4.00	0	4
Service Coordinator Level II	11	11.00	12	12.00	1	1.00	0	1
Speech-Language Pathologist	26	23.21	26	22.74	5	3.91	3	2
Speech-Language Pathology Assistant	2	2.00	2	2.00	0	0.00	0	0
Teacher of Children with Disabilities	65	58.39	64	56.71	11	9.10	1	10
Total*	412	374.18	404	369.24	96	86.39	17	78

(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 proprietors 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	3468	3668
Contracted Providers	2007	5721

- (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	28	26+	92.85%
CDS Opps - Oxford	1	11	11	100%
CDS Opps - Rumford	1	9	9	100%
CDS Two Rivers - Brewer	1	11	11	100%
Arundel PS	1	10	10	100%
Biddeford PS	1	14	14	100%
Bath PS	1	6	6	100%
Gray PS	1	14	14	100%
Lewiston PS	1	5	5	100%
Totals	10	108	106	98.14%
*Enrollment data as of 01/01/2025				

- (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.

- (i)** *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;*
- (b)** 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>.
- (c)** *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 FFY2024 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/state_performance with the APR and serves as public reporting on the state targets and performance of each EIS program for Indicators 1-8 in FFY 2024.

	C1 Target 100%	C2 Target 96%	C3a SS1 Target 64%	C3a SS2 Target 36%	C3b SS1 Target 68%	C3b SS2 Target 26%	C3c SS1 Target 69%	C3c SS2 Target 34%	C4a Target 93%	C4b Target 93%	C4c Target 93%	C5 Target 0.6%	C6 Target 2.60%	C7 Target 100%	C8a Target 100%	C8b Target 100%	C8c Target 100%
State Total:	98.08%	100%	67.29%	38.54%	70.37%	30%	71.69%	33.59%	100%	100%	100%	1.24%	3.77%	95.42%	100%	96.52%	98.05%

*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 substantially increased their rate of growth by the time they exited the program.
 Summary Statement 2: The percentage of children who were functioning within age expectations in each Outcome by the time they exited the program.

Part C- Early Intervention FFY 2018-2023 State Data Summary

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

	FFY2018 (%)			FFY2019 (%)			FFY2020(%)			FFY2021 (%)			FFY2022 (%)			FFY2023 (%)			Target		
C1 Timely Intervention	93.17			97.38			95.88			98.80			98.54			98.54			100		
C2 Natural Environments	99.23			99.36			99.11			100			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	64.2	67.	70.	65.	71.	70.	67.	70.	72.	64.	70.	69.	69.	72.	73.4	69.13	72.17	73.42	63	67	68
Summary Statement 2	39.2	31.	39.	35.	27.	33.	33.	23.	31.	30.	23.	28.	30.	23.	38.3	30.09	23.65	28.38	30	23	28
	4	99	54	18	12	23	3	8	01	76	06	73	71	17	2						
	6	13	81	17	11	96	2	32	23	27	24	25	09	65	8						
C4 Family Outcomes**	94.0	97.	96.	95.	96.	96.	94.	95.	95.	91.	92.	85.	89.	86.	89.6	89.66	86.21	89.66	92	92	92
	5	62	43	07	48	48	16	45	45	56	21	71	66	21	6						
C5 Child Find 0-1	0.61			0.60			0.64			0.54			0.87			0.87			0.53		
C6 Child Find 0-3	2.39			2.46			2.72			2.35			2.84			2.84			2.30		
C7 Timely Evaluation	91.20			95.95			92.86			97.60			97.72			97.72			100		
C8 Transition	100	100	97.	100	100	6.6	100	100	97.	100	100	96.	100	100	97.3	100	100	97.34	100	100	100
			45			3			35			29			4						

*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 FYI 2018-2023 State Data Summary
 (Detailed information can be found at <https://www.maine.gov/doe/cds/stateperformance>.)

	FFY208 (%)			FFY2019 (%)			FFY2020 (%)			FFY2021 (%)			FFY2022 (%)			FFY2023 (%)			Target		
B6 Least Restrictive Environment	47.69	24.37		47.88	21.07		47.99	23.24		33.45	25.91		32.90	26.04		-	-		A ≥ 45.15	B < 19.54	
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	67 .5 4	69.16	64 .5 3	69 .7 9	73.34	68 .4 8	73 .0 5	73.12	71 .9 3	67 .9 4	69.44	68 .5 2	64 .7 4	65.70	64 .5 1	71 .1 0	70.32	69 .0 5	66 .5 3	68.99	64
Summary Statement 2	40 .9 1	40.46	55 .4 6	38 .5 3	40.90	55 .9 5	35 .5 5	38.98	53 .7 4	35 .2 8	35.85	51 .7 4	37 .0 6	41.70	54 .1 6	41 .5 7	46.02	55 .4 3	39	37	53
B8 Parent Involvement	96.81			94.96			94.68			92.46			78.48			82.75			91		
B11 Timely Evaluation	90.09			92.56			89.60			76.46			68.18			55.77			100		
B12 Transition IEP by 3	80.00			89.72			88.44			69.19			65.12			58.13			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.

Part B/619- Early Childhood Special Education FFY2024Data Summary

	Least Restrictive Environment	Timely Evaluation	Child Outcome* Statement 1			Child Outcome Statement 2			Parent Involvement	Transition IEP by 3
			A	B	C	A	B	C		
State Total	36.55	51.07	74.89	71.66	72.54	41.53	42.85	51.48	76.58	50.87

*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.

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

Direct Services	FTE CDS Therapists*	Number of CDS Therapists*	Overall Efficiency %	Efficiency w/Mileage %	Total Productivity Hours average monthly	Total Available Hours average monthly	Total Monthly Mileage Average
OT & COTA Count	28	18	39.06	53.42	1981.75	3120	9,900.28
PT Count	9	8	40.51	52.67	1036.58	1386.67	4397.53
SLP & SLPA Count	26	20	44.04	56.44	1651	3466.67	7097.50
SW/LCSW Count	5	8	31.12	47.53	959.85	1326	5431.40
Itinerant / Part B & C Teachers Count	73	54	37.32	47.79	6111.83	9360	22096.18
Itinerant Ed Tech Count	73	31	50.34	66.56	2614.17	3255	14759.55

*Number of budgeted positions at beginning of FY24 and includes full and part time positions

**Full time equivalent (FTE) of budgeted positions at beginning of FY24

Case Mgt.	FTE Positions FY24*				FTE Positions FY24*				FTE Positions FY24*			
	Site	Child Count Part B **	IEP Coordinator	Case Load Expectations	Case Load per FTE	Child Count Part B **	IEP Admin	Caseload expectations	Caseload per FTE	Child Count Part C **	Service Coordinators	Case Load Expectation
AR	100	3	80	34	100	1	170	100	79	1	45	79
DE	84	1	80	84	84	4	170	21	36	4	45	9
FS	295	6	80	49.17	295	5	170	59	126	4	45	31.5
MC	209	7	80	29.86	209	4	170	52.25	108	3	45	36
OP	144	2	80	72	144	4	170	36	63	3	45	21
PE	242	6	80	36.5	242	3	170	80.67	127	7	45	18.14
RE	812	17	80	47.76	812	9	170	90.22	327	11	45	29.73
TR	213	6	80	35.5	213	3	170	71	112	3	45	37.33
YO	583	8	80	72.88	583	10	170	58.3	353	9	45	39.22
Entire State	2682	56	80	47.89	2682	43	170	62.37	1331	45	45	29.58

* Not all positions were filled all or part of year

** Child count based on 10/1/2024

- (e) *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;*

Service Type	Average Cost		Average Non-Standard Rates	No of Non-Standard Rates
	Per Hour CDS Employee	Standard Rate Contracted Provider	Contracted Provider	Contracted Provider
Social Work	35.83	60.00	101.69	1
Physical Therapy	36.99	103.00	121.80	3
Speech Therapy	37.80	117.26	112.98	3
Occupational Therapy	36.16	103.00	117.50	6
LCPC	-	-	70.00	2
Psychological	45.00	135.00	145.27	14
BCBA	37.03	100.00	117.50	3

- (f) *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.
- (g) *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.*
- (h) **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).]**

Persistent challenges inhibit 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 agency that does not operate any inclusive preschool programming to ensure free public education for pre-K children with disabilities. In all other states, these services are overseen by the public local education agencies - the school administrative units (SAUs), 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, because CDS – this quasi-governmental agency - is responsible, programming and services for Pre-K students with disabilities are determined and managed differently from all other general education and special education programs. In the last legislative session, Public Law 2023, Chapter 643, Part W was enacted, which directs the responsibility for child find and free, appropriate public education (FAPE) to transition from CDS to SAUs over a four-year period.

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 mainly on private schools and contracted service providers, procuring and managing hundreds of contracts statewide, with approximately 40% of CDS staff members working directly with students.

The number of children qualifying for Pre-K special education has outpaced the availability of services for over three decades.

Part C, birth to three:

CDS continued to work towards increasing public awareness and understanding of Maine's Part C system. CDS remains committed to finding and serving as many infants and toddlers as possible. Targeted outreach efforts beginning in 2021 have resulted in a significant increase in referrals between 2021 to present. Moreover, Maine's Part C program continues to demonstrate an increase in the number of infants (birth to one year of age) with Individual Family Service Plans (IFSPs) to increase Maine's participation in Part C to match national averages. In 2023, 1.24% of Maine's infants had an IFSP on October 1st, which falls just below the most recently available national average of 1.26%.

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 also continues 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 continues 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 Women, Infants and Child Nutrition (WIC).

Maine continues to participate in the Cradle ME collaborative referral system, which involves sharing information about programs with all birthing families as they are discharged from the hospital. Through this program, hospitals obtain parental consent to refer families to Early Intervention for ME, Public Health Nursing, Maine Families Home Visiting, Women, Infants and Children (WIC), Help Me Grow and/or MaineMOM, a support for birthing parents in need of substance use treatment. This referral pathway resulted in 777 referrals to Early Intervention for ME in 2023.

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. Early Intervention for ME has completed a successfully publicity campaign, stressing the importance of infant and family health in the progression and development of life.

Legislation

Over the years, various legislative solutions have been proposed, but state laws continue to hold an inadequate service delivery system firmly in place. Finally in 2024, P.L. 2023, c. 643, part W was successfully passed in legislation, which directed the transition of early childhood special education to the SAU by 2028. A more detailed report on the activities around this transition will be provided in a separate report.

Prior to the passage of this law and 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 between 2020 and 2024 included the following:

- An increase in funding of just over \$3 million to fund positions and services to directly support CDS children in public schools.
- Opening and maintaining 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 40 staff completing this program over 2 years.
- Providing professional development and training to CDS staff to improve their understanding of special education laws.
- Increasing CDS staff salaries and benefits over the last three years.
- \$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.
- Maintaining partnerships between CDS and 55 local public schools to expand special education services provided by SAUs for these children, serving approximately 20% of children in CDS.

Staffing

There have been some critical leadership positions that have experienced turnover in the last reporting period. CDS's State Director retired unexpectedly during the past reporting period, effective April 1, 2024. A new director was hired as of 12/2/24 and has brought a wealth of experience and vision to his position. Additionally, the HR Director for CDS who had been working at CDS for 19 years, retired in 2024. This position was replaced in January 2024, with a brief overlap of positions. There have also been changes in fiscal leadership in CDS. There were two interim fiscal directors during the past reporting period. Additionally, there have been several retirements in key fiscal positions for CDS. These positions are all filled currently and there has been expansion on the fiscal team based on the needs that have arisen from the complexity of the transition of early childhood special education to the SAUs.

Staffing at the sites continues to be challenging and has become more challenging given the expansion of Preschool early childhood special education to the SAUs. In an effort to recruit qualified candidates, CDS has participated in job fairs, sponsored job postings, advertised on industry-specific sites such as Serving Schools, and collaborated with the local colleges and the community to raise awareness about child development services. Much is being done to support staff morale during this transition and support the development of a robust CDS Service and Support Hub in the nine CDS sites.

Cost and fiscal impact:

CDS costs continue to trend upward, mainly due to increases in referrals, the costs of services provided in CDS/SAU partnerships – which are directly related to the needs of the students served, and the costs associated with daily tuition rates in special purpose private schools.

CDS is working to be able to offer competitive compensation and benefits. In the last year, the collective bargaining agreement was negotiated and led to increases of 6% for support staff and 4% for professional staff. Despite these efforts, CDS continue to be unable to fill vacant positions and to recruit qualified contracted providers. These challenges mirror those experienced by many of Maine's SAUs. As a result, there continues to be children waiting to receive some or all 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 IDEA as it presents an issue with equity and access. More restrictive placements in preschool have a lifelong impact on educational and functional performance.

Pathways Program

To increase the workforce for preschool aged children, CDS applied for and received a Federal Emergency Relief State Reservation Grant and was awarded a grant totaling 1.5 million dollars to support staff development. The graduate program, titled "CDS Pathways Project" is an accelerated program that allows qualified CDS employees to earn their special education teacher certification in one year. The first cohort graduated 12 candidates and there are 26 graduated in the final year of the program. Most have obtained master's degrees through this opportunity. At the end of the CDS Pathways Program there are now an additional 40 special education teachers in Maine certified with a 282B credential.

The Pathways project was included to continue in P.L. 2023 and 17 individuals participated in the first cohort to work to obtain a 282B. This final year of funding will allow an additional 18 individuals to complete this educational opportunity for the 2025-26 school year.

CDS Preschools Programming:

The CDS Preschool program has 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).

Staffing challenges in CDS Preschools persist and limit the number of children who can participate in programming.

CDS and SAU partnerships to provide services to preschoolers with disabilities:

Given the passage of P.L. 2023, Chapter 643, CDS has chosen not to expand SAU Partnerships after the 2024-25 school year. These partnerships cost CDS approximately \$3 million dollars per year and do not transfer the FAPE obligation to the SAU. There are 55 active contracts with SAUs and it is estimated that 20% of students in CDS are served by their local SAUs in preschool programming through these contracts. None of the SAUs in partnership with CDS were part of Cohort 1 in the 2024-25 school year. It is anticipated that 5 of these SAUs will be participating in Cohort 2 for the 2025-26 school year.

The CDS Director of Preschool Program Development oversees the CDS-SAU Partnerships and supports through infrastructure expansion, program curricular materials, support with MOUs, contracts, and technical assistance.

This model has contributed to the expansion of preschool programming available for children with disabilities. With the initiation of the transition of the responsibility for Pre-K children with IEPs from CDS to SAUs, Maine DOE has been assessing how to bring these SAUs into the cohorts. To that end, several benefits and challenges to this model have been identified, including:

Benefits:

- Districts have improved their capacity to serve more children with diverse needs; 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.
- Participating 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.

Challenges:

- SAUs do not have the ultimate responsibility for FAPE in their catchment area and therefore there may be continued unmet need if the child is determined to require a more significant level of programming.
- Changes in enrollments or disability status may lead to reductions in special education staff funded by CDS. This leads to overpayment by CDS to the SAU.

- Changes in enrollments or disability status may lead to increases in special education staff funded by CDS, which are not budgeted.
- Limited oversight of staffing by CDS when the responsibility for special education rests with CDS.

APPENDIX A (1 b) – See Attached