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October 26, 2016

The Honorable Edward J. Kasemeyer  
3 West Miller Senate Building  
11 Bladen Street  
Annapolis, MD 21401

The Honorable Maggie McIntosh  
121 House Office Building  
6 Bladen Street  
Annapolis, MD 21401

RE: 2016\_p.108\_MSDE\_Funding for Special Education – Pre-K

Dear Senator Kasemeyer and Delegate McIntosh:

Pursuant to the Senate Bill 190 (2016), the Maryland State Department of Education (MSDE) is required to report to the budget committees on or before November 1, 2016 with a report on data from local education agencies that specifies all local, State, and federal funds, including transportation funds, spent for preschool children with disabilities ages three through five in fiscal 2015 and 2016. The report should also provide an analysis on how funds are targeted to support: (1) the provision of special education services in public and private early childhood programs and settings where children with disabilities learn alongside nondisabled peers; and (2) meaningful access to early childhood curricula in public and private general education early childhood programs for children with disabilities. This attached report also includes a description of the relationship of both (1) and (2) as outlined above to improved results for prekindergarten children with disabilities. The attached report summarizes data for the period covering July 1, 2014 through June 30, 2016.

Should you have any questions regarding this information, please contact Marcella E. Franczkowski, Assistant State Superintendent, Division of Special Education/Early Intervention Services. She may be reached at (410) 767-0238 or by email at [marcella.franczkowski@maryland.gov](mailto:marcella.franczkowski@maryland.gov). We look forward to our continued partnership in our vision to create a comprehensive and coordinated system of services for children with disabilities, birth through 21 years of age and their families.

Best Regards,

Karen B. Salmon, Ph.D.  
State Superintendent of Schools

KBS/MEF:ca

Attachment

C: The Honorable Larry Hogan  
The Honorable Thomas V. Mike Miller, Jr.  
The Honorable Michael E. Busch

# **Joint Chairmen's Report**

## **Senate Budget and Taxation Committee and House Appropriations Committee**

### **REPORT ON FUNDING FOR SPECIAL EDUCATION PRE-KINDERGARTEN**

**Maryland State Department of Education  
Division of Special Education/Early Intervention Services**



**OCTOBER 2016**

## **EXECUTIVE SUMMARY**

The 2016 General Assembly Session resulted in legislation (Senate Bill 190) that charged the Maryland State Department of Education (MSDE) with developing...

*“a report on data from local education agencies that specifies all local, State, and federal funds, including transportation funds, spent for prekindergarten children with disabilities, ages three through five in fiscal 2015 and 2016.”*

The report was to provide an analysis of how funds are targeted to support:

- 1) *“the provision of special education services in public and private early childhood programs and settings where children with disabilities learn alongside nondisabled peers; and*
- 2) *meaningful access to early childhood curricula in public and private general education early childhood programs for children with disabilities.”*

Additionally, the report was to provide *“a description of the relationship of both (1) and (2) as outlined above to improved results for prekindergarten children with disabilities.”*

In 2011, the MSDE submitted a similar analysis in a report submitted to the Joint Committees on Budget and Taxation (Senate), and Appropriations (House) on the level of State and local funds, including transportation funds, expended for the provision of special education and related services to prekindergarten age children with disabilities for State fiscal years 2009 (SFY 2009) and 2010 (SFY 2010). The MSDE has continued collection of local program expenditures from SFY 2011 through SFY 2016. The current report represents an opportunity for the MSDE to update and expand programmatic information and fiscal data included in the 2011 report submitted to the Joint Committees.

## **LEGISLATIVE BACKGROUND**

The 2016 General Assembly Session resulted in legislation (Senate Bill 190) that charged the Maryland State Department of Education (MSDE) with developing...

*“a report on data from local education agencies that specifies all local, State, and federal funds, including transportation funds, spent for prekindergarten children with disabilities, ages three through five in fiscal 2015 and 2016.”*

The report was to provide an analysis of how funds are targeted to support:

- 1) *“the provision of special education services in public and private early childhood programs and settings where children with disabilities learn alongside nondisabled peers; and*
- 2) *meaningful access to early childhood curricula in public and private general education early childhood programs for children with disabilities.”*

Additionally, the report was to provide *“a description of the relationship of both (1) and (2) as outlined above to improved results for prekindergarten children with disabilities.”*

The results of what has become an annual fiscal reporting of expenditures by the local school systems (LEAs), the Maryland School for the Blind (MSB) and the Maryland School for the Deaf (MSD) are presented in two tables in summary form, followed by two detailed charts that capture the data reported by each LEA, the MSB and the MSD specific to SFY 2015 and SFY 2016.

Additionally, the Maryland State Department of Education, Division of Special Education/Early Intervention Services established a Strategic Plan, *Moving Maryland Forward* (2013-2018) that includes three major Action Imperatives: Early Childhood, Access and Equity, and Secondary Transition. The Strategic Plan has as the *overarching goal of the DSE/EIS a narrowing of the school readiness and achievement gaps between children and youth with disabilities and their non-disabled peers.*

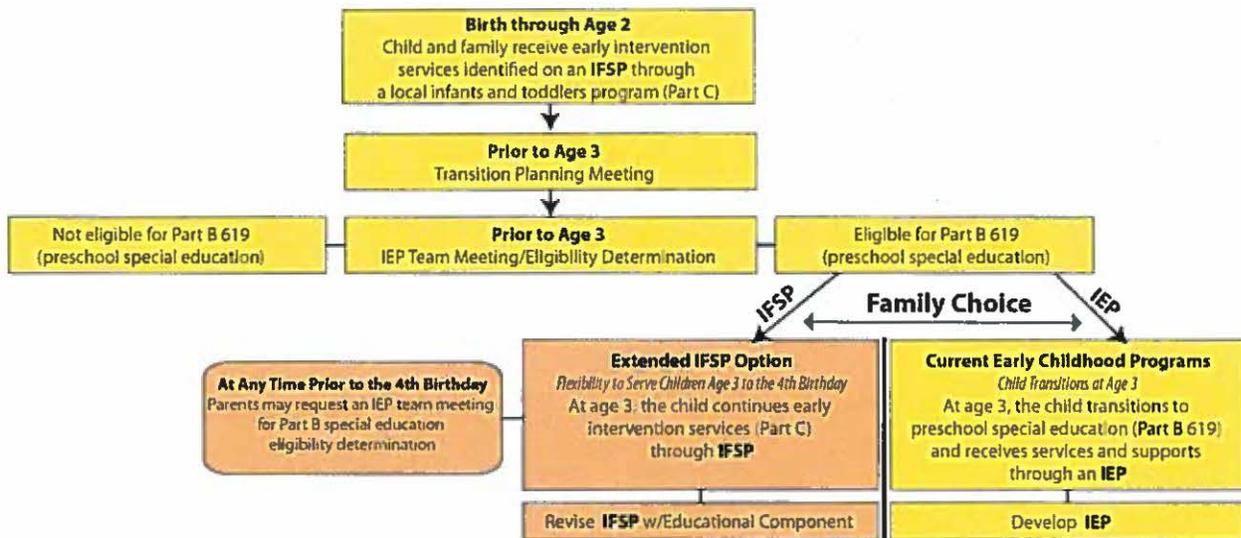
Included under the Early Childhood Action Imperative are specific action steps focused on:

- increasing participation in regular early childhood programs alongside nondisabled peers through collaborative partnerships with public and private community and school-based early childhood programs and providers: and,
- assuring meaningful participation in the regular early childhood curricula to improve outcomes and narrow the school readiness gap with typically developing peers. (*Moving Maryland Forward*, pages 8-9)

The DSE/EIS has implemented initiatives with State and local program public and private partners to expand the provision of special education services in inclusive early childhood settings (access and equity), and fully implement the larger vision of the Strategic Plan (narrowing the performance gap with nondisabled/typically developing peers), which are highlighted in the programmatic section contained in the body of this report.

**MARYLAND'S COMPREHENSIVE AND COORDINATED BIRTH TO KINDERGARTEN SYSTEM OF SERVICES**

As the State Lead Agency for two significant federal programs authorized under the Individuals with Disabilities Education Act (IDEA), Part C (early intervention), and Part B 619 (preschool special education), the MSDE has taken the opportunity, through the coordination and integration of exemplary components of each program to implement a statewide seamless birth to kindergarten system of comprehensive and coordinated services for infants, toddlers, and preschool children with disabilities and their families. Maryland is unique among states in the provision of family choice at age three for children who received services through an Individualized Family Service Plan (IFSP) to: a) continue to participate in (Part C) early intervention services through the Local Infants and Toddlers Program (LITP), after age three up to the beginning of the school year following the child's fourth birthday; or, b) to transition to an Individualized Education Program (IEP) through the local school system. *Therefore, in Maryland, preschool children (hereafter referred to as prekindergarten-age children) may be served through either an IFSP or an IEP.* The U.S. Department of Education, Office of Special Education Programs (OSEP) has recognized the MSDE for its efforts and leadership in this arena.



## **STATEWIDE FISCAL DATA COLLECTION**

Beginning September 2010, the MSDE initiated the collection of fiscal data from all twenty-four LEAs, the Maryland School for the Blind (MSB), and the Maryland School for the Deaf (MSD).

Purposes for the gathering of this fiscal data included an analysis of:

- statewide expenditures over multiple years;
- how funds are targeted within jurisdictions, such as the provision of special education services in public and private regular early childhood settings alongside typical peers;
- support to general education early childhood programs, public and private, for differentiation of instruction/ meaningful access to the regular early childhood curricula, and the relationship to improved results for preschool children with disabilities; and
- a comparison of the share of federal, State, and local funds expended within each jurisdiction.

LEAs, the MSB and the MSD were required to report the type and level of federal, State and local funds expended for the provision of special education and related services to prekindergarten-age children with disabilities. Categories of funding for which local education agencies, the MSB, and the MSD were to provide data included:

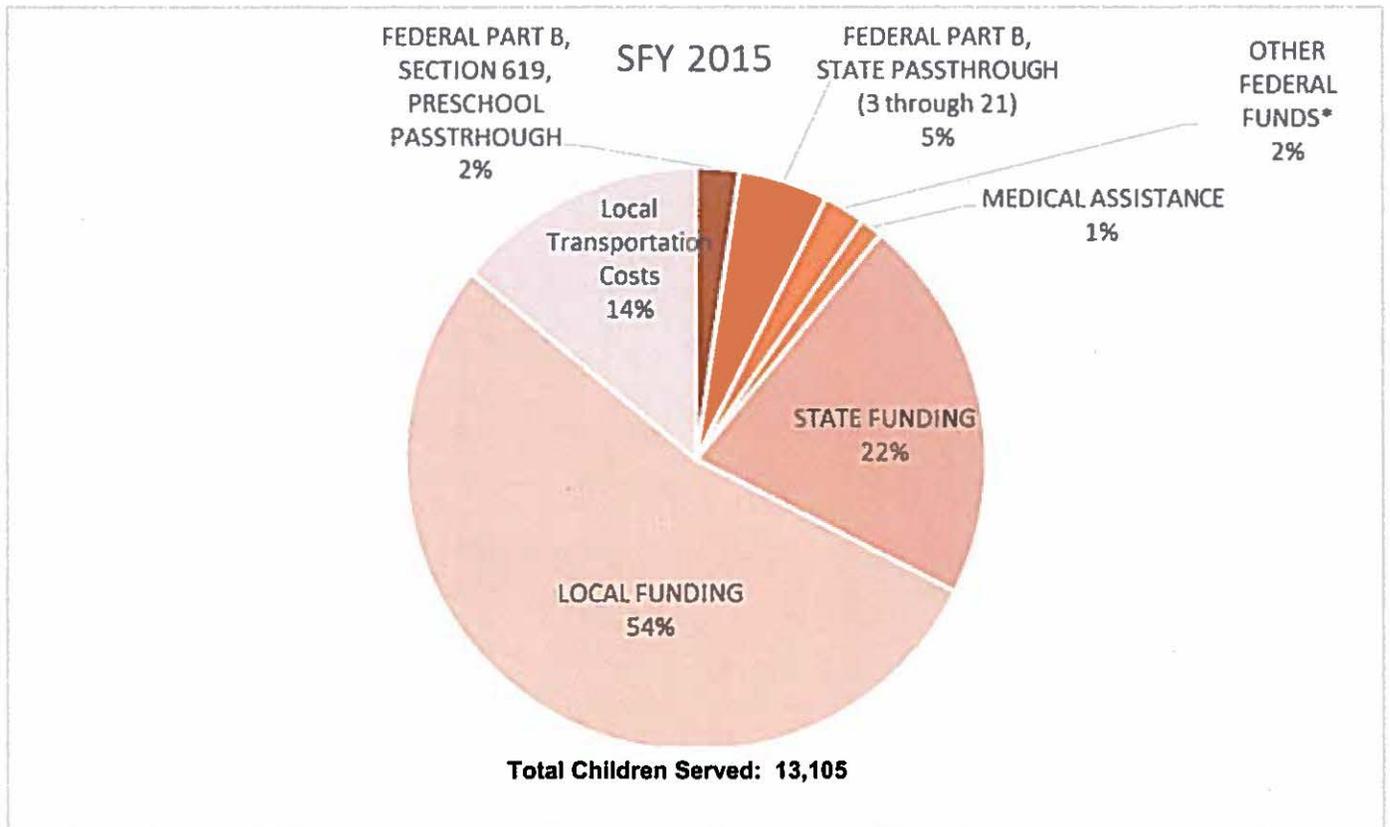
- IDEA, Part B Section 619 Passthrough (ages 3-5)
- IDEA, Part B 611 Passthrough (ages 3-21)
- Other federal funds (e.g., Title 1)
- Medical Assistance (Service Coordination, Health Related and Transportation)
- State Funds
- Local funds

Expenditures under each funding category included all costs of providing services in public and private early childhood settings to the prekindergarten-age special education population, including special education and related services personnel, instructional materials and supplies, professional development, and transportation, as applicable. Reporting of this information initially presented a significant challenge to the LEAs due to a standard practice of budgeting for the costs of services to the total special education population, ages three to twenty-one. Program expenditures were not routinely disaggregated by age cohort. In addition, transportation funding was typically included in separate jurisdiction-wide budgets and not delineated according to discrete programs such as special education. Given these established budgetary practices, local education agencies have endeavored to respond fully and accurately regarding expenditures specific to the preschool special education population.

## **FISCAL REPORTING RESULTS**

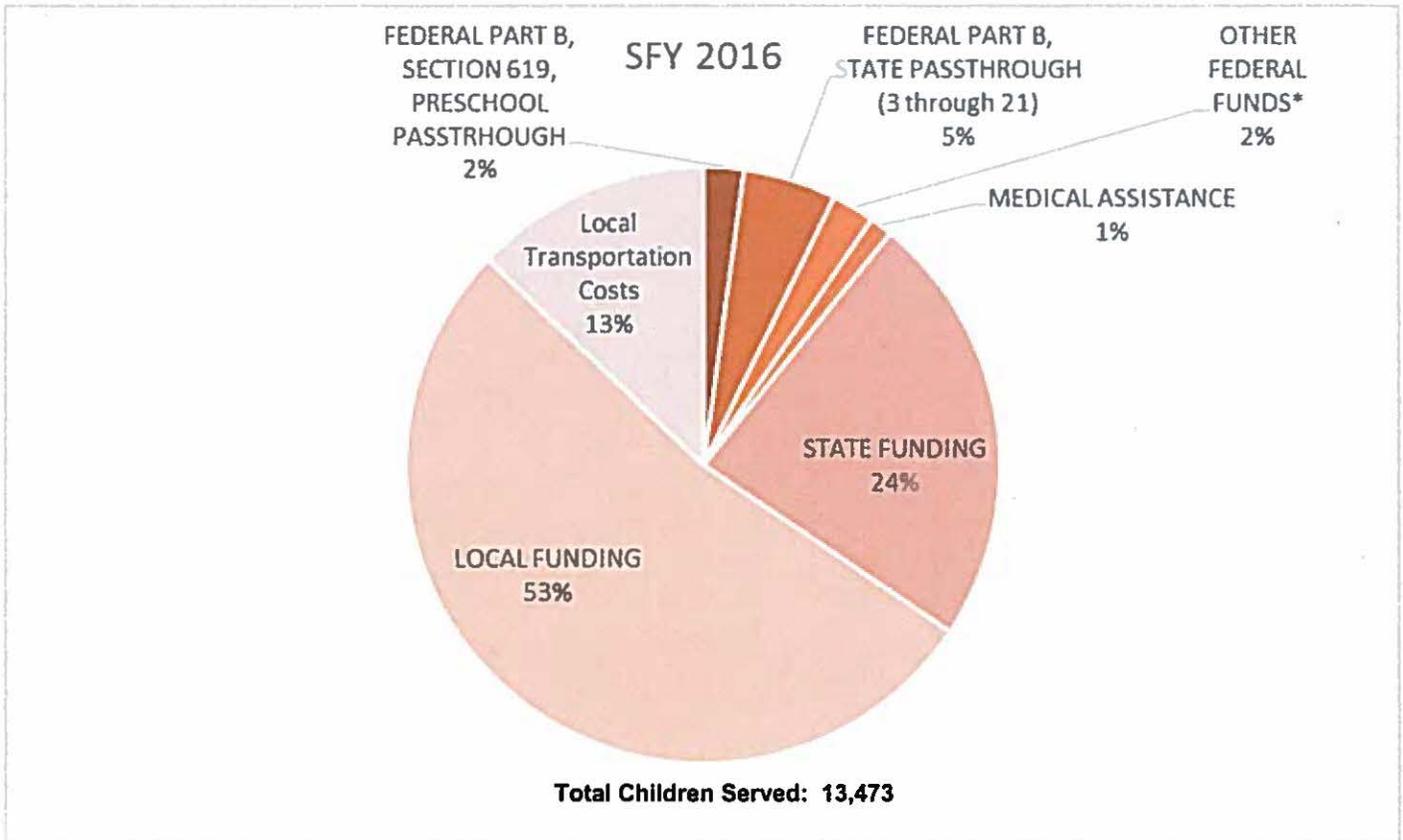
The results of what has become an annual fiscal reporting of expenditures by the LEAs, the MSB and the MSD are presented in two tables in summary form, followed by two detailed charts that capture the data reported by each LEA, the MSB and the MSD specific to SFY 2015 and SFY 2016 (Appendix A). Data submitted are verified by MSDE staff with the local fiscal officer for each public agency. Total expenditures have been largely consistent across fiscal years within individual public agencies, with a wide variation between LEAs, the MSB and the MSD regarding the category and level of funding allocated to support services for the prekindergarten-age special education population.

Table 1



For SFY 2015, ten (10) LEAs reported *no State funds* expended on services for prekindergarten-age children with disabilities. Two (2) LEAs reported *no local funds* expended on services for this population. In terms of the proportion of total expenditures, however, local funds represented the greatest percentage of overall program costs at 54%, followed by State funding at 22%, and other federal funding at 11%.

Table 2



For SFY 2016, ten (10) LEAs reported *no State funds* expended on services for prekindergarten age children with disabilities. As in SFY 2015, five (5) LEAs reported *no expenditures of local funds*. Consistent with the comparative share of costs for SFY 2015, local funds represented the greatest percentage of expenditures for the prekindergarten special education population at 53%, followed by State funding at 24%, and other federal funding at 11%.

IDEA Part B 619 funding levels represent 2% of the total expenditures for SFY 2015 and for SFY 2016. This is down from a 5% level reported in the Joint Committees Report for SFY 2009 and SFY 2010. Federal appropriations for the IDEA Part B 619 Program saw its first increase in funding in SFY 17 since 1997. However, the federal funding level for SFY 17 remains below the total 1997 federal award to the State. Over the same time period, the number of prekindergarten-age children served by the LEAs, the MSB and the MSD increased by more than 3500 or approximately 33%. IDEA Part B 619 funds are the only restricted category and can, therefore, only be spent on services to the eligible population of prekindergarten-age children with disabilities. *The level of expenditures of all other sources of funding, federal, State and local, for this population of students receiving special education and related services is at the discretion of the LEA.*

## **PROVISION OF SPECIAL EDUCATION SERVICES TO PREKINDERGARTEN-AGE CHILDREN WITH DISABILITIES IN REGULAR EARLY CHILDHOOD SETTINGS**

The Individuals with Disabilities Education Act (IDEA 2004) specifies that all children and youth are educated, to the maximum extent possible, in natural environments (NE; Part C) and least restrictive environments (LRE; Part B 619) with their typically developing (nondisabled) peers:

“To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.” [Section 612 (a) (5)]

The Maryland State Department of Education, Division of Special Education/Early Intervention Services established a Strategic Plan, *Moving Maryland Forward* (2013-2018) that includes three major Action Imperatives: Early Childhood, Access and Equity, and Secondary Transition. The Strategic Plan has as the *overarching goal of the DSE/EIS a narrowing of the school readiness and achievement gaps between children and youth with disabilities and their non-disabled peers.*

Included under the Early Childhood Action Imperative are specific action steps focused on increasing access to regular early childhood programs through collaborative partnerships with community and school-based public and private early childhood programs and providers, *and on assuring meaningful access to and participation in the regular early childhood curriculum to improve outcomes and narrow the school readiness gap with typically developing peers (Moving Maryland Forward, pages 8-9).*

Physical access alone by a preschool child with disabilities to an inclusive public or private early childhood program does not ensure progress towards meeting age expectations established for all children. It must be coupled with meaningful access to the general early childhood curriculum. This is achieved through differentiation of the instructional program for the child with disabilities to enable participation in daily routines and activities at their identified developmental level, while maintaining a focus on progress towards mastery of age appropriate knowledge, skills and behaviors.

Consistent with this focus, State and local program initiatives have maintained an integrated approach to promoting programs and evidence-based practices that support both physical and instructional access to regular early childhood programs and curricula (access and equity).

### ***State Level Initiatives***

- **Making Access Happen (MAH)**: co-funded through Maryland’s Race-to-the-Top Early Learning Challenge Grant (RTTT/ELC) and the DSE/EIS discretionary grants to LEAs, the MSB and the MSD, this initiative, implemented in collaboration with the MSDE Division of Early Childhood Development (DECD) and the Johns Hopkins University School of Education (JHU/SOE), was designed to increase the participation of prekindergarten-age children with disabilities in public and private community-based early learning and development programs through the delivery of job embedded professional development. At the heart of the MAH initiative is the development of

regular public and private early childhood teachers' and providers' skills in differentiating instruction for preschool children with disabilities within the regular early childhood curriculum through an evidence-based reflective coaching model supported by special educators.

- **Early Learning Assessment (ELA):** Maintaining a focus on narrowing the school readiness gap for children with disabilities requires a working knowledge of established school readiness expectations for all children, as well as a way to measure individual child progress. The ELA meets both of these criteria. It is a formative tool, with the classroom teacher gathering data on individual children through observations made as part of daily classroom routines and activities. The tool informs and assists with differentiating instruction, reflecting on a child's current level of functioning across content areas. With this information, the teacher is able to identify readiness gaps and to design instruction that will support the child with moving towards mastery of skills, knowledge and behaviors critical for entering kindergarten prepared to participate in the general education curriculum.

The DSE/EIS, in partnership with the Johns Hopkins University Center for Technology in Education (JHU/CTE) and the DECD, provided training of trainers (ToT) institutes in which all twenty-four LEAs, the MSB, and MSD participated (2015-2016). The DSE/EIS and the DECD have also provided discretionary funding to LEAs, the MSB and the MSD to support training of local prekindergarten special education and general early childhood education staff to implement this formative measure. Additionally, the Maryland Family Network (MFN) received funding through the DECD RTTT/ELC to provide training to Head Start Program staff and child care center providers. This approach recognizes the importance of collaboration among all early childhood programs to ensure that all children, regardless of identified disability or at-risk status, demonstrate readiness to enter their kindergarten year, to the maximum extent possible.

- **Maryland Early Childhood Access and Equity Focus Group:** On September 14, 2014, the U.S. Department of Health and Human Services (DHHS) and the U.S. Department of Education (USDOE) issued a *Joint Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs*. The Joint Policy Statement recognized that while much progress has been made since the original enactment of the IDEA in 1975, far too many families continue to face significant barriers to accessing inclusive high-quality early childhood programs. Additionally, the Joint Policy Statement stated that: *there exists a body of research that indicates that meaningful inclusion is beneficial to children with and without disabilities across a variety of developmental domains, and that participation in high-quality inclusive programs supports children with disabilities in reaching their full potential resulting in broad societal benefits.*

The Joint Policy Statement was unprecedented as a collaborative effort between two major federal agencies that share responsibility for serving children and families known or suspected of being at-risk for a variety of reasons. It proposed action steps that could be implemented by States to further a statewide vision and to support local LEAs and other child serving agencies and organizations to expand meaningful participation in high-quality inclusive early care and education programs.

Maryland responded to the federal Joint Policy Statement through building on prior and existing efforts and initiatives by establishing the *Early Childhood Access and Equity Focus Group*. The Focus Group, led by the DSE/EIS in collaboration with the DECD/ Office of Child Care (OCC), convened a meeting of public and private State and local stakeholders, including families of children with disabilities, that: discussed challenges and opportunities; developed a shared guiding principle; and, put forth a set of recommendations for next steps for moving forward with the development of a comprehensive action plan. The Focus Group met on three occasions from May-June, 2016.

Concurrent with the formation of the Access and Equity Focus Group, the DSE/EIS was one of six states accepted into the National Inclusion Cohort. The Cohort is being facilitated by the Early Childhood Technical Assistance Center (ECTA), a federally funded early childhood special education technical assistance organization. Maryland will receive support from the ECTA center over a two year period for the development of the State's comprehensive action plan for expanding inclusive opportunities for preschool children with disabilities in high quality early childhood programs. The focus of the plan will be on both access to inclusive early childhood programs, as well as equity of instruction that meaningfully engages the child with disabilities in the regular early childhood curriculum. The initial step in the development of Maryland's action plan will occur through a meeting involving key State and local stakeholders, including families, for the purpose of completing a detailed needs assessment on current best practices that support meaningful inclusion as well as barriers to participation, real as well as perceived. The structure of the needs assessment is based on the content of the Joint Policy Statement. This event will take place on September 23, 2016 and will be facilitated by ECTA staff.

### ***Local Program Level Initiatives***

LEAs, the MSB and the MSD have sustained efforts initially implemented through State level initiatives as well as moved forward with locally developed innovative programs and practices. Local programs are encouraged and supported in exchanging data on the effectiveness of efforts to successfully include preschool children with disabilities in public and private early childhood programs that result in improved outcomes leading to a narrowing of the school readiness performance gap. Each LEA, the MSB and the MSD are engaged in and have targeted funding for local program improvement activities. Following are examples of locally developed initiatives reflecting the diversity of LEAs across regions within the State.

### **Anne Arundel County Public Schools**

AACPS has developed a community program support approach for successfully including preschool children in licensed child care centers and Anne Arundel County Head Start Program classes. Prekindergarten special education teachers, formerly assigned to separate prekindergarten special education classrooms, have transitioned over time to a consultation and coaching model as children with disabilities have been increasingly included in community settings with their nondisabled peers. These prekindergarten special education staff provide assistance with differentiating instruction, and modeling effective practices, and assisting with making adaptations to the curriculum and even physical layout of classrooms. Taken together,

these components ensure meaningful participation in all aspects of program daily routines and activities for the included prekindergarten-age children with disabilities.

#### Baltimore City Public Schools

The Baltimore City Public Schools, Office of Early Childhood, is providing professional development to prekindergarten special education teachers, general education prekindergarten teachers, and Baltimore City Head Start teachers on the Early Learning Assessment. Goals include: building a collaborative community of early childhood staff with a shared understanding of typical age expectations; ensuring access to the general early childhood curricula by prekindergarten-age children with disabilities in inclusive public school prekindergarten and Head Start classrooms; and to promote readiness to participate in the kindergarten curriculum by all children regardless of prior program or setting.

#### Maryland School for the Blind (MSB)

MSB pursued and received accreditation through the rigorous approval process established by the MSDE Division of Early Childhood Development (DECD) as a high-quality early childhood program. Prekindergarten-age children without disabilities attend this program on the MSB campus alongside their peers who are visually impaired or blind. As an accredited early childhood program, the MSB ensures that the typically developing children and the children with disabilities have access to and make progress in the general education early childhood curriculum, preparing them to the maximum extent possible, to be ready to transition to and engage in the kindergarten curriculum at the developmental level appropriate to each individual child.

#### Montgomery County Public Schools

MCPS is continuing to expand inclusive classrooms within the public school system as well as through partnership arrangements with private community-based early childhood programs, such as licensed child care centers. Additionally, MCPS is providing system-wide professional development for prekindergarten special education and general early childhood/prekindergarten teachers in the ELA formative tool. To ensure that data gathered through the administration of the ELA is used to differentiate instruction, teachers will receive ongoing, job embedded coaching, with an emphasis on the domains of Social Foundations, Language and Literacy, Mathematics, and Physical Well-Being. The coaching model will assist teachers in using formative data to inform instruction for prekindergarten-age children with disabilities participating in regular early childhood programs.

#### Washington County Public Schools

WCPS is sustaining, through locally targeted funds, implementation of the MAH initiative for expanding public and private inclusive early childhood program opportunities for preschool children with disabilities. Monthly collaborative meetings, or *Think Tanks*, are held with public school preschool special education and general early childhood staff, private child care center partners, and staff from the Washington County Head Start Program. The focus of the monthly Think Tanks is on sharing successful strategies for differentiating instruction across programs in order to support successful inclusive experiences for preschool children with disabilities.

#### Wicomico County Public School System (WCPSS)

WCPSS is implementing a two-pronged approach to improving access to and participation in Wicomico County Head Start Program classrooms by prekindergarten-age children with disabilities. Head Start teachers, along with school system prekindergarten special education

staff, are participating in professional development on the Social Emotional Foundations for Early Learning (SEFEL), an evidence-based approach focused on promoting the social emotional development of young children, birth to age 5. Additionally, the WCPSS has assigned two preschool special educators to the Head Start Program. They will co-teach with the Head Start Program staff to improve child outcomes in targeted early childhood content areas essential for entering kindergarten prepared to participate in the general education curriculum.

## **CONCLUSION**

The MSDE would like to thank the Joint Committees for the opportunity to provide information on the provision of services to prekindergarten-age children with disabilities, both fiscal and programmatic, by the LEAs, the MSB, and the MSD. We recognize that local funds are the primary source of fiscal support for programs and services for this population. The increase in federal appropriations has not kept pace with the demands on LEAs for serving special education students, ages three to twenty-one, and in the case of IDEA Part B 619, funding has actually decreased from the 1997 federal funding levels. LEAs continue to face significant challenges in meeting the educational needs of prekindergarten-age children with disabilities in order to support ongoing progress and continue a narrowing of the school readiness performance gap with nondisabled peers.

Legislation enacted by the State in 1983 (Annotated Code of Maryland, Education Article, §8-411) charged the State with providing support for the education of children with disabilities, ages three through five. The Statute also requires that the State adopt standards and issue rules and regulations for children with disabilities who are under the age of six. Research on early brain development and early learning firmly support the importance of early education for all students, particularly students identified as at-risk learners, including children with disabilities, to achieve full school readiness. Based upon the results of a 2009 study, "The Impact of Early Intervention on Kindergarten Readiness," conducted by the U.S. Department of Education Sciences Statewide Longitudinal Data Systems Program in conjunction with the MSDE, the greater the intensity of early intervention and education services young children with disabilities receive, the better prepared they are for kindergarten.

# **APPENDICES**

- **APPENDIX 1 - SFY 2015 PRESCHOOL EXPENDITURES**
- **APPENDIX 2 – SFY 2016 PRESCHOOL EXPENDITURES**

**SUMMARY OF  
MARYLAND STATE DEPARTMENT OF EDUCATION  
DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES  
SFY 2015 Preschool Funding (3 through 5 years old)**

**APPENDIX 1 - SFY 2015 PRESCHOOL EXPENDITURES**

| JURISDICTION            | FEDERAL PART B, SECTION 619, PRESCHOOL PASSTRHOUGH | FEDERAL PART B, STATE PASSTRHOUGH (3 through 21) | OTHER FEDERAL FUNDS* | MEDICAL ASSISTANCE | STATE FUNDING     | LOCAL FUNDING      | Local Transportation Costs | TOTALS             |
|-------------------------|--|--|----------------------|--------------------|-------------------|--------------------|----------------------------|--------------------|
|                         | ACTUALS  | ACTUALS  | ACTUALS              | ACTUALS            | ACTUALS           | ACTUALS            | ACTUALS                    | ACTUALS            |
| Allegany                | 69,949   | 127,338  | 22,150               | 54,708             | 21,065            | 1,927,704          | 140,979                    | 2,363,893          |
| Anne Arundel            | 407,375  | 601,579  | 1,109,794            | 41,370             | 4,175,191         | 0                  | 0                          | 6,335,309          |
| Baltimore City          | 644,448  | 0  | 0                    | 0                  | 14,414,354        | 0                  | 0                          | 15,058,802         |
| Baltimore County        | 682,015  | 2,126,592  | 2,301,964            | 193,468            | 6,753,038         | 8,834,185          | 4,323,734                  | 25,214,996         |
| Calvert                 | 67,491   | 142,976  | 14,416               | 55,643             | 2,380             | 2,379,312          | 0                          | 2,662,218          |
| Caroline                | 38,358   | 89,660   | 0                    | 115,754            | 0                 | 486,855            | 0                          | 730,627            |
| Carroll                 | 165,572  | 5,804  | 85,259               | 113,429            | 0                 | 629,199            | 0                          | 999,263            |
| Cecil                   | 99,742   | 532,710  | 89,013               | 223                | 0                 | 1,717,477          | 161,483                    | 2,600,648          |
| Charles                 | 100,100  | 229,800  | 97,171               | 0                  | 2,674,609         | 0                  | 0                          | 3,101,680          |
| Dorchester              | 28,647   | 97,202   | 12,516               | 250                | 134,615           | 251,295            | 0                          | 524,525            |
| Frederick               | 132,761  | 639,721  | 23,955               | 162,189            | 32,748            | 4,257,258          | 194,922                    | 5,443,554          |
| Garrett                 | 26,655   | 26,129   | 5,000                | 10,540             | 0                 | 158,153            | 0                          | 226,477            |
| Harford                 | 192,099  | 904,636  | 352,580              | 552,851            | 2,968,554         | 2,337,012          | 0                          | 7,307,732          |
| Howard                  | 256,138  | 128,000  | 15,098               | 33,006             | 0                 | 19,017,351         | 0                          | 19,449,593         |
| Kent                    | 8,000  | 5,340  | 0                    | 0                  | 12,000            | 14,500             | 0                          | 39,840             |
| Montgomery              | 739,974  | 627,712  | 0                    | 0                  | 0                 | 34,455,202         | 0                          | 35,822,888         |
| Prince George's         | 485,496  | 2,479,418  | 36,139               | 673,148            | 4,420,105         | 14,538,238         | 21,250,611                 | 43,883,155         |
| Queens Anne's           | 44,202   | 58,994   | 0                    | 4,695              | 105,408           | 315,124            | 26,302                     | 554,725            |
| St. Mary's              | 159,555  | 205,289  | 0                    | 72,288             | 0                 | 1,458,253          | 0                          | 1,895,385          |
| Somerset                | 22,723   | 0  | 16,194               | 15,035             | 0                 | 232,637            | 52,148                     | 338,737            |
| Talbot                  | 18,023   | 78,102   | 5,534                | 75,763             | 0                 | 629,559            | 36,743                     | 843,724            |
| Washington              | 0  | 81,730   | 131,819              | 229,619            | 0                 | 5,679,700          | 105,000                    | 6,227,868          |
| Wicomico                | 54,867   | 0  | 0                    | 0                  | 162,380           | 394,710            | 0                          | 611,957            |
| Worcester               | 31,279   | 190,496  | 400                  | 3,200              | 241,991           | 967,964            | 0                          | 1,435,330          |
| MD School for the Deaf  | 27,676   | 51,891   | 1,208                | 0                  | 3,313,072         | 0                  | 0                          | 3,393,847          |
| MD School for the Blind | 8,740  | 0  | 24,315               | 0                  | 1,027,798         | 88,695             | 0                          | 1,149,548          |
| <b>Total</b>            | <b>4,511,885</b>                                   | <b>9,431,419</b>                                 | <b>4,344,525</b>     | <b>2,407,179</b>   | <b>40,459,308</b> | <b>100,770,383</b> | <b>26,291,922</b>          | <b>188,216,321</b> |

\*Expenditures for Preschool Special Education and Related Services (IEP and Extended IFSP) SFY2015

**SUMMARY OF  
MARYLAND STATE DEPARTMENT OF EDUCATION  
DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES  
SFY 2016 Preschool Funding (3 through 5 years old)**

**SFY 2016 PRESCHOOL EXPENDITURES**

| JURISDICTION            | FEDERAL PART B,<br>SECTION 619,<br>PRESCHOOL<br>PASSTRHOUGH | FEDERAL PART B,<br>STATE<br>PASSTHROUGH<br>(3 through 21) | OTHER FEDERAL<br>FUNDS* | MEDICAL<br>ASSISTANCE | STATE FUNDING     | LOCAL FUNDING      | Local<br>Transportation<br>Costs | TOTALS             |
|-------------------------|---|---|-------------------------|-----------------------|-------------------|--------------------|----------------------------------|--------------------|
| Allegany                | 69,919  | 120,484   | 17,157                  | 64,820                | 0                 | 1,816,068          | 136,256                          | 2,224,704          |
| Anne Arundel            | 347,423   | 597,315   | 910,794                 | 166,677               | 6,864,564         | 0                  | 0                                | 8,886,773          |
| Baltimore City          | 596,088   | 0   | 0                       | 14,988                | 17,911,006        | 0                  | 0                                | 18,522,082         |
| Baltimore County        | 678,035   | 2,151,146   | 2,220,096               | 96,409                | 7,252,807         | 9,233,005          | 4,477,519                        | 26,109,017         |
| Calvert                 | 67,630  | 199,471   | 17,751                  | 87,154                | 2,400             | 2,051,988          | 0                                | 2,426,394          |
| Caroline                | 44,911  | 128,333   | 3,297                   | 90,490                | 0                 | 417,699            | 0                                | 684,730            |
| Carroll                 | 165,572   | 16,679  | 150,706                 | 71,946                | 0                 | 708,650            | 0                                | 1,113,553          |
| Cecil                   | 103,218   | 551,454   | 98,653                  | 7,413                 | 0                 | 1,718,690          | 125,720                          | 2,605,148          |
| Charles                 | 85,794  | 239,073   | 87,654                  | 0                     | 3,000,607         | 0                  | 0                                | 3,413,128          |
| Dorchester              | 28,647  | 95,890  | 10,037                  | 250                   | 154,422           | 298,512            | 0                                | 587,758            |
| Frederick               | 132,797   | 823,287   | 28,067                  | 135,646               | 34,673            | 5,162,393          | 212,176                          | 6,529,039          |
| Garrett                 | 37,387  | 21,000  | 5,000                   | 11,706                | 0                 | 186,080            | 0                                | 261,173            |
| Harford                 | 222,289   | 886,627   | 616,219                 | 616,597               | 3,203,302         | 2,321,942          | 0                                | 7,866,976          |
| Howard                  | 258,312   | 131,900   | 43,380                  | 29,273                | 0                 | 20,058,607         | 0                                | 20,521,472         |
| Kent                    | 15,596  | 32,430  | 0                       | 18,364                | 5,914             | 0                  | 0                                | 72,304             |
| Montgomery              | 739,974   | 716,611   | 269,961                 | 0                     | 0                 | 36,981,394         | 0                                | 38,707,940         |
| Prince George's         | 485,546   | 2,570,256   | 188,323                 | 731,865               | 4,573,569         | 17,182,055         | 20,946,105                       | 46,677,719         |
| Queens Anne's           | 36,561  | 52,920  | 0                       | 18,969                | 79,251            | 368,456            | 27,338                           | 583,495            |
| St. Mary's              | 119,993   | 207,016   | 0                       | 84,422                | 92,538            | 1,455,197          | 1,752                            | 1,960,918          |
| Somerset                | 22,693  | 0   | 16,299                  | 22,154                | 0                 | 208,493            | 58,802                           | 328,441            |
| Talbot                  | 17,768  | 83,131  | 11,809                  | 134,659               | 0                 | 687,809            | 40,231                           | 975,407            |
| Washington              | 81,745  | 365,800   | 0                       | 96,907                | 0                 | 4,022,640          | 0                                | 4,567,092          |
| Wicomico                | 54,867  | 0   | 0                       | 0                     | 148,511           | 376,524            | 0                                | 579,902            |
| Worcester               | 31,252  | 171,088   | 2,591                   | 3,400                 | 290,312           | 1,133,229          | 0                                | 1,631,872          |
| MD School for the Deaf  | 28,033  | 42,477  | 1,257                   | 0                     | 3,052,676         | 0                  | 0                                | 3,124,443          |
| MD School for the Blind | 7,170   | 0   | 6,453                   | 0                     | 1,095,795         | 127,328            | 0                                | 1,236,746          |
| <b>Total</b>            | <b>4,479,220</b>  | <b>10,204,388</b>   | <b>4,705,504</b>        | <b>2,504,109</b>      | <b>47,762,347</b> | <b>106,516,759</b> | <b>26,025,899</b>                | <b>202,198,226</b> |

\*Expenditures for Preschool Special Education and Related Services (IEP and Extended IFSP) SFY2016