

Department of Legislative Services
 Maryland General Assembly
 2004 Session

FISCAL AND POLICY NOTE

House Bill 922 (Delegate Mitchell, *et al.*)
 Ways and Means

Education - Bridge to Excellence in Public Schools Act - Extension of Phase-In

This bill extends the phase-in of the State education funding formulas implemented in the Bridge to Excellence in Public Schools Act by four years in order to fully fund the formulas by fiscal 2012 instead of fiscal 2008. In addition, the requirement that the General Assembly pass a joint resolution to continue with the phase-in of the new formulas is repealed. The bill also delays by four years the deadlines for local school systems to provide full-day kindergarten for all students and pre-kindergarten for disadvantaged four-year old children. Finally, the timelines for submission of initial and final evaluations of the impact of the Bridge to Excellence Act are extended two and four years, respectively.

The bill takes effect July 1, 2004.

Fiscal Summary

State Effect: General fund expenditures would decrease by an estimated \$159.1 million in FY 2006. Future year expenditure reductions reflect the slower phase-in schedule, with savings peaking in FY 2008 when formulas would be fully-funded under current law. Revenues would not be affected.

(\$ in millions)	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Revenues	\$0	\$0	\$0	\$0	\$0
GF Expenditure	0	(159.4)	(316.9)	(524.9)	(414.4)
Net Effect	\$0	\$159.4	\$316.9	\$524.9	\$414.4

Note:() = decrease; GF = general funds; FF = federal funds; SF = special funds; - = indeterminate effect

Local Effect: State aid for local school systems would decrease from FY 2006 to 2011 due to the extension of the phase-in schedule. Local school expenditures for pre-kindergarten and full-day kindergarten programs could decrease by an estimated \$5.5

million in FY 2005 and by \$24.3 million in FY 2008 due to the extension of the deadline for providing enhancements to the programs.

Small Business Effect: Minimal.

Analysis

Current Law: The Maryland Constitution requires the State to provide a “thorough and efficient” system of free public schools and provide for their maintenance through taxation or otherwise.

State education funding formulas enacted under the Bridge to Excellence Act are scheduled for full implementation by fiscal 2008. In order for full funding to be provided in fiscal 2005, the General Assembly must pass a joint resolution by the fiftieth day of the 2004 legislative session affirming that the additional aid is within the State’s resources. (An emergency bill that repealed the provision requiring the joint resolution, HB 345, was officially passed by the General Assembly on March 1, 2004. Unless the Governor vetoes the bill, it will go into effect a week after it was presented to the Governor.)

By the 2007-2008 school year, local school systems are required to implement full-day kindergarten programs for all students and to make publicly-funded pre-kindergarten programs available to all disadvantaged four-year old children.

The Maryland State Department of Education (MSDE) is required to evaluate the effect of increased State aid and is authorized to contract with a public or private entity to conduct the evaluation. An initial report on the evaluation must be submitted by December 31, 2006, and a final report is due by December 31, 2008.

Background: The Bridge to Excellence Act was signed into law on May 6, 2002, promising increases in State funding for education of approximately \$2 billion over the next six years. The Act was based on the recommendations of the Commission on Education Finance, Equity, and Excellence, better known as the Thornton Commission, which met for two years and submitted its final report in January 2002. The commission’s recommendations and the Bridge to Excellence Act were based on the following principles.

- *Adequacy:* Local school revenues should be sufficient to enable schools to acquire the resources they need to reasonably expect that students can meet academic performance standards.

- *Equity:* In a system of shared State and local responsibility for education funding, the State should distribute aid in a way that gives every local school system an opportunity to acquire adequate resources.
- *Fluidity:* State aid formulas should naturally adjust each fiscal year to reflect changes in local enrollments, needs, and wealth.
- *Simplicity:* The State's school finance system should reflect adequacy concepts as simply as possible, with as few State aid programs as possible.
- *Accountability:* Schools and school systems should be held accountable for student performance outcomes.
- *Flexibility:* Local school systems should have the flexibility to decide how funding can be best used to serve the local student population.

The federal No Child Left Behind Act (NCLB), enacted in the same month the Thornton Commission's final report was released, mirrored the goals of the Bridge to Excellence Act and elevated the importance of adequate education funding. NCLB requires all states to assess students at regular intervals and hold schools accountable for the performance of all students. NCLB requires schools to attain 100% proficiency among students by the 2013-2014 school year. To ensure that schools are adequately funded, other states will undoubtedly go through a process similar to the one Maryland used to develop the Bridge to Excellence Act.

The education funding structure designed by the Thornton Commission and enacted by the Bridge to Excellence legislation has received high praise from local and national education experts, and funding the legislation has consistently been cited as a top priority by Maryland citizens. During the 2002 gubernatorial campaign, both candidates indicated that they intended to fully fund the legislation. A rally in support of the Bridge to Excellence Act took place in Annapolis on February 26, 2004 and drew a crowd of 5,000 to 10,000 advocates. However, the State's inability to identify new revenues to fund the State aid enhancements prescribed by the Bridge to Excellence Act has brought funding for the new finance structure into question. **Exhibit 1** compares fiscal 2002 and estimated fiscal 2008 State aid for education to actual and projected general fund revenues during the same fiscal years.

Exhibit 1
State Education Aid and General Fund Revenues
Fiscal 2002 and 2008
(\$ in millions)

	<u>Actual</u> <u>FY 2002</u>	<u>Projected</u> <u>FY 2008*</u>	<u>\$ Increase</u>	<u>% Increase</u>
State Education Aid	\$2,886	\$4,806	\$1,920	66.5%
General Fund Revenues	9,504	11,697	2,193	23.1%

* Fiscal 2008 State aid projection does not include adjustments to account for regional differences in the cost of education. Funding for the adjustments could add \$50 million to \$100 million to the fiscal 2008 State education aid projection.

State Fiscal Effect: The bill does not impact fiscal 2005 State funding for education. Beginning in fiscal 2006, the phase-in schedule proposed in the bill would slow the annual increases in education aid to approximately 5.5% per year. General fund expenditures would decrease by an estimated \$159 million in fiscal 2006 and by an estimated \$525 million in fiscal 2008, the year in which savings for the State would peak.

By fiscal 2012, direct aid for local school systems would be equivalent to the direct aid that local school systems will receive under the existing phase-in schedule. Retirement payments are made by the State on behalf of local school systems based on the salaries of professional school personnel in the second prior fiscal year. Because of the two-year lag, fiscal 2008 to 2013 retirement payments would be less under the proposed phase-in schedule than they would be under the current phase-in schedule. **Exhibit 2** shows estimated direct education aid and retirement payments under the current phase-in framework and the framework that would be implemented by this bill.

Exhibit 2
Total Estimated State Education Aid
Fiscal 2006 to 2012
(\$ in millions)

	<u>FY06</u>	<u>FY07</u>	<u>FY08</u>	<u>FY09</u>	<u>FY10</u>	<u>FY11</u>	<u>FY12</u>
<i>Current Phase-in</i>							
Direct Aid	\$3,591	\$3,927	\$4,328	\$4,427	\$4,518	\$4,614	\$4,723
Retirement	<u>424</u>	<u>450</u>	<u>478</u>	<u>506</u>	<u>538</u>	<u>553</u>	<u>570</u>
Total	\$4,015	\$4,377	\$4,806	\$4,933	\$5,056	\$5,167	\$5,294
Incr from prior yr	10.2%	9.0%	9.8%	2.6%	2.5%	2.2%	2.4%
<i>HB 922 Phase-in</i>							
Direct Aid	\$3,432	\$3,610	\$3,813	\$4,032	\$4,249	\$4,487	\$4,723
Retirement	<u>424</u>	<u>450</u>	<u>469</u>	<u>487</u>	<u>508</u>	<u>529</u>	<u>554</u>
Total	\$3,856	\$4,060	\$4,281	\$4,519	\$4,756	\$5,016	\$5,278
Incr from prior yr	5.8%	5.3%	5.5%	5.5%	5.3%	5.5%	5.2%
State Savings	\$159	\$317	\$525	\$414	\$300	\$151	\$16

Note: State aid estimates do not include adjustments to account for regional differences in the cost of education.

In addition to State aid for operating expenses, the distribution of public school construction funding could be affected by the extension of the deadline for implementation of the Bridge to Excellence kindergarten and pre-kindergarten mandates. With more time for local school systems to meet the requirements, State support for projects that focus on new construction for kindergarten and pre-kindergarten classrooms could be delayed for a period of time. However, total funding for public school construction would not change. The State's capital improvement plan for fiscal 2005 to 2009 includes approximately \$100 million per year in general obligation bonds for public school construction. The Task Force to Study Public School Facilities estimated that the cost to build and renovate facilities in order to accommodate the kindergarten and pre-kindergarten mandates is approximately \$188 million. The State pays roughly half of total school construction costs, meaning the State's share of the costs for new kindergarten and pre-kindergarten space is approximately \$94 million.

The bill also repeals the requirement that the General Assembly pass a joint resolution in order to proceed with full implementation of the Bridge to Excellence formulas. HB 345, an emergency bill that has the same effect, has already passed in both chambers of the

General Assembly. Unless that bill is vetoed, the repeal in this bill would have no fiscal impact.

Finally, payment of an estimated \$300,000 to contract with a private entity to conduct an initial report on the implementation of the Bridge to Excellence would be moved from fiscal 2006 to fiscal 2008, resulting in a general fund savings in fiscal 2006. This would not result in additional costs in fiscal 2008, however, because a final report on the Act is scheduled for that year under current law. Additional expenses resulting from the change in report deadlines would not be incurred until fiscal 2012, when this bill requires a final report.

Local Revenues: Local school revenues from State aid would decrease by an estimated \$159 million in fiscal 2006 and by an estimated \$525 million in fiscal 2008. By fiscal 2012, State aid revenues would return to the levels expected under current law. **Exhibits 3 through 6**, attached to the end of the fiscal and policy note, detail the aid that would be provided through this legislation to each local school system from fiscal 2005 to 2012.

Local Expenditures: Local school expenditures for full-day kindergarten and targeted pre-kindergarten could decrease from fiscal 2005 to 2011 if local school systems are given until fiscal 2012 (the 2011-2012 school year) to implement the programs. Currently, 54% of kindergarten students in Maryland are in full-day programs. It is estimated that the additional operating funds needed to provide full-day kindergarten to all students in fiscal 2008 is \$44.3 million. Most local school systems already serve more students in pre-kindergarten programs than would be required by the mandate, but an estimated \$3.2 million in additional operating spending would be needed by fiscal 2008 to meet the pre-kindergarten mandate.

It is assumed, however, that the full savings would not be realized because local school systems would gradually phase-in the mandates rather than implement them all at once in fiscal 2012. The real savings would peak in fiscal 2008 at an estimated \$24.3 million. This estimate is based on the following assumptions.

- Local school systems would phase in enhanced early childhood education programs evenly from fiscal 2005 to 2012. Schools would either maintain or expand on existing programs during the phase-in, so local school systems that already offer full-day kindergarten would not realize any savings.
- The primary savings would be driven by teacher salary costs that would not be incurred until later years. Average teacher salaries for each local school system, increased by 3.5% annually, were used to develop the savings estimates.

- Class sizes for pre-kindergarten and kindergarten would average 20 students.
- In addition to the teacher salary costs that would be saved, local school systems would also save on school supplies. Additional per pupil costs of \$100 per year were assumed for students upgrading from half-day to full-day kindergarten and students in pre-kindergarten.

The estimated fiscal 2005 to 2011 savings for each local school system is shown in **Exhibit 7** at the end of the fiscal and policy note. (Note that the chart is in thousands of dollars, not millions.)

Local expenditures for public school construction could also decrease in the short term. The local cost for school construction relating to the kindergarten and pre-kindergarten mandates is estimated at \$94 million. This amount consists of one-time costs for the local jurisdictions that would have to be made at some point before fiscal 2012; however, the costs could be delayed if the deadline to meet the mandates is extended.

Additional Information

Prior Introductions: None.

Cross File: None.

Information Source(s): Maryland State Department of Education, Department of Legislative Services

Fiscal Note History: First Reader - March 5, 2004
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Exhibit 3
Total Estimated State Education Aid
(\$ in millions)

<u>County</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007</u>	<u>FY 2008</u>	<u>FY 2009</u>	<u>FY 2010</u>	<u>FY 2011</u>	<u>FY 2012</u>
Allegany	\$56.1	\$59.0	\$62.5	\$65.3	\$68.4	\$71.2	\$74.7	\$77.7
Anne Arundel	226.7	232.0	237.9	248.3	257.7	270.2	285.0	299.5
Baltimore City	684.1	722.0	757.9	794.5	841.7	886.7	920.2	958.3
Baltimore	396.6	417.6	440.3	463.7	485.4	509.4	537.5	566.1
Calvert	67.4	72.3	77.0	81.8	85.3	88.9	93.5	97.9
Caroline	30.5	32.0	33.7	35.5	37.5	39.3	41.3	43.2
Carroll	112.3	118.0	123.6	129.2	134.4	140.9	148.1	155.3
Cecil	74.7	78.8	83.0	88.1	93.2	98.0	103.8	109.4
Charles	107.3	113.4	119.9	126.3	132.7	140.0	147.5	155.3
Dorchester	23.5	24.5	25.0	25.9	26.8	27.3	28.5	29.7
Frederick	146.7	154.5	162.7	172.0	181.7	190.7	202.7	213.7
Garrett	22.3	22.8	23.0	23.2	23.6	23.8	24.3	25.0
Harford	160.4	165.3	169.6	174.9	177.5	182.2	189.0	195.6
Howard	150.3	158.8	167.0	175.8	184.3	192.7	202.5	212.9
Kent	9.7	9.9	10.2	10.0	10.2	10.4	10.8	11.1
Montgomery	359.3	380.6	402.4	429.8	460.8	495.9	536.7	576.8
Prince George's	688.1	745.5	801.5	859.6	923.6	981.1	1,041.6	1,100.1
Queen Anne's	24.3	25.1	25.8	25.9	26.7	28.3	29.8	31.3
St. Mary's	68.1	72.8	75.4	78.6	82.0	85.4	90.0	94.1
Somerset	17.5	18.9	20.4	21.9	23.4	24.7	25.8	26.5
Talbot	11.2	11.3	11.1	10.6	11.1	11.6	12.2	12.9
Washington	88.5	92.0	95.5	100.2	104.5	109.0	113.9	119.2
Wicomico	73.5	77.8	83.3	88.9	95.4	102.3	110.4	117.7
Worcester	<u>17.6</u>	<u>18.0</u>	<u>17.7</u>	<u>17.3</u>	<u>18.1</u>	<u>19.1</u>	<u>20.3</u>	<u>21.4</u>
Total	\$3,644.9	\$3,855.8	\$4,060.0	\$4,281.4	\$4,518.8	\$4,756.3	\$5,016.2	\$5,277.5

Exhibit 4
Estimated Per Pupil State Education Aid

<u>County</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007</u>	<u>FY 2008</u>	<u>FY 2009</u>	<u>FY 2010</u>	<u>FY 2011</u>	<u>FY 2012</u>
Allegany	\$5,923	\$6,293	\$6,806	\$7,256	\$7,754	\$8,200	\$8,735	\$9,191
Anne Arundel	3,113	3,212	3,307	3,476	3,633	3,832	4,064	4,279
Baltimore City	7,718	8,308	8,937	9,560	10,287	11,112	11,737	12,356
Baltimore	3,778	3,984	4,230	4,500	4,775	5,072	5,401	5,717
Calvert	3,875	4,078	4,300	4,548	4,745	4,941	5,186	5,428
Caroline	5,916	6,222	6,633	7,019	7,495	7,896	8,338	8,655
Carroll	3,903	4,074	4,265	4,437	4,600	4,819	5,051	5,281
Cecil	4,627	4,880	5,106	5,386	5,700	5,981	6,316	6,610
Charles	4,262	4,435	4,653	4,858	5,071	5,334	5,586	5,840
Dorchester	5,132	5,431	5,609	5,911	6,284	6,479	6,811	7,065
Frederick	3,795	3,949	4,114	4,283	4,497	4,676	4,927	5,130
Garrett	4,818	5,009	5,126	5,284	5,493	5,677	5,906	6,204
Harford	4,109	4,273	4,419	4,620	4,741	4,905	5,121	5,301
Howard	3,151	3,288	3,427	3,579	3,752	3,922	4,111	4,326
Kent	4,003	4,110	4,388	4,480	4,696	4,899	5,158	5,407
Montgomery	2,622	2,769	2,921	3,114	3,336	3,586	3,883	4,164
Prince George's	5,131	5,555	6,007	6,465	7,006	7,521	8,059	8,566
Queen Anne's	3,328	3,429	3,567	3,583	3,639	3,828	4,004	4,152
St. Mary's	4,269	4,558	4,711	4,876	5,096	5,280	5,551	5,767
Somerset	6,248	6,674	7,252	7,811	8,417	9,017	9,578	9,955
Talbot	2,619	2,661	2,692	2,613	2,804	3,015	3,228	3,431
Washington	4,453	4,651	4,830	5,073	5,319	5,579	5,836	6,089
Wicomico	5,139	5,448	5,860	6,267	6,733	7,202	7,779	8,276
Worcester	<u>2,682</u>	<u>2,773</u>	<u>2,751</u>	<u>2,739</u>	<u>2,909</u>	<u>3,089</u>	<u>3,307</u>	<u>3,484</u>
Total	\$4,300	\$4,552	\$4,812	\$5,093	\$5,406	\$5,726	\$6,066	\$6,391

Exhibit 5
Total Estimated Difference in State Education Aid
(\$ in Millions)

<u>County</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007</u>	<u>FY 2008</u>	<u>FY 2009</u>	<u>FY 2010</u>	<u>FY 2011</u>	<u>FY 2012</u>
Allegany	\$0.0	(\$2.6)	(\$5.3)	(\$8.4)	(\$6.1)	(\$4.2)	(\$2.1)	(\$0.2)
Anne Arundel	0.0	(9.7)	(19.6)	(31.3)	(26.0)	(19.1)	(9.7)	(1.0)
Baltimore City	0.0	(25.2)	(51.2)	(94.3)	(63.4)	(43.3)	(20.8)	(2.3)
Baltimore	0.0	(17.1)	(35.2)	(59.0)	(49.1)	(35.6)	(18.0)	(1.9)
Calvert	0.0	(3.0)	(5.3)	(8.6)	(7.4)	(5.5)	(2.8)	(0.3)
Caroline	0.0	(1.4)	(2.9)	(4.4)	(3.3)	(2.4)	(1.2)	(0.1)
Carroll	0.0	(4.7)	(7.9)	(13.0)	(11.3)	(8.5)	(4.3)	(0.5)
Cecil	0.0	(3.5)	(6.5)	(10.3)	(8.4)	(6.2)	(3.1)	(0.3)
Charles	0.0	(4.8)	(8.8)	(13.7)	(11.6)	(8.6)	(4.3)	(0.5)
Dorchester	0.0	(1.1)	(2.2)	(3.2)	(2.5)	(1.7)	(0.9)	(0.1)
Frederick	0.0	(6.5)	(11.4)	(18.4)	(16.2)	(12.1)	(6.1)	(0.7)
Garrett	0.0	(1.0)	(1.9)	(2.7)	(2.2)	(1.7)	(0.8)	(0.1)
Harford	0.0	(7.1)	(12.2)	(19.0)	(15.8)	(11.5)	(5.7)	(0.6)
Howard	0.0	(6.1)	(11.4)	(19.3)	(16.9)	(12.6)	(6.4)	(0.7)
Kent	0.0	(0.5)	(1.1)	(1.4)	(1.1)	(0.8)	(0.4)	(0.0)
Montgomery	0.0	(17.1)	(38.8)	(63.9)	(53.7)	(40.5)	(21.4)	(2.3)
Prince George's	0.0	(33.4)	(67.7)	(112.0)	(85.8)	(61.3)	(30.7)	(3.1)
Queen Anne's	0.0	(1.1)	(2.0)	(3.0)	(2.5)	(1.9)	(1.0)	(0.1)
St. Mary's	0.0	(3.2)	(5.8)	(8.7)	(7.4)	(5.4)	(2.7)	(0.3)
Somerset	0.0	(0.9)	(1.8)	(2.9)	(2.0)	(1.4)	(0.7)	(0.1)
Talbot	0.0	(0.5)	(1.2)	(1.6)	(1.2)	(0.9)	(0.5)	(0.1)
Washington	0.0	(4.0)	(7.6)	(11.8)	(9.6)	(6.9)	(3.4)	(0.4)
Wicomico	0.0	(3.5)	(7.2)	(11.4)	(8.7)	(6.2)	(3.2)	(0.4)
Worcester	<u>0.0</u>	<u>(0.8)</u>	<u>(1.9)</u>	<u>(2.6)</u>	<u>(2.0)</u>	<u>(1.4)</u>	<u>(0.7)</u>	<u>(0.1)</u>
Total	\$0.0	(\$159.1)	(\$316.9)	(\$524.9)	(\$414.4)	(\$299.8)	(\$150.8)	(\$16.0)

Exhibit 6
Estimated Difference in Per Pupil State Education Aid

<u>County</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007</u>	<u>FY 2008</u>	<u>FY 2009</u>	<u>FY 2010</u>	<u>FY 2011</u>	<u>FY 2012</u>
Allegany	\$0	(\$281)	(\$583)	(\$936)	(\$693)	(\$486)	(\$243)	(\$26)
Anne Arundel	0	(135)	(273)	(438)	(367)	(271)	(139)	(14)
Baltimore City	0	(290)	(604)	(1,134)	(775)	(542)	(265)	(29)
Baltimore	0	(163)	(338)	(572)	(483)	(354)	(181)	(19)
Calvert	0	(169)	(298)	(477)	(413)	(308)	(155)	(17)
Caroline	0	(282)	(567)	(880)	(668)	(475)	(238)	(27)
Carroll	0	(161)	(273)	(446)	(387)	(291)	(145)	(15)
Cecil	0	(218)	(403)	(632)	(517)	(378)	(190)	(21)
Charles	0	(188)	(341)	(525)	(443)	(326)	(162)	(18)
Dorchester	0	(254)	(502)	(735)	(594)	(412)	(206)	(23)
Frederick	0	(167)	(289)	(459)	(400)	(297)	(149)	(16)
Garrett	0	(220)	(423)	(612)	(513)	(396)	(198)	(23)
Harford	0	(182)	(318)	(503)	(421)	(309)	(154)	(17)
Howard	0	(127)	(233)	(393)	(343)	(257)	(131)	(14)
Kent	0	(196)	(455)	(633)	(509)	(358)	(185)	(21)
Montgomery	0	(124)	(282)	(463)	(389)	(293)	(155)	(17)
Prince George's	0	(249)	(507)	(842)	(651)	(470)	(237)	(24)
Queen Anne's	0	(146)	(272)	(410)	(341)	(255)	(128)	(13)
St. Mary's	0	(202)	(362)	(542)	(459)	(335)	(169)	(19)
Somerset	0	(309)	(654)	(1,033)	(732)	(515)	(257)	(29)
Talbot	0	(129)	(292)	(394)	(316)	(228)	(119)	(13)
Washington	0	(205)	(384)	(597)	(490)	(353)	(176)	(20)
Wicomico	0	(247)	(503)	(807)	(615)	(440)	(224)	(26)
Worcester	0	(129)	(287)	(413)	(321)	(226)	(118)	(13)
Total	\$0	(\$188)	(\$376)	(\$624)	(\$496)	(\$361)	(\$182)	(\$19)

Exhibit 7
Estimated Reduction in Local School Systems Spending
for Full-day Kindergarten and Targeted Pre-kindergarten
(\$ in thousands)

<u>County</u>	<u>FY 2005</u>	<u>FY 2006</u>	<u>FY 2007</u>	<u>FY 2008</u>	<u>FY 2009</u>	<u>FY 2010</u>	<u>FY 2011</u>	<u>FY 2012</u>
Allegany	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Anne Arundel	830	1,660	2,654	3,598	2,829	1,755	806	0
Baltimore City	169	348	540	685	450	266	0	0
Baltimore	443	862	1,362	1,837	1,328	979	472	0
Calvert	237	432	699	983	743	490	219	0
Caroline	0	0	0	0	0	0	0	0
Carroll	330	681	1,055	1,508	1,245	897	463	0
Cecil	162	334	570	712	550	317	194	0
Charles	212	335	572	768	551	316	193	0
Dorchester	3	55	111	170	118	62	61	0
Frederick	387	905	1,347	1,929	1,308	838	399	0
Garrett	0	0	0	0	0	0	0	0
Harford	318	606	912	1,291	966	563	258	0
Howard	515	1,117	1,702	2,384	1,750	1,140	689	0
Kent	56	2	61	64	3	2	0	0
Montgomery	1,253	2,652	4,076	5,591	4,051	2,790	1,361	0
Prince George's	113	179	305	381	199	132	0	0
Queen Anne's	52	155	165	279	228	120	60	0
St. Mary's	113	234	417	555	383	264	135	0
Somerset	1	2	54	109	58	59	1	0
Talbot	0	0	0	0	0	0	0	0
Washington	213	440	629	884	667	497	197	0
Wicomico	106	268	440	571	415	304	128	0
Worcester	<u>1</u>	<u>53</u>	<u>56</u>	<u>3</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>0</u>
Total	\$5,512	\$11,320	\$17,727	\$24,303	\$17,845	\$11,793	\$5,637	\$0

