



GRANT INFORMATION GUIDE

Local Application for Federal Funds (LAFF) Federal Fiscal Year (FFY) 2023 State Fiscal Year (SFY) 2024

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Deadline
June 30, 2023
No later than 5:00 p.m. EDT

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

The Individuals with Disabilities Education Act (IDEA) is a federal law that makes available a Free Appropriate Public Education (FAPE) to eligible children with disabilities throughout the nation and ensures special education and related services to those children. The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 7.5 million eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers (birth through age 4) with disabilities and their families receive early intervention services under IDEA Part C. Children and youth (ages 3 through 21) receive special education and related services under IDEA Part B.

The Blueprint for Maryland's Future (Blueprint) is Maryland's plan intended to transform Maryland's education system, increasing education funding, enriching student experiences, and accelerating student outcomes for all students. The foundation to elevate every child to reach their full potential is organized into five (5) pillars; Pillar 1: Early Childhood Education, Pillar 2: High-Quality & Diverse Teachers and Leaders, Pillar 3: College and Career Readiness, Pillar 4: More Resources for Students to be Successful, and Pillar 5: Governance & Accountability. The detailed practices outlined in each pillar are explicit in its support to student groups that are most at risk, including students with disabilities.

In the law, Congress states that "disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities."

Maryland Local Education Agencies (LEAs) and Public Agencies (PAs) are eligible to receive subawards of federal IDEA funds granted to the State of Maryland to support its early intervention and special education programs and must comply with applicable federal and state programmatic and fiscal regulations. The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), as the recipient of IDEA funds, is responsible for ensuring that all LEAs/PAs comply with all federal and state regulations. Practices must be aligned with the requirements and guidance outlined within the Blueprint.

It is the expectation that all Maryland Local Education Agencies (LEAs) and Public Agencies (PAs) eligible to receive subawards of federal IDEA funds granted to the State of Maryland demonstrate alignment to key implementation priorities identified in the Blueprint. Applicants shall:

- Explore innovative options for expanding special education services and supports across a wide range of settings including community schools, wraparound services for children with disabilities and their families through Judy Centers and Patty Centers, as well as targeted improvements to cohorts of low performing schools. Programming builds on research demonstrating the academic, social, and emotional learning benefits of participating in early intervening supports, and pre-kindergarten options with typically developing peers.

- Identify advanced solutions for addressing challenges related to Part B SPP (State Performance Plan) /APR (Annual Performance Results) Indicators related to Graduation, Drop-Out Rates, and Post-School Outcomes that develop “soft skills” related to employment and educational success, increase meaningful participation in secondary education with high expectations, and prepare students with disabilities and their families for independence in learning and living. Strategies include flexible pathways allowing students with disabilities opportunities to develop in-depth knowledge of subject area content, earn postsecondary credits or industry-recognized credentials, Department of Labor registered apprenticeships and/or engage in competitive entry college preparation programs.
- Target support to children with disabilities and families based on differentiated needs. These needs shall consider the development and implementation of enhanced supports to children and youth living in areas of concentrated poverty, delivery of equitable services for Parentally Placed Private School Children with Disabilities (PPPSCD), and the mitigation of root cause factors impacting significant disproportionality based on race and ethnicity for identification of students as having disabilities, placement of these students in particular education settings, and/or disciplinary actions, including suspensions and expulsions.

The State Fiscal Year (SFY) 2024 Local Application for Federal Funds (LAFF) and the associated submissions described herein are requirements necessary for the MSDE, DEI/SES to discharge its administrative responsibilities related to its subawards of federal IDEA Part B funds. However, compliance with the MSDE instructions and procedures does not relieve a subrecipient of federal grant funds from responsibility for compliance with all applicable federal and State regulations.

State and federal regulations under the IDEA require that each LEA/PA apply for the expenditure of federal funds. Each LEA/PA must develop the LAFF with meaningful public input from entities such as its Special Education Citizen Advisory Committee (SECAC), parents, community partners, special and general educators, and administrators.

Through the LAFF, the LEA/PA provides assurances of compliance with federal and State regulations and reports on the proposed expenditures of allocated federal funds to provide a free appropriate public education (FAPE) for students with disabilities aligned to Blueprint goals and priorities. Information entered should be based on performance results, child count data, identification and correction of noncompliance, and other issues and concerns. In addition, each LEA/PA must certify that its current policies and procedures are available for review. The policies and procedures must address federal and State requirements for the local administration and implementation of the IDEA and the Code of Maryland Regulations (COMAR).

Authorization

[PL 108-446 PART - B INDIVIDUAL WITH DISABILITIES EDUCATION ACT](#)

Name of Grant Program

Local Application for Federal Funds (LAFF)

Purpose

The purpose of IDEA funds are as follows:

- to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- to ensure that the rights of children with disabilities and parents of such children are protected;
- to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and
- to assess and ensure the effectiveness of efforts to educate children with disabilities.

Dissemination

This Grant Information Guide (GIG) will be released on April 28, 2023

Deadline

Proposals are due no later than 5:00 p.m. on June 30, 2023. Subsequent submission requirements that accompany your proposal are, if applicable:

- June 30, 2023 - Submission of CCEIS Plans, if applicable.
- August 15, 2023 - Submission of Local Implementation for Results Plan (LIR)

Grant Period

- July 1, 2023 - September 30, 2025, for 27-month grants
- July 1, 2023 - September 30, 2024, for 15-month grants
- October 1, 2023 - September 30, 2025, for 24-month grants

Funding Amount Available

Funding through IDEA Part B Section 611 and Section 619 is formula-based. Funding allocations vary by LEA, PA, Department of Juvenile Justice, and Adult Correctional Education.

Estimated Number of Grants

The LAFF is awarded to 25 LEAs, 2 PAs, the Department of Juvenile Justice, and Adult Correctional Education.

Submission Instructions

The LAFF electronic application can be downloaded via the [Office of Grants Administration and Compliance website](#). Download and complete the application. Attach any required appendices. An electronic copy with all required signatures must be uploaded in PDF format to the program's designated shared folder on the MSDE [MOVEit](#) Secure File Transfer Website. Use the following naming convention for your grant submissions: PBG_LEA.ID_2024_LAFF_App.pdf. For more information about MOVEit Secure File Transfer Website Access and Submission Procedures, access the document [here](#).

State Responsibilities

The MSDE is responsible for providing the required information, data, documentation, and technical assistance to facilitate the grantee's work performance and will provide such additional assistance when requested.

Program Contact

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Eligibility

For purposes of establishing the LEA's eligibility for an award for a fiscal year, the MSDE must determine that the LEA budgets, for the education of children with disabilities, are at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:

Local funds only:

- The combination of State and local funds;
- Local funds only on a per capita basis; or
- The combination of State and local funds on a per capita basis. [34 CFR §300.203](#) [Authority: [20 U.S.C. 1413\(a\)\(2\)\(A\)](#), [Pub. L. 113-76](#), 128 Stat. 5, 394 (2014), [Pub. L. 113-235](#), 128 Stat. 2130, 2499 (2014)].

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have policies, procedures, and programs in effect that are consistent with the State policies and procedures established under [34 CFR §§ 300.101](#) through [300.163](#), and [34 CFR §§ 300.165](#) through [300.174](#).

Use of Funds

IDEA Part B Passthrough

An LEA is eligible for assistance under Part B of IDEA if the agency submits a plan that provides assurances to the State Education Agency (SEA) that the LEA meets each of the conditions in [34 CFR §§ 300.201](#) through [300.213](#). [Authority: [20 U.S.C. 1413\(a\)](#)]

Funds under IDEA Part B Passthrough must be:

- Aligned with the intended populations they serve:
 - Passthrough: Part B Section 611 Grants-to-States funds must be used to serve children ages 3-21 (CFDA) [#84.027](#); and
 - Preschool Passthrough: Part B Section 619 Preschool Grants funds must be used to serve children ages 3 -5 (CFDA) [#84.173](#).
- Expended in accordance with the applicable provisions of this [part](#)
- Used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with [paragraph \(b\)](#) of this section; and
- Used to supplement State, local, and other Federal funds and not to supplant those funds.

Funds under Part B Passthrough may be used for:

- Personnel development to ensure that all personnel necessary to carry out IDEA, Part B Section 611 and/or Section 619 are appropriately and adequately prepared and trained.
- The costs of special education, related services, and supplementary aids and services, provided in a regular class or other education setting to a child with a disability according to the child's IEP, even if one or more nondisabled child benefits from these services.
- Appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities, that is needed to implement those case management activities.

Funds under Part B Passthrough may not be used for:

- All of the costs directly attributable to the education of a child with a disability;
- Supplanting existing services;
- Capital improvements; or
- Cost(s) incurred prior to the approval of the grant.

Per [2 CFR §200.458](#), pre-award costs, incurred before the effective date of the subaward directly according to the negotiation and in anticipation of the award where such are necessary for efficient and timely performance of the scope of work, are allowable only to the extent that they would have been allowable if incurred after the date of the award and only with the written approval of the awarding agency. Unless otherwise specified by the awarding agency, if charged to the award, these costs must be charged to the initial budget period of the award.

Parentally Placed Private School Children with Disabilities (PPPSCD)

An LEA is eligible for assistance under Part B of IDEA if the agency submits a plan that provides assurances to the State Education Agency (SEA) that the LEA meets each of the conditions in [34 CFR §§ 300.201](#) through [300.213](#). [Authority: [20 U.S.C. 1413\(a\)](#)]

Funds under PPPSCD Part B Section 611 and Section 619 of IDEA must be:

- Expended in accordance with the applicable provisions of this part;
- Used to provide children in the program with special education and related services, including direct services in accordance with a Services Plan as a result of timely and meaningful consultation with private school representatives and representatives of parents of parentally placed private school children with disabilities; and
- Used for the purchase of equipment and supplies which are secular, neutral, and non-ideological, and used for the provision of Part B services.

Funds under PPPSCD Part B Section 611 and Section 619 of IDEA may be used for:

- The cost of transportation, if necessary, for the child to benefit from or participate in services provided in this [part](#).
- LEA staff's salaries and wages of LEA staff in providing special education and related services to parentally placed private school children with disabilities.
- Private school personnel providing special education and related services outside of the duty day with public supervision and control.
- To serve children ages 3 through 5 under the equitable services provisions for children with disabilities parentally enrolled in a private school or facility meeting the definition of "elementary school" per IDEA regulations.

Funds under PPPSCD Part B Section 611 and Section 619 of IDEA may not be used for:

- Services to children aged 3 through 5 enrolled in a private preschool or facility not meeting the definition of "elementary school" per IDEA regulations;
- Financing the existing level of instruction in the private school;
- Services provided in segregated classrooms; or
- Repairs, minor remodeling, or construction of private school facilities.

If an LEA determines that it cannot fully spend its PPPSCD funds within the SFY 2023, the LEA may request an amendment to reallocate the PPPSCD funds for allowable Passthrough expenditures.

Coordinated Early Intervening Services (CEIS)

For guidance related to the use of funds for CCEIS, see the [Allowable Costs for CCEIS](#) resource.

Special Education Citizens Advisory Committee (SECAC)

Funding for SECAC Part 611 supports activities of the LEA's SECAC as it operationalizes the requirements of [COMAR 13A.05.02.13.1](#). All funds are to be fully expended within the grant period. Costs associated with supplies and materials must directly align with the grant activity and may not exceed 10 percent of the total grant award.

For those LEAs receiving an allocation for SECAC activities, complete the required section of the SFY 2024 LAFF Application.

Family Support Systems (FSS)

Funds for FFS Part 611 must:

- Support actions and resources that foster strong family partnerships and engagement; and
- Support the school and community personnel to empower families to make informed decisions contributing to the success of their children with disabilities.

Funds for FFS Part 611 may be used for:

- Salaries, wages, and associated fixed costs of the LEA Family Support Services coordinator;
- Supplies and materials aligned to grant activity not exceeding ten (10) percent of the total award;
- Costs associated with attending a conference inclusive of fees, transportation, and per diem; and
- Costs associated with providing food and beverages for family-centered face to face events, See the June 2013 MSDE [Memorandum regarding the Use of Grant Funds for Food with Federal FAQ](#) for additional guidance.

Funds for FFS Part 611 may not be used for:

- Indirect administrative costs, or
- Promotional items, memorabilia, including models, gifts, and souvenirs.

LEAs receiving an allocation for FSS activities must complete the required [SFY 2024 Family Support Services Template](#).

Local Implementation for Results (LIR)

The LIR grants are formula-based State priority grant opportunities provided to each LEA/PA serving as a catalyst for addressing systemic change priorities aligned with the three *Moving Maryland Forward* Strategic Imperatives: Early Childhood, Secondary Transition, and Access-Equity-Progress and the *Blueprint for Maryland's Future*.

It is expected that eligible LEAs/PAs that receive subawards of federal IDEA funds granted to the State of Maryland also demonstrate alignment to key implementation priorities identified in the *Blueprint for Maryland's Future*. An emphasis on the Pillars impacting the achievement of students within a birth to age 21 learning model ensures alignment with the core improvement actions.

- Applicants shall explore innovative options for expanding special education services and supports across a wide range of settings including private partners participating in Maryland’s PreK program, community schools, wraparound services for children with disabilities and their families through Judy Centers and Patty Centers, as well as targeted improvements to cohorts of low performing schools. Programming should build on research demonstrating the academic, social, and emotional learning benefits of participating in early intervening supports, and pre-kindergarten options with typically developing peers (see [Pillar 1: Early Childhood Education](#)).
- Applicants shall identify advanced solutions for addressing challenges related to Part B SPP (State Performance Plan) / APR (Annual Performance Results) Indicators related to Graduation, Drop-Out Rates, and Post-School Outcomes that develop “soft skills” related to employment and educational success, increase meaningful participation in secondary education with high expectations, and prepare students with disabilities and their families for independence in learning and living. Strategies include flexible pathways for students with disabilities to develop in-depth knowledge of subject area content, earn postsecondary credits or industry credentials, and/or apprenticeships through the Department of Labor that will support competitive entry college preparation programs and/or competitive employment post school (see [Pillar 3: College and Career Readiness](#)).
- Applicants shall target support to children with disabilities and families based on differentiated needs. These needs shall consider the development and implementation of enhanced academic, social, and/or behavioral supports to children and youth living in areas of concentrated poverty, delivery of equitable services and/or the mitigation of root cause factors impacting significant disproportionality based on race and ethnicity for identification of students as having disabilities, placement of these students in particular education settings, and/or disciplinary actions, including suspensions and expulsions (see [Pillar 4: More Resources for Students to be Successful](#)).

Consortia

Funds for Consortia Part B Section 611 and Section 619 of IDEA must:

- Establish and implement cost or risk sharing funds, consortia, or cooperatives for the LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high-cost special education and related services;
- Support special education and related services to children with disabilities age 3 - 5 years [Part B Section 619 allocation]; and
- Support special education and related services to children with disabilities Birth to 21 years [Part B Section 611 allocation].

Program Requirements

Recipients of federal funds are required to register and maintain active status on the federal government's System for Award Management (SAM) website. Active status will ensure that the LEA/PA has been assigned a Unique Entity Identifier (UEI) and the local early intervention system contact list. The MSDE, DEI/SES must be notified if there are changes to the Early Intervention System Contact List.

Application

Cover Page

Recipients of federal funds are required to register and maintain active status on the federal government's [System for Award Management \(SAM\) website](#). Active status will ensure that the LEA/PA has been assigned a Unique Entity Identifier (UEI), as well as the local early intervention system contact list. The MSDE, DEI/SES must be notified if there are changes to the Early Intervention System Contact List.

Note: Starting on April 4, 2023, the Integrated Award Environment (IAE) will comply with the federal government's requirement to end the use of the DUNS number for federal award management. If your organization is currently registered in SAM.gov with either an active or inactive registration, you have already been assigned a UEI. Your UEI is viewable on your entity's registration record in SAM.gov. On or after April 4, entities not registered in SAM.gov will be assigned a UEI when they register and will not need to use a DUNS for entity registration or reporting.

Official correspondence will be sent to the mailing address and email addresses of the Superintendent/Head of Agency, Chief Financial Officer, and the Director of Special Education noted on the Cover Page. It is the responsibility of the LEA/PA to disseminate information, as needed. The LEA/PA is responsible for updating the LEA/PA contact information if personnel changes are made.

General Education Provisions Act (GEPA)

Section 427 of the U. S. Department of Education's (Department) General Education Provisions Act ([GEPA](#)) applies to all applicants for new grant awards under Department programs. Section 427 requires each applicant for federal funds to include in its application a statement that includes the steps the applicant proposes to take to ensure equitable access to and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs. The GEPA allows applicants' discretion in developing the required statement. The statute highlights six (6) types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

Maintenance of Effort (MOE) and Excess Cost

The LEA must demonstrate compliance with IDEA MOE requirements. The MOE eligibility is achieved when budgeted expenditures for the upcoming fiscal year equal to or exceed the actual expenditures of the preceding fiscal year for which actual expenditures are available [[34 CFR §§300.203\(b\)\(2\)](#)].

The LEA is only required to report one option to demonstrate MOE eligibility. However, the MSDE, DEI/SES recommends that the LEA complete and maintain calculations of the IDEA MOE using all four (4) options in case it becomes necessary to demonstrate MOE using an alternative option in a subsequent year.

- Option #1 - Total local funds only.
- Option #2 - Local funds only per capita.
- Option #3 - Total State and local funds. or
- Option #4 - State and local funds per capita.

Regulations regarding the MOE:

- [34 CFR §300.203](#) Maintenance of Effort.
- [34 CFR §300.204](#) Exception to Maintenance of Effort; and
- [34 CFR §300.205](#) Adjustment to local fiscal efforts in certain fiscal years.

Regulations Regarding Excess Cost:

- [34 CFR §300.16](#) Excess Cost.
- [34 CFR §300.202](#) Use of amounts; and
- [34 CFR Appendix A to Part 300 Excess Costs Calculation.](#)
- Consistent with [2 CFR §§200.333](#) and [200.336](#), each LEA is responsible for maintaining sufficient documentation to verify eligibility and compliance with the MOE and Excess Cost ([34 CFR §§300.202 – 300.205](#)).

Note: The SFY 2024 Excess Template and Certification is submitted separately and is due January 31, 2024.

Consequence of Not Meeting MOE

An LEA is not eligible to receive IDEA Part B funds until it has met the MOE eligibility (i.e., budget) standard. If an LEA fails to meet its MOE compliance (i.e., expenditure) standard, its SEA must repay the U.S. Department of Education. The state's repayment obligation must be met using non-federal funds, or funds for which accountability to the federal government is not required is either the difference between what the LEA spent and what it should have spent to meet the MOE requirement, or the amount of the LEA's Part B subgrant for that fiscal year, whichever is lower. The SEA can require the LEA to reimburse the SEA for this amount or can opt to cover the penalty itself. [80 FR 23643, page 23643-23671 \(29 pages\)](#)

Parentally Placed Private School Children with Disabilities (PPPSCD)

Parentally-placed private school children with disabilities refers to children with disabilities enrolled by their parents in private, including religious schools or facilities that meet the definition of an elementary school in [34 CFR §§300.13](#) or secondary school in [34 CFR §300.36](#), other than children with disabilities covered under [34 CFR §§300.145](#) through [300.147](#).

The SFY 2023 Plan for Parentally Placed Private School Children with Disabilities (PPPSCD) identifies the LEA procedures and activities that ensure compliance with [IDEA USC §1412\(a\)\(10\)\(A\)](#) and the federal regulations [34 CFR §§300.130-300.144](#). The LEA must include in its proportionate share calculation all eligible children with disabilities enrolled by their parents in private, including religious, elementary, and secondary schools located in the LEA, and also include those children whose parents decline all publicly funded services and place their children with disabilities in a private school at their own expense. The Office of Special Education and Rehabilitative Services (OSERS) - Office of Special Education Programs (OSEP) [Questions and Answers on Serving Children with Disabilities Placed by their Parents in Private Schools](#) (revised February 2022) provides specific guidance regarding IDEA requirements applicable to this population of children with disabilities and their families. This revised document supersedes guidance provided in the Office of Special Education and Rehabilitation Services Questions and Answers on Serving Children with Disabilities Placed by Their Parents at Private Schools, issued in April 2011.

For the PPPSCD program, LEAs are required to:

- Conduct a thorough and complete Child Find process.
- Engage in timely and meaningful consultation in making its determination regarding the delivery of equitable services, including location and transportation, and will receive written affirmation of consultation from the private schools.
- Maintain documentation to show the number of children evaluated and determined to be a child with a disability, and the type of services provided.
- Obtain parental consent for the delivery of services by the LEA.
- Expend the determined proportionate share of the federal IDEA Part B Section 611 and Part B Section 619 funds on equitable services, and
- Develop and implement complaint procedures for private school officials regarding consultation and parents regarding failure to meet Child Find requirements.

Coordinated Early Intervening Services (CEIS)

IDEA Section 618(d) requires States to collect and examine data to determine if “significant disproportionality” based on race and ethnicity is occurring in the State and the LEAs with respect to Identification, Placement, and/or Disciplinary Removal. Maryland utilizes a standard methodology using risk ratios to analyze disparities across seven racial or ethnic groups, comparing each to all other children within the LEA in 14 different categories of analysis.

Significant Disproportionality is the persistent over-representation of one or more student groups in one or more of the above categories that does not show meaningful signs of improving. An LEA is determined to have significant disproportionality if it has one or more subgroups of students evidencing a risk ratio of greater than 2.0 for two or more consecutive years (unless the risk ratio declines by a defined amount (.15 if less than 4.0 and .5 if over 4.0) from one year to the next. ([COMAR 13A.05.02.04](#), Adopted May 22, 2018).

Comprehensive Coordinated Early Intervening Services (CCEIS)

IDEA regulations guiding the mandatory provision of Comprehensive Coordinated Early Intervening Services (CCEIS) were revised in 2016. These regulations require LEAs identified by the State as having significant disproportionality based on race or ethnicity to reserve 15% of IDEA Part B Section 611 and Section 619 funds to implement a comprehensive system of proactive and responsive actions to address root cause factors contributing to significant disproportionality.

Per [34 CFR §300.646](#), an LEA identified as having significant disproportionality based on race and ethnicity for identification of students as having disabilities, placement of these students in particular education settings, and/or disciplinary actions, including suspensions and expulsions, will be required to set aside 15% of its Part B Section 611 Passthrough and Part B Section 619 Preschool Passthrough allocations for CCEIS on its SFY 2023 Estimated Allocation Sheet. While the 15% reservation is calculated based on the LEA Part B Section 611 and Part B Section 619 allocations, the LEA has the flexibility regarding whether the reservation is made with Part B Section 611 funds, Part B Section 619 funds, or both. An LEA retains this flexibility regardless of the age of the children who will be receiving CCEIS. Regardless of how an LEA chooses to reserve Part B funds, there must be documentation that the full 15% were reserved and used to provide CCEIS under [34 CFR §300.646 \(d\)](#). Also, see [34 CFR §76.731](#).

The CCEIS funds are reserved for serving children who are not currently identified as requiring special education or related services but who need additional academic and behavioral support to succeed in a general educational environment. Additionally, the reserved CCEIS funds may be used to serve children currently identified as requiring special education or related services (funds may be used primarily, but not exclusively, for these children).

LEAs are required to conduct a review of data from multiple sources to determine patterns, trends, and root cause factors. This data analysis must examine the decision-making processes, procedures, and practices for students ages 3 through 21 with an intentional focus on the impact of Identification, Placement, and Disciplinary Removals on local system trends, patterns, and outcomes.

LEAs are required to address each area above by providing data and analysis, discussion of the self-assessment process, a reflection on the root causes for the identified area(s) of significant disproportionality, and the types of actions the LEA plans on taking to address the significant disproportionality. Types of actions to consider may include:

- Professional learning and coaching to improve implementation of supports and interventions.
- Professional learning and coaching to address implicit bias, inconsistent decision making, or other factors.
- Implementation of academic interventions and supports with targeted students.
- Implementation of behavioral interventions and supports with targeted students.
- Review and revision of policies and procedures; and
- Monitoring of implementation of policies and procedures (required annually).

Key Planning Considerations:

- Build systemic awareness and the leadership support necessary to implement organizational change and promote sustainability.
- Identify and convene a local implementation team representing both special and general education to meet regularly to determine critical planning, development, and evaluation of improvement processes.
- Establish a diverse stakeholder group inclusive of external and internal partners to develop an understanding of disproportionality and the conditions resulting in the local systems identification as significantly disproportionate.
- Engage in a self-assessment/data review process to determine the root cause factors creating the area(s) of significant disproportionality.
- Use the root cause factors to plan for proactive and responsive actions necessary to increase equity and decrease disproportionality at the district, school, and/or classroom level.
- Consider implementation drivers: staffing, training, ongoing coaching, and consultation, staff performance evaluation, data systems that support decision making, progress monitoring, implementation with fidelity, and effective evaluation.
- Identify a structure of professional learning experiences that builds the capacity of local general and special education personnel who are engaged in the day-to-day implementation of change efforts.

- Develop a system for evaluation of plan outcomes that emphasizes teacher/staff fidelity of implementation as well as student outcomes.
- Complete the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan; and
- Align projected expenditures with CCEIS Plan outcomes.

LEAs must complete the [SFY 2024 Maryland CCEIS Plan Template](#) and related budget documents. The completed plan and budget documents are attached as an appendix to the SFY 2024 LAFF Application. The MSDE, DEI/SES provides extensive resources and guidance for the development, implementation, and monitoring of the Maryland CCEIS Plan. See the [SFY 2024 Maryland Comprehensive Coordinated Early Intervention Resource](#) for additional support and background information related to significant disproportionality.

Collaborative planning with MSDE, DEI/SES personnel is a recommended component of plan development.

Voluntary Coordinated Early Intervening Services (CEIS)

Per 34 CFR §300.226, an LEA may choose to use up to 15% of its IDEA Part B Section 611 Passthrough and Part B Preschool Passthrough (619) allocation to develop and implement CEIS for students in grades K-12 not currently identified as requiring special education or related services, but who need additional academic and behavioral support to succeed in the general education environment. An LEA opting for voluntary CEIS must contact their MSDE, DEI/SES Grant Liaison before the submission of the SFY 2024 LAFF.

Special Education Citizens Advisory Council (SECAC)

Resources are allocated to provide each local director of special education with meaningful input as to the needs of students with disabilities within the local jurisdiction through a Special Education Citizens Advisory Council (SECAC). The utilization of grant funds is expected to support the operation of the LEA's SECAC. The SECAC operates as a partnership among parents and families, community leaders and organizations, educators, and administrators at the local level. On September 28, 2004, the MSDE adopted regulations for each local school system to establish a SECAC to advise the local school system on the needs of students with disabilities within the jurisdiction. Each LEA must comply with the requirements of COMAR 13A.05.02.13.I. All funds should be fully expended within the grant period.

Family Support Services Funds

The SFY 2024 Family Support Systems Plan provides the opportunity for the LEA to construct a plan which fosters strong family partnerships. These partnerships support the school and community personnel to empower families to make informed decisions and contribute to their children’s educational success. Collaboration is essential in promoting family engagement. Family Support Systems funds may support the work of local family partnerships and targeted needs relative to State Action Imperatives: Early Childhood, Secondary Transition, and Access, Equity and Progress. Targeted strategies for cultivating family partnerships are noted in the MSDE, DEI/SES Strategic Plan: *Moving Maryland Forward* and may be helpful in the development of a local plan. The Family Support Systems Plan is developed using the Team – Analyze – Plan – Implement – Track (TAP-IT) model to identify improvement targets and establish measurable goals and outcomes that reflect progress toward the improvement area(s). LEAs must submit a Family Support Systems Plan.

Local Implementation for Results (LIR)

The LIR grants are a formula-based State priority grant opportunity provided to each LEA serving as a catalyst for addressing systemic change priorities aligned with the three *Moving Maryland Forward* Strategic Imperatives: Early Childhood, Secondary Transition, and Access-Equity-Progress and focused on child, student, and family outcomes and specific disparities to the federal Indicators (State Performance Plan (SPP) and Annual Performance Results (APR)). It is also expected that eligible LEAs /PAs that receive subawards of federal IDEA funds granted to the State of Maryland also demonstrate alignment to key implementation priorities identified in the Blueprint for Maryland’s Future. An emphasis on the Pillars impacting the achievement of students within a birth to age 21 learning model ensures alignment with the core improvement actions. See detailed examples in LIR portion of the Use of Funds section, above.

Using data-driven decision making the LEA identifies the change actions including, evidence-based practices, strategic collaboration, families as engaged partners necessary to narrow performance gaps for children and youth with disabilities, ages birth through twenty-one and their families. The LEA will receive allocations aligned to the Strategic Imperatives. Flexibility options are available for the reallocation and use of the LIR State-priority funds with the approval of the Deputy Superintendent. Funding may be realigned to address work across imperatives and/or LEAs. A change in the LEA’s allocation document will be made to reflect changes.

- **Work Across Imperatives:** The LEA may request to increase the state-determined allocation given for a specific Imperative while decreasing the allocation for another (e.g., LEA increases the allocation for Early Childhood LIR by decreasing the allocation for Secondary Transition LIR by the same amount).
- **Work Across LEAs:** LEAs may request a collaborative commitment of funds among one or more LEAs working together to implement LIR plan strategies (e.g., four LEAs combine efforts and funding to sponsor capacity building activities utilizing a contracted vendor).

SFY 2024 LIR grant submission requires completing the appropriate Local Implementation Plan for Results Discretionary Funding template per Strategic Imperative, [signed C-1-25 MSDE budget form](#), and budget detail. Materials and supplies for each grant proposal are capped at 10 percent.

SFY 2024 LIR Plans are due to MSDE on or before August 15, 2023. Plans uploaded to [MOVEit](#).

Consortia Part B Section 611 and Section 619

Consortia funding provides supplemental financial support to a partnership of local school systems utilizing pooled resources to improve educational outcomes by way of specific Individualized Education Program service delivery options for children with disabilities not addressed through local Part B 611, Passthrough, Part B 619 Preschool Passthrough, or existing discretionary funding allocations.

The lead LEA submits a scope of work inclusive of the area of need, the number of students disaggregated by a LEA, age range 3 to 5 years and 3 to 21 years, and service area. The scope of work describes the intended outcomes based on the implementation of the plan. Data summarizing program improvement intended outcomes is provided, and related expenditures are reported in the Interim and Final Progress – Cumulative Variance Reports.

The scope of work/plan must include:

- A description of the services and/or activities to be provided; and
- Data related to program improvement based on the identified area(s) of focus.

The lead LEA completes the Consortia Template included in the SFY 2024 LAFF Application.

Budget and Budget Detail

LEAs must submit a budget C-1-25 form and budget detail as an appendix for each line of the LEA's FFY 2023/SFY 2024 IDEA Allocation Sheet.

IDEA Part B Section 611 funds

- Passthrough
- Passthrough Parentally Placed Private School Children with Disabilities (PPPSCW)*
- Comprehensive Coordinated Early Intervening Services (CCEIS)*

IDEA Part B Section 611 State-Targeted Priority funds

- Special Education Citizens Advisory Committee (SECAC)*
- Family Support Services*
- Consortia*
- Local Implementation for Results
- IDEA Part B Section 619 funds
- Preschool Passthrough
- Preschool Passthrough Parentally Placed Private School Children with Disabilities (PPPSCD)*
- Preschool Comprehensive Coordinated Early Intervening Services (CCEIS)*

* If applicable to the LEA.

Appendices

The following grant components must be completed and included with the LEA Application:

- Appendix A: Cover Sheet with LEA Contact Information List and a screenshot/proof of the Unique Entity Identifier (UEI) from the System for Award Management www.sam.gov
- Appendix B: GEPA, Certification (signed)
- Appendix C: Maintenance of Effort Template (signed)
- Appendix D: LEA/PA Certifications and Assurances (signed)
- Appendix E: Federal and Local Eligibility Assurances (signed)
- Appendix F: [Federal Certifications Regarding Lobbying, Debarment, Suspension, Other Responsibility Matters, and Drug-Free Workplace](#) (signed)
- Appendix G: State Assurances (signed)
- Appendix H: Federal Local Eligibility Assurances required by Part B of the IDEA [[20 USC §1413](#)] and [34 CFR §300.200](#) (signed)
- Appendix I: SFY 2023 - SFY 2024 Comparative Staffing/Funding Data Form
- Appendix J: SFY 2024 Preschool Special Education & Related Services Budgeted Expenditures, (signed), if applicable
- Appendix K: SFY 2024 CCEIS Plan Template (signed), if applicable
- Appendix L: SFY 2024 Family Support Services Template, (signed)
- Appendix M: SFY 2024 LIR Plan Template (signed)
- Appendix N: SFY 2024 Consortia Template, (signed) if applicable
- Appendix O: A [signed C-1-25 MSDE budget form](#) and budget detail form for Part B Section 611 Passthrough
- Appendix P: A [signed C-1-25 MSDE budget form](#) and budget detail form for Part B Section 611 Passthrough aligned with PPPSCD plan, if applicable
- Appendix Q: A [signed C-1-25 MSDE budget form](#) and budget detail form for Part B Section 619 Preschool Passthrough
- Appendix R: A [signed C-1-25 MSDE budget form](#) and budget detail form for Part B Section 619 Preschool Passthrough aligned with PPPSCD plan
- Appendix S: A [signed C-1-25 MSDE budget form](#) and budget detail form for Part B Section 611 CCEIS, if applicable
- Appendix T: A [signed C-1-25 MSDE budget form](#) and budget detail form for Part B Section 619 CCEIS, if applicable

- Appendix U: A [signed C-1-25 MSDE budget form](#) and budget detail form for SECAC, if applicable
- Appendix V: A [signed C-1-25 MSDE budget form](#) and budget detail form for Family Support Services, if applicable
- Appendix W: A [signed C-1-25 MSDE budget form](#) and budget detail form for Consortia 611, if applicable
- Appendix X: A [signed C-1-25 MSDE budget form](#) and budget detail form for Consortia 619, if applicable
- Appendix Y: A [signed C-1-25 MSDE budget form](#) and budget detail form for each Part B LIR

The Review Process

MSDE will assemble an internal review committee. The review of proposals will consist of a four-part process:

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applications not meeting all pre-screening requirements will be returned to the LEA point of contact for correction. The MSDE, DEI/SES Fiscal Liaison will initiate communication with LEA.
2. A review committee established by the MSDE, DEI/SES, will evaluate applications. For Part B Section 611 and Part B Section 619 Passthrough and PPPSCD, the review committee will use a scoring checklist to review applications. For CCEIS plans, reviewers will score applications using a qualitative rubric and feedback from the review committee. For Part B State-Targeted Priority, reviewers assign numerical scores aligned to key components to the scoring rubric.
3. The MSDE, DEI/SES will provide feedback to the LEA with a due date for any necessary revision and/or edits of programmatic and/or fiscal content. Applicants may be scheduled for an oral program presentation or technical assistance conference as the review committee determines.
4. Final approval of awards will be determined by the review committee. Applicants will be notified of the final decision.

Award Notification

Notification of a *substantially approvable grant application* will be sent to the LEA Superintendent of Schools by email within 30 days of the deadline to submit proposals. Approved proposals may begin implementing the program as soon as the award notification letter is received. The Notice of Grant Award (NOGA) will be forthcoming within 3 weeks of the approval letter.

Reporting Requirements

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements
September 30, 2023	Board-approved SFY 2024 Special Education Staffing Plan consistent with COMAR 13A.05.02.13D(2) Medicaid Federal Funds
November 30, 2023	SFY 2023 Preschool Special Education and Related Services Actual Expenditures Report Final Progress and Cumulative Variance Reports for grants ending September 30, 2023
September 30, 2024	Initial Narrative Report
January 31, 2024	Interim Progress and Cumulative Variance Report #1 for SFY 2024 grants SFY 2024 CCEIS Plan Progress Report (programmatic and fiscal) SFY 2024 (SFY 2023 Actuals) Excess Cost Template and Certification Reporting SFY 2023 MOE Eligibility Certification Template
August 15, 2024	Grant Amendment Requests for grants ending September 30, 2023
November 30, 2024	Final Progress and Cumulative Variance Reports for grants ending September 30, 2024
January 31, 2025	Interim Progress and Cumulative Variance Report #2 for SFY 2024 grants SFY 2024 CCEIS Plan Progress Report #2 (programmatic and fiscal)
November 30, 2025	Final Progress and Cumulative Variance Reports for grants ending September 30, 2025

Amendments

An LEA is required to submit a Request for Budget Amendment using the C-125-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE Office of Grants Administration and Compliance website](#) for all changes to the original grant, including, but not limited to, programmatic changes and budgetary realignments of \$1,000 or 15% of the total object and/or total category of expenditures, whichever is greater ([2 CFR §200.308](#) and State Assurances 8 and 9). Requests for budgetary realignment must also include a Grant Change Request (C-1-25-A), an updated Grant Budget (C-1-25), and a Budget Detail Form. Requests to amend a grant may be submitted at any time during the fiscal year, but no later than 45 days before the end of the grant period.

Application Timeline

An LEA is required to submit a Request for Budget Amendment using the C-125-B form found in the [Grant Budget Forms Workbook](#) on the [MSDE grants webpage](#) for all changes to the original grant, including, but not limited to, programmatic changes and budgetary realignments of \$1,000 or 15% of the total object and/or total category of expenditures, whichever is greater ([2 CFR §200.308](#) and State Assurances 8 and 9). Requests for budgetary realignment must also include a Grant Change Request (C-1-

Date	Program Milestone
April 28, 2023	Grants Information Guide and LAFF Application are released at the annual webinar for LEAs.
April 28 – June 14, 2023	MSDE, DEI/SES programmatic and fiscal teams are available to provide targeted support to LEA planning and implementation.
June 15 – June 30, 2023	Grants Review Process occurs with feedback and individualized technical assistance.
June 30, 2023	Submission of CCEIS Plans, if applicable.
August 15, 2023	Submission of Local Implementation for Results Plan (LIR)
January 31, 2024	Interim Progress and Cumulative Variance Report #1 for SFY 2024 grants SFY 2024 CCEIS Plan Progress Report (programmatic and fiscal) SFY 2024 (SFY 2023 Actuals) Excess Cost Template and Certification Reporting SFY 2023 MOE Eligibility Certification Template
August 15, 2024	Grant Amendment Requests for grants ending September 30, 2024
November 30, 2024	Final Progress and Cumulative Variance Reports for grants ending September 30, 2024
January 31, 2025	Interim Progress and Cumulative Variance Report #2 for SFY 2024 grants SFY 2024 CCEIS Plan Progress Report #2 (programmatic and fiscal)
November 30, 2025	Final Progress and Cumulative Variance Reports for grants ending September 30, 2025

Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Operations

Maryland State Department of Education
200 W. Baltimore Street - 2nd Floor Baltimore,
Maryland 21201-2595

410-767-0123 - voice

410-767-0431 - fax

410-333-6442 - TTY/TDD

The General Education Provisions Act (GEPA)

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries to overcome barriers to equitable participation.

Customer Service Support Sessions

The MSDE, DEI/SES will hold several customer service support sessions for interested applicants. A link to the virtual meeting will be sent out the week prior to the date to all LEAs. During these sessions, MSDE, DEI/SES personnel will provide technical assistance and guidance specific to grant development and submission processes. The sessions will be on:

Friday, May 5, 2023

12:30 p.m. – 1:30 p.m.

Topic: SFY 2024 Application Process

Wednesday, May 17, 2023

12:30 p.m. – 1:30 p.m.

Topic: SFY 2024 Application Process

Thursday, June 1, 2023

12:30 p.m. – 1:30 p.m.

Topic: SFY 2024 Application Process

Notes:

- On-site and/or virtual technical assistance is available upon by request
- Supplementary resources in support of LEA Team planning
- A list of Frequently Asked Questions (FAQ) and answers will be posted on the MSDE [website](#).
- This funding opportunity, including all attachments and updates, can be downloaded from the [MSDE Office of Grants Administration and Compliance website](#).

MSDE will also offer on-site and/or virtual support sessions with each LLA, led by Programmatic and Fiscal teams in addition to weekly/biweekly/mandatory office hour sessions. You may also reach out to your MSDE regional Program Monitor using the contact information listed below with questions.

Contacts

If you have questions about the application or the process, please contact the Regional Liaison for your designated region:

Region 1

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Fiscal Grants Liaison Region 1
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Region 5

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410-767-0256

Attachments

LAFF Application

LEA/PA Codes

LEA/PA CODES

- 01 = Allegany
- 02 = Anne Arundel
- 03 = Baltimore County
- 04 = Calvert
- 05 = Caroline
- 06 = Carroll
- 07 = Cecil
- 08 = Charles
- 09 = Dorchester
- 10 = Frederick
- 11 = Garrett
- 12 = Harford
- 13 = Howard
- 14 = Kent
- 15 = Montgomery
- 16 = Prince George's
- 17 = Queen Anne's
- 18 = St. Mary's
- 19 = Somerset
- 20 = Talbot
- 21 = Washington
- 22 = Wicomico
- 23 = Worcester
- 27 = MSDE/JSE
- 28 = Not used
- 29 = Adult Corrections
- 30 = Baltimore City
- 32 = SEED School
- 33 = MD School/Blind
- 34 = MD School/Deaf