OMB NO. 1820-0030 Expires: 10/31/2018

ANNUAL STATE APPLICATION UNDER PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT AS AMENDED IN 2004 FOR FEDERAL FISCAL YEAR 2017

CFDA No. 84.027A and 84.173A

ED FORM No. 9055

UNITED STATES DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION PROGRAMS Washington, DC 20202-2600

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 14 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain a grant under Section(s) 611 and/or 619 of the Individuals with Disabilities Education Act. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1820-0030. Note: Please do not return the completed *Annual State Application under Part B of The Individuals with Disabilities Education Act as Amended in 2004* to this address.

_Maryland	_
State	

Section I

A. Submission Statement for Part B of IDEA

Plea	ase selec	t 1 or 2 below. Check 3 if appropriate.			
	1.	The State provides assurances that it has in effect policies and procedures to meet all eligibility requirements of Part B of the Act as found in PL 108-446, the Individuals with Disabilities Education Act and applicable regulations (IDEA). The State is able to meet all assurances found in Section II.A of this Application.			
×	2.	The State cannot provide assurances <u>for all</u> eligibility requirements of Part B of the Act as found in PL 108-446. The State has determined that <u>it is unable</u> to make the assurances that <u>are checked as 'No' in Section II.A</u> . However, the State assures that throughout the period of this grant award the State will operate consistent with all requirements of IDEA in PL 108-446 and applicable regulations. The State will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2018. <u>The State has included the date by which it expects to complete necessary changes associated with assurances marked 'No'</u> . (Refer to Assurances found in Section II.A.)			
Opt	ional:				
	3.	The State is submitting modifications to State policies and procedures previously submitted to the Department. These modifications are: (1) deemed necessary by the State, for example when the State revises applicable State law or regulations; (2) required by the Secretary because there is a new interpretation of the Act or regulations by a Federal court or the State's highest court; and/or (3) because of an official finding of noncompliance with Federal law or regulations.			
В.	Condition	onal Approval for Current Grant Year			
	ne State i tement(s	received conditional approval for the current grant year, check the appropriate) below:			
1.	Condition	onal Approval Related to Assurances in Section II.A:			
	a	. Section II.A provides documentation of completion of all issues identified in the FFY 2016 conditional approval letter.			
	b	 As noted in Section II.A, the State has not completed all issues identified in the FFY 2016 conditional approval letter. 			
2. Conditional Approval Related to Other Issues:					
		letter. (Attach documentation showing completion of any issues and a list of items not yet completed.)			

Section II

A. Assurances Related to Policies and Procedures

The State makes the following assurances that it has policies and procedures in place as required by Part B of the Individuals with Disabilities Education Act. (20 U.S.C. 1411-1419; 34 CFR §§300.100-300.174)

	nter date(s) as cable		
Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)		Assurances Related to Policies and Procedures
Х		disal inclu	the appropriate public education is available to all children with bilities residing in the State between the ages of 3 and 21, inclusive, ding children with disabilities who have been suspended or expelled, accordance with 20 U.S.C. 1412(a)(1); 34 CFR §§300.101-300.108.
Х		oppo	State has established a goal of providing a full educational ortunity to all children with disabilities and a detailed timetable for implishing that goal. (20 U.S.C. 1412(a)(2); 34 CFR §§300.109-110)
X		disal disal disal servi deve are d	hildren with disabilities residing in the State, including children with bilities who are homeless or are wards of the State and children with bilities attending private schools, regardless of the severity of their bilities, and who are in need of special education and related ices, are identified, located, and evaluated and a practical method is eloped and implemented to determine which children with disabilities currently receiving needed special education and related services in ordance with 20 U.S.C. 1412(a)(3); 34 CFR §300.111.
X		plan revie 34 C §§30	individualized education program, or an individualized family service that meets the requirements of section 636(d), is developed, ewed, and revised for each child with a disability in accordance with the service of
Х		child educ sepa regu of th the u	ne maximum extent appropriate, children with disabilities, including ren in public or private institutions or other care facilities, are cated with children who are not disabled, and special classes, trate schooling, or other removal of children with disabilities from the lar educational environment occurs only when the nature or severity e disability of a child is such that education in regular classes with use of supplementary aids and services cannot be achieved factorily in accordance with 20 U.S.C. 1412(a)(5)(A)-(B); 34 CFR

Check and enter date(s) as applicable			
Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)		Assurances Related to Policies and Procedures
			§§300.114-300.120.
Х		6.	Children with disabilities and their parents are afforded the procedural safeguards required by 34 CFR §§300.500 through 300.536 and in accordance with 20 U.S.C. 1412(a)(6); 34 CFR §300.121.
Х		7.	Children with disabilities are evaluated in accordance with 34 CFR §\$300.300 through 300.311. (20 U.S.C. 1412(a)(7); 34 CFR §300.122)
Х		8.	Agencies in the State comply with 34 CFR §§300.610 through 300.626 (relating to the confidentiality of records and information). (20 U.S.C. 1412(a)(8); 34 CFR §300.123)
X		9.	Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program or, if consistent with 34 CFR §300.323(b) and section 636(d), an individualized family service plan, has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10). (20 U.S.C. 1412(a)(9); 34 CFR §300.124)
X		10.	Agencies in the State, and the SEA if applicable, comply with the requirements of 34 CFR §§300.130 through 300.148 (relating to responsibilities for children in private schools), including that to the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under this part by providing for such children special education and related services in accordance with the requirements found in 34 CFR §§300.130 through 300.148 unless the Secretary has arranged for services to those children under subsection (f) [By pass]. (20 U.S.C. 1412(a)(10); 34 CFR §§300.129-300.148)
Х		11.	The State educational agency is responsible for ensuring that the requirements of Part B are met including the requirements of 34 CFR §§300.113, 300.149, 300.150 through 300.153, and 300.175 and 300.176 and that the State monitors and enforces the requirements of Part B in accordance with 34 CFR §§300.600-300.602 and 300.606-

	nter date(s) as cable		
Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)	Assurances Related to Policies and Procedures	
		300.608. (20 U.S.C. 1412(a)(11); 34 CFR §300.149)	
X		2. The Chief Executive Officer of a State or designee of the officer shall ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each public agency described in subparagraph (b) of 34 CFR §300.154 and the State educational agency, in order to ensure that all services described in paragraph (b)(1)(i) that are needed to ensure a free appropriate publeducation are provided, including the provision of such services durithe pendency of any dispute under §300.154(a)(3). Such agreement mechanism shall meet the requirements found in 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154.	lic ing
Х		3. The State educational agency will not make a final determination that local educational agency is not eligible for assistance under this part without first affording that agency reasonable notice and an opportunifor a hearing. (20 U.S.C. 1412(a)(13); 34 CFR §300.155)	t
Х		4. The State educational agency has established and maintains qualifications to ensure that personnel necessary to carry out this pa are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve child with disabilities as noted in 20 U.S.C. 1412(a)(14)(A)-(E); 34 CFR §300.156.	at
	X 6/30/18	 The State has established goals for the performance of children with disabilities in the State that meet the requirements found in 20 U.S.C 1412(a)(15)(A)-(C); 34 CFR §300.157. 	
X		6. All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs as noted in 20 U.S.C. 1412(a)(16)(A)-(E); 34 Cl §300.160.	of
X		7. Funds paid to a State under this part will be expended in accordance with all the provisions of Part B including 20 U.S.C. 1412(a)(17)(A)-(34 CFR §300.162.	

	nter date(s) as cable		
Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)		Assurances Related to Policies and Procedures
X		18.	The State will not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year, unless a waiver is granted, in accordance with 20 U.S.C. 1412(a)(18)(A)-(D); 34 CFR §§300.163 through 300.164.
X		19.	Prior to the adoption of any policies and procedures needed to comply with this section (including any amendments to such policies and procedures), the State ensures that there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities. (20 U.S.C. 1412(a)(19); 34 CFR §300.165)
X		20.	In complying with 34 CFR §§300.162 and 300.163, a State may not use funds paid to it under this part to satisfy State-law mandated funding obligations to local educational agencies, including funding based on student attendance or enrollment, or inflation. (20 U.S.C. 1412(a)(20); 34 CFR §300.166)
Х		21.	The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State as found in 20 U.S.C. 1412(a)(21)(A)-(D); 34 CFR §§300.167-300.169.
X		22.	The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities in accordance with 20 U.S.C. 1412(a)(22)(A)-(B); 34 CFR §300.170.
Х		23a.	The State adopts the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after the publication of the National Instructional Materials Accessibility Standard in the Federal Register in accordance with 20 U.S.C. 1412(a)(23)(A) and (D); 34 CFR §300.172.
		23b.	(Note: Check either "23b.1" or "23b.2" whichever applies.
Х		23b.1	The State educational agency coordinates with the National Instructional

	nter date(s) as cable		
Yes (Assurance is given.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)		Assurances Related to Policies and Procedures
			Materials Access Center and not later than 12/03/06 the SEA as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials enters into a written contract with the publisher of the print instructional materials to:
		•	require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or
		•	purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats. (20 U.S.C. 1412(a)(23)(C); 34 CFR §300.172)
		23b.2	The State educational agency has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. (20 U.S.C. 1412(a)(23)(B); 34 CFR §300.172)
X		24.	The State has in effect, consistent with the purposes of the IDEA and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 CFR §300.8. (20 U.S.C 1412(a)(24); 34 CFR §300.173)
Х		25.	The State educational agency shall prohibit State and local educational agency personnel from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act (21 U.S.C. 812(c)) as a condition of attending school, receiving an evaluation under 34 CFR §§300.300 through 300.311, or receiving services under the IDEA as described in 20 U.S.C. 1412(a)(25)(A)-(B); 34 CFR §300.174.

B. Other Assurances

The State also makes the following assurances:

Yes	Other Assurances
Х	1. The State shall distribute any funds the State does not reserve under 20 U.S.C. 1411(e) to local educational agencies (including public charter schools that operate as local educational agencies) in the State that have established their eligibility under section 613 for use in accordance with this part as provided for in 20 U.S.C. 1411(f)(1)-(3); 34 CFR §300.705.
Х	2. The State shall provide data to the Secretary on any information that may be required by the Secretary. (20 U.S.C. 1418(a)(3); 34 CFR §§300.640-300.645.)
Х	3. The State, local educational agencies, and educational service agencies shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. (34 CFR §76.702)
X	4. As applicable, the assurance in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.

C. Certifications

The State is providing the following certifications:

Yes	
X	The State certifies that ED Form 80-0013, Certification Regarding Lobbying, is on file with the Secretary of Education.
	With respect to the <i>Certification Regarding Lobbying</i> , the State recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the State shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and that the State Agency shall require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub awards at all tiers.
X	2. The State certifies that certification in the Education Department General Administrative Regulations (EDGAR) at 34 CFR §76.104 relating to State eligibility, authority and approval to submit and carry out the provisions of its State application, and consistency of that application with State law are in place within the State.
X	3. The State certifies that the arrangements to establish responsibility for services pursuant to 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154 (or 20 U.S.C. 1412(a)(12)(A); 34 CFR §300.154(a) are current. This certification must be received prior to the expenditure of any funds reserved by the State under 20 U.S.C. 1411(e)(1); 34 CFR §300.171.

_Maryland	_
State	

D. Statement

I certify that the State of Maryland can make the assurances checked as 'yes' in Section II.A and II.B and the certifications required in Section II.C of this application. These provisions meet the requirements of the Part B of the Individuals with Disabilities Education Act as found in PL 108-446. The State will operate its Part B program in accordance with all of the required assurances and certifications.

If any assurances have been checked 'no', I certify that the State will operate throughout the period of this grant award consistent with the requirements of the IDEA as found in PL 108-446 and any applicable regulations, and will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2018. (34 CFR §76.104)

I, the undersigned authorized official of the

Maryland State Department of Education,

(Name of State and official name of State agency)

am designated by the Governor of this State to submit this application for FFY 2017 funds under Part B of the Individuals with Disabilities Education Act (IDEA).

Printed/Typed Name and Title of Authorized Representative of the State:		
Karen B. Salmon, Ph. D		
State Superintendent of Schools		
Signature:	Date:	

_Maryland	_
State	

Section III

Description of Use of Funds Under Part B of the Individuals with Disabilities Education Act - 20 U.S.C. 1411(e)(5); 34 CFR §300.171

States must provide the Description of Use of Funds by completing and submitting the Excel Interactive Spreadsheet with the FFY 2017 Application.

Describe how the amount retained by the State educational agency under 20 U.S.C. 1411(e)(1) will be used to meet the following activities under Part B. (20 U.S.C. 1411(e)(1)-(3), (6) and (7)) The Department annually identifies for States the maximum amounts that a State may retain under Section 1411(e)(1) and (2). The dollar amounts **listed in the Excel Interactive Spreadsheet** by the State for administration and for other State activities should add up to less or equal to the dollar amount provided to the State by the Department for each of these activities.

Enter whole dollar amounts (do not enter cents) in appropriate cells on the State's Excel Interactive Worksheet. The Excel Interactive Spreadsheet <u>must</u> be submitted as part of the State's application.

Describe the process used to get input from LEAs regarding the distribution of amounts among activities described in the Excel Interactive Spreadsheet to meet State priorities. (20 U.S.C. 1411(e)(5)(B); 34 CFR §300.704)

The Assistant State Superintendent for the Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) meets quarterly with Local School System (LSS) and Public Agency (PA) local directors of special education and preschool coordinators to obtain their input on a variety of issues and concerns, including federal, State, and local priorities and funding. A Professional Learning Institute (PLI) with local directors of special education was held November 2, 2016. As a part of the PLI the use of funds for programmatic improvement was discussed.

State priorities for the use of federal funds are expressed in the MSDE, DSE/EIS five year Strategic Plan, *Moving Maryland Forward*, which has been developed and informed by the innovative thinking and transformative ideas of stakeholders from across the State. This includes the LSS superintendents, special education directors, early intervention and preschool special education coordinators, instruction and curriculum specialists, family advocates and support coordinators, and parents and community partners. School systems across Maryland collaborated in the identification of three critical Action Imperatives presented in *Moving Maryland Forward:* (1) Early Childhood; (2) Secondary Transition; and (3) Access, Equity, and Progress. The MSDE, DSE/EIS continuously communicates with every LSS regarding the application of these critical areas, through federal funds, to improve results and narrow performance gaps for infants, toddlers, children, and youth with disabilities and their families. Additionally, Maryland reached a collaborative determination with LSSs and other stakeholders as the only State in the nation to provide through federal funding the Extended Option, wherein families may remain on an Individualized Family Service Plan (IFSP) after a child's third birthday.

¹ Each State may reserve for each fiscal year not more than the maximum amount the State was eligible to reserve for State administration under this section for fiscal year 2004 or \$800,000 (adjusted in accordance with 20 U.S.C. 1411(e)(1)(B)), whichever is greater; and each outlying area may reserve for each fiscal year not more than 5 percent of the amount the outlying area receives under 20 U.S.C. 1411(b)(1) for the fiscal year or \$35,000, whichever is greater.

For each fiscal year beginning with fiscal year 2005, the Secretary shall cumulatively adjust: 1) the maximum amount the State was eligible to reserve for State administration under this part for fiscal year 2004; and 2) \$800,000, by the rate of inflation as measured by the percentage increase, if any, from the preceding fiscal year in the Consumer Price Index For All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor.

Maryland		FFY 2016	
REGULAR AWARD AMOUNT Est.			\$204,239,094
TOTAL AWARD AMOUNT			\$204,239,094
ADMINISTRATION			
Maximum Available for Administration.		Sec.	\$4,149,997
How much do you want to set aside for	Administration in dollars?		\$4,149,997 OK
You must distribute, in whole dollars Administration among the following	, the amount you want to set aside for activities:		
and the coordination of activities of provide services to children with d	DEA Part B including Preschool Grants under 20 U.S.C. 1419, a High C under Part B with, and providing technical assistance to, other progra isabilities. (Note: These funds may be used for Administering but no	ms that	
a High Cost Fund)		a. \$3,693,498	1
For the administration of Part C of	IDEA, if the SEA is the Lead Agency for the State under Part C.	b. \$456,499	I
Level Activities. Additional funds t	or Administration funds resulting from inflation for the following 4 Other for these purposes may also be set aside under Other State-Level Access to set aside for Administration, the maximum amount of Administration is:	tivities.	
\$927,865			
	For support and direct services, including technical assistance, per preparation, and professional development and training.	sonnel c.	
	To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services children with disabilities.		
	To assist local educational agencies in meeting personnel shortage	ss. e.	
	To support capacity building activities and improve the delivery of		
	local educational agencies to improve results for children with disa		
	Subtotal, Administration funds used for Other State-Level	Activities \$0	ок
to develop and implement a State intervention services (which must incorporates preliteracy, language are eligible for services under the l	ider 20 U.S.C. 1419, you may use Administration funds, along with to policy jointly with the lead agency under Part C and the SEA to provious include an educational component that promotes school readiness a , and numeracy skills) in accordance with Part C to children with disal Preschool Grant program and who previously received services unde gible under State law to enter, kindergarten, or elementary school as	de early nd bilities who r Part C	
	The total of details for your Administration	n set-aside is	\$4,149,997 OK
OTHER STATE-LEVEL ACTIVITIES			
If you propose to set aside more than \$8	50,000 for Administration and you DO wish to use funds for a High C	ost Fund,	
the maximum amount that you may use		\$22,077,830	
Of the amount you set aside for Other S	ate-Level Activities at least 10% must be used for the High Cost Fund	ı.	
If you propose to set aside more than \$8 Fund, the maximum amount that you m	50,000 for Administration and you DO NOT wish to use funds for a H ay use for Other State-Level Activities is:	igh Cost \$19,870,047	
If you propose to set aside \$850,000 or I	ess for Administration and you DO wish to use funds for a High Cost I		
maximum amount that you may use for		\$23,181,721	
Of the amount you set aside for Other St	ate-Level Activities at least 10% must be used for the High Cost Fund		
If you propose to set aside \$850,000 or I the maximum amount that you may use	ess for Administration and you DO NOT wish to use funds for a High (for Other State-Level Activities is:	Cost Fund, \$20,973,938	
Do you wish to use funds for a High (No	
Based on the amount that you inte Administration, the size of your tot NOT TO maximum that you may use for Otl	al award, and your decision use set aside funds to support a High Cost Fund, the	\$19,870,047	
	or Other State. Level Activities?	ı	\$19.870.047 OK

The services are set to the price and service from the control of	If you propose to set aside \$850,000 or li	ess for Administration and you DO wish to use funds for a High Cost Fund, the				
Of the answert your sear of the Charles for the and activities and section of the set of the file (Charles) Fyre papears that a final 5250,000 or five for Annexes of the file (Charles) Fyre papears that a final 5250,000 or five for Annexes of the file (Charles) Fyre papears that a final 5250,000 or five for Annexes of the file (Charles) Fyre within the law final for the Night Cost Fuelds and Annexes of the file (Charles) Fyre within the law final for the Night Cost Fuelds and Annexes of the file (Charles) Fyre within the law file (Charles) Fyr within the law file (Ch						
Do you want to see form for a strip Cest Provided Authorities to the control of the Strick for Authorities Cest Provided Strick for Authorities Cest Provided Strip Ce	Of the amount you set aside for Other St	tate-Level Activities at least 10% must be used for the High Cost Fund.	\$23,181,721			
Do you want to see form for a strip Cest Provided Authorities to the control of the Strick for Authorities Cest Provided Strick for Authorities Cest Provided Strip Ce	Name of the Parket of the Park					
Do you want to use tunded have 184gh Cost Fund? (Yes or 16) Stord on the amount that up as ment or set used seed of the control of the property of the cost of th						
Special for the parties of the service of the servi	the maximum amount dust you may use	To other state government.	\$20,973,938			
Special for the parties of the service of the servi						
Administration, the air and injure trail award, and open decisions and processing	Do you wish to use funds for a High C	Cost Fund? (Yes or No)	No			
State of TO control and an analysis of the control of the support and place of societies. How much do you want to set saids for Other State 4-and Administra? The most distributed the amount you want to set saids for Other State 4-and Administra? The most distributed the amount you want to set saids for Other State 4-and Administration From the Control of the Co						
How much day one want to and sadds for Other States Level Activities: State						
You must distribute the sensorar you want to set saids for Other States 4-and Activities the following solicities. **Required Activities the following solicities and the sensor of the			\$19,870,047			
You must distribute the amount you want to set saids for Out-of State 4-and Activities the following enforcement and companied investigation. (You must use at least believe exercising to be distributed at any time appears in red. Required Activities	How much do you want to set aside for	or Other State-Level Activities?		\$19,870,047 OK		
Other State-Lavel Activities: For monitoring, or for monitoring, efforcement, and complaint investigation, [I'vo monit use at least 5.5 or this purpose)	•					
Other State-Lavel Activities: For monitoring, or for monitoring, efforcement, and complaint investigation, [I'vo monit use at least 5.5 or this purpose)						
Other State-Lavel Activities: For monitoring, or for monitoring, efforcement, and complaint investigation, [I'vo monit use at least 5.5 or this purpose)						
Other State-Lavel Activities: For monitoring, or for monitoring, efforcement, and complaint investigation, [I'vo monit use at least 5.5 or this purpose)						
Very case distributed annual to any order you will have distributed of any time appears in red. Laver Black Required Activities: Sear Continued and any time appears in red.						
Required Activities: For monitoring, enforcement, and complaint investigation. (From must use at least \$5 for this purpose) To establish and implement the mediation process required by 20 U.S.C. \$1,000,000 To establish and implement the mediation process required by 20 U.S.C. \$2,000,000 To establish and implement the mediation and support personnel. (From upon the second process and the second personnel. For support and direct services, including technical assistance, personnel properation, and professional development and for bring. To assist local educational agencies in provincing public he braincoid children with disablishes. To assist local educational agencies in provincing public he braincoid children with disablishes. To assist local educational agencies in provincing public he braincoid children with disablishes. To support appearwant reduction activities, including separating personnel shorters. To support appearwant reduction activities, including separating the use of establishes and improve the easier to think with disablishes. To improve the use of technically in the descreen by different with disablishes. To improve the use of technically in the descreen by different with disablishes. To improve the use of technically in the descreen by different with disablishes. To improve the use of technically in the descreen by different with disablishes. To improve the use of technically in the descreen by different with disablishes. To improve the use of technically in the descreen by different with disablishes. To improve the use of technically in the descreen by different with disablishes. To export the even of technically in the descreen by different with disablishes. To export the even of technically in the descreen by different with disablishes. To export the even of technically in the descreen by different with disablishes. To export the even of technically in the descreen by different with disablishes. To export the even of technically in the descreen by different with di	You can distribute amounts in any ore	der you wish. The				
Required Authorizes For monitoring, enforcement, and complaint investigation. (For monitor as at least 51 for this purpose) To establish than disposement the mediation process required by 20 U.S.C. 145 (Sp. (Including providing for the care of mediaters and support personnel.) (Critic must use a described 51 for this purpose) Optional Authorized Activities: For support and direct services, including technical assistance, personnel preparation, and prefereional development and rating To assist local educational agencies in providing positive behavioral conditions on which substitives. To assist local educational agencies in improve the delivery developed for activities of conditions of the conditi	total balance remaining to be distribu-	ited at any time appears in red.				
For macriboring, enforcement, and complaint investigations, (You must use at least \$1 for this purpose) The sistablish and implement the mediation process required by 20 U.S.C. Al35(a), including providing for the cord of mediators and support personnal. Conditional Authorized Anchivities: For support and direct services, including technical assistances, personnel preparation, and professional development and training To suital food effectional personnel in meeting behalviour in the condition of technical assistances, personnel preparation, and professional development and training To suital food effectional agencies in meeting behalviour in the condition of technical agency in the calculations. To exist food effectional agencies in meeting between the condition of the condition of technical agencies in meeting between the condition of the condition of technical agencies in meeting between the condition of the condition of technical agencies in meeting between the condition of the condition of technical agencies in meeting between the condition of the condit				Leave Blank		
For macriboring, enforcement, and complaint investigations, (You must use at least \$1 for this purpose) The sistablish and implement the mediation process required by 20 U.S.C. Al35(a), including providing for the cord of mediators and support personnal. Conditional Authorized Anchivities: For support and direct services, including technical assistances, personnel preparation, and professional development and training To suital food effectional personnel in meeting behalviour in the condition of technical assistances, personnel preparation, and professional development and training To suital food effectional agencies in meeting behalviour in the condition of technical agency in the calculations. To exist food effectional agencies in meeting between the condition of the condition of technical agencies in meeting between the condition of the condition of technical agencies in meeting between the condition of the condition of technical agencies in meeting between the condition of the condition of technical agencies in meeting between the condition of the condit						
To entablish on engineement the mediation process required by 20 U.S.C. A155(a), including proceding for the cord of mediators and support personnel. (Frow most use at least 51 for this purpose) (Frow most to be distributed. (Frow most use at least 51 for this purpose) (Frow most use at least 51 for this purpose) (Frow most use at least 51 for this purpose) (Frow most use at least 51 for this purpose) (Frow most use at least 51 for this purpose) (Frow most use at least 51 for this purpose) (Frow most use at least 51 for this purpose) (Frow most use at least 51 for this purpose the form with disabilities. (Frow most use at least 51 for this purpose) (Frow most use at least 51 for this purpose) (Frow most use at least 51 for this purpose) (Frow most use at least 51 for this purpose) (Frow most use at least 51 for this purpos	Required Activities:				\$0 More needs to be distributed.	
To establish and implemented the mediation process required by 20 U.S.C. 215(3), Influencing process required by 20 U.S.C. 215(3), Influencing process required by 20 U.S.C. 215(3), Influencing process and second determination and support previously. [Influencing process and second second process required by 20 U.S.C. 215(3), Influencing process and second second process and second process and second process and second process and second process. [Influencing process and second process and process and second process and process and proces		For monitoring, enforcement, and complaint investigation. (You must use at				
Optional Authorities: For support and direct services, including technical assistance, personnel preparation, and professional development and training		least \$1 for this purpose)	h. \$1,000,000			
Optional Authorized Activities: For support and direct services, including technical assistance, personnel preparation, and professional development and training To soath total efectational agencies in providing positive shelnocul interventional and supports and appropriate mental health services for children with disabilities. To assist local educational agencies in providing positive shelnocul interventional provides building activities and improve the delivery of services by total educational agencies in provide provides with disabilities. To support approvish building activities and improve the delivery of services by total educational agencies in provide provides with disabilities. To support approvish building activities and improve the delivery of services by total educational agencies to improve the delivery of services by total educational agencies to improve the delivery of services by total educational agencies to improve the delivery of services by total educational agencies to improve the delivery of services by total educational agencies to improve the delivery of services by total educational agencies to improve the delivery of services by total educational agencies to improve the delivery of services by total educational agencies to improve the delivery of services by total educational agencies to improve the delivery of services by total educational agencies to improve the delivery of services by total educational agencies to improve the delivery of services by total educational agencies to improve the delivery of services by total educational agencies to improve the delivery of services by total educational agencies to improve the delivery of services by total educational agencies to be distributed. 15 More needs to be					\$0 More needs to be distributed.	
Optional Authorised Activities: For support and direct services, including technical esistance, personnel preparation, and professional development and training To assist focal educational agencies in providing positive behavioral interventions and apports and apportant emeral health services for children with disabilities. To assist focal educational agencies in meeting personnel shortages. L \$51,773,000 To support capacity building enthities and improve the advisory of services by food electricional agencies in innered personnel shortages. To support capacity building enthities and improve the advisory of services by food electricional agencies in innered personnel shortages. To support personnel reduction exhibitions. To support the service reduction exhibitions, including expending the use of technology in the EFP process. To improve the use of technology in the classroom by children with disabilities to enhance learning. To support these of technology divides the universe of exhibition provides and assistent set formlogy for the classroom by children with disabilities to enhance learning. To support these of technology (in the classroom by children with disabilities to enhance learning. To support these of technology divides, to maximize accusability to the general classroom currollung for children with disabilities to enhance learning. Devisignment and implementation of transition organization and children with disabilities in conventional technology with the disabilities in conventional accusability of the general classroom and the disabilities in conventional accusability of the general classroom and the disabilities in conventional accusability of the general classroom and convention of children with disabilities in conventional activities, including application of a disabilities in conventional activities, including application of appropriate accusabilities of a secondary disabilities in conventional accusabilities and accusabilities of the disabilities in conventional activities and acc			i. \$188,000			
For support and direct services, including technical assistance, personnel preparation, and professional development and training To said food eluctronion of genetics in providing positive behavioral development and supports						
preparation, and professional development and training To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities. To assist local educational agencies in meeting personnel short-rages. To support appear your feet and improve the feeting personnel short-rages. To support paperwork reduction activities, including explaining that use of expending personnel short-rages are considered in the provision of expending the use of expending personnel short-reduction adjusted in improve results for children with disabilities. To support paperwork reduction activities, including expanding the use of expending personnel short-reduction activities, including expanding the use of expending personnel short-reduction activities. Including expanding the use of expending personnel short-reduction activities, including expanding the use of expending personnel short-reduction activities. To improve the use of technology including explanding the use of expending personnel short-reduction activities. Including expanding the use of expending personnel short-reduction activities. To support the use of technology including explanding the use of expending personnel short-reduction activities. To support the use of technology including explanding the creatibility to the general education curriculum for children with disabilities in curriculum for children with disabilities in personnel including confidence may be admitted to personnel and provision of all personnel and provision of appropriate accommodations for children with disabilities in curriculum for children with disabilities in curriculum for children with disabilities in	Optional Authorized Activities:				\$0 More needs to be distributed.	
To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for chidron with chabilities. To assist local educational agencies in meeting personnel shortages. I. \$1,277,509. To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities. To support paperwork reduction activities, including expanding the use of technology in the efference of the educational genetics to improve results for children with disabilities. In comparison of the educational genetics to improve the use of technology in the disabilities, including statistics to exhance learning. To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculatine for illidine with disabilities. In personal statistics, children with disabilities. In control of children with disabilities in control of children with disabilities. In children with disabilities in control of the development and provision of appropriate accommodations for children with disabilities in personal with disabilities in control of the development and provision of appropriate accommodations for children with disabilities, including technology in the disabilities, including technology with universal design of children with disabilities, including the control of the expension of the development and provision of appropriate accommodations for children with disabilities, including the control of the expension of the development and provision of appropriate accommodations for children with disabilities, including the development and provision of appropriate accommodations of children with disabilities, including the development and provision of appropriate accommodations of children with disabilities, including the development and provision of appropriate accommodations of children with disabilities, incl		For support and direct services, including technical assistance, personnel				
To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for chidron with chabilities. To assist local educational agencies in meeting personnel shortages. I. \$1,277,509. To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities. To support paperwork reduction activities, including expanding the use of technology in the efference of the educational genetics to improve results for children with disabilities. In comparison of the educational genetics to improve the use of technology in the disabilities, including statistics to exhance learning. To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculatine for illidine with disabilities. In personal statistics, children with disabilities. In control of children with disabilities in control of children with disabilities. In children with disabilities in control of the development and provision of appropriate accommodations for children with disabilities in personal with disabilities in control of the development and provision of appropriate accommodations for children with disabilities, including technology in the disabilities, including technology with universal design of children with disabilities, including the control of the expension of the development and provision of appropriate accommodations for children with disabilities, including the control of the expension of the development and provision of appropriate accommodations for children with disabilities, including the development and provision of appropriate accommodations of children with disabilities, including the development and provision of appropriate accommodations of children with disabilities, including the development and provision of appropriate accommodations of children with disabilities, incl			\$5 891 804			
interventions and supports and appropriate mental health services for children with disabilities. To assist focal educational agencies in meeting personnel shortages. To support paperly building activities and improve the delivery of services by local educational agencies to improve estudis for children with disabilities. To support paperwork reduction activities, including expanding the use of technology in the reduced on the compose of the compose of technology in the classroom by children with disabilities. To support the use of fechnology, including technology with universal design principles and assistive technology devices, to maximite accessibility to the general education curriculum for children with disabilities. Development and improvement and implementation of transition program, including coordination of services with agencies involved in supporting the transition of children with disabilities. Alternative programming for children with disabilities. Alternative programming for children with disabilities in correctional facilities, children enrolled in state operated or State supported the transition of children with disabilities in correctional facilities, children enrolled in state operated or State supported the children with disabilities in correctional facilities, children enrolled in state operated or State supported the children with disabilities in correctional facilities, children enrolled in state operated or State supported scannonations for children with disabilities in correctional facilities, children enrolled in state operated or State supported schools, and children with disabilities in correctional facilities, children enrolled in state operated or State supported schools, and children with disabilities in correctional facilities, broadcook or children with disabilities in correctional facilities of the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities. Industry and Secondary Education Act		The state of the s	J. \$3,691,604			
To assist local educational agencies in meeting personnel shortages. To support paperwise reduction exhibits and improve the delivery of services by local educational agencies to improve results for children with disabilities. To support paperwise reduction exhibits, including expanding the use of achievable to the Educational genotes to improve results for children with disabilities. To improve the use of technology in the desoroom by children with disabilities on the enhance learning. To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curviculum for children with disabilities. Development and implementation of transition programs, including coordination of services with genetics involved in supporting the transition of children with disabilities in charter school. Alternative programming for children with disabilities who have been expelled from school, and a wireful for children with disabilities in charter schools. To support the development and provision of appropriate accommodations for children with disabilities in charter schools. To support the development and provision of appropriate accommodations for children with disabilities, and provision of appropriate accommodations for children with disabilities in charter schools. To provide the children with disabilities in charter schools. To support the development and provision of appropriate accommodations for children with disabilities, and children wit					\$0 More needs to be distributed.	
To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities. To support paperwork reduction activities, including expanding the use of technology in the IEP process. To improve the use of technology, including expanding the use of technology in the IEP process. To improve the use of technology, including technology with universal design principles and assistive technology in the case of technology, including technology with universal design principles and assistive technology evides, to maintrise accessibility to the general education curriculum for children with disabilities. Development and implementation of transition grows, including coordination of services with agencies involved in supporting the transition of children with disabilities to extract accessibility. Alternative programming for children with disabilities in correctional facilities, children envelled in State operated of State supported schools, and children with disabilities to activate approach is children with disabilities or addition of appropriate accommodations for children with disabilities or and provision of appropriate accommodations for children with disabilities in and relative processions and provision of alternate assessments that are valid and relative for assessing the performance of children with disabilities, or the development and provision of alternate assessments that are valid and relative for assessing the performance of children with disabilities, in accordance with Sections 1111(b) and 6111 of the Elementary and Secondary Education Act of 1965 to children with disabilities, in shools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 to the season are results of the disaggragated subgroup of children with disabilities, including provising provising provising provision and the expense of the performance of the accessment to period and educatio			k. \$415,000		The state of the s	
To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities. To support paperwork reduction activities, including expanding the use of technology in the IP process. To improve the use of technology in the classroom by children with disabilities on chance learning. To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general deucation curriculum for children with disabilities. Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to protectorally architecture. Alternative programming for children with disabilities in correctional facilities, children enrolled in State operated or State supported schools, and children with disabilities, or the development and provision of appropriate accommodations for children with disabilities, or the development and provision of appropriate accommodations for children with disabilities, or the development and provision of appropriate accommodations for children with disabilities, or the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessment that are validation and reliable for sacing the performance of children with disabilities, or the development and provision of alternate assessment that are validation and reliable for sacing the performance of children with disabilities, or the development and provision of alternate assessment that are validation and reliable to a scale development and provision of alternate assessment that are validation and reliable for sacing the performance of children with disabilities, including providing pro		To assist local educational agencies in meeting personnel shortages.	1. \$1,717,502		\$0 More needs to be distributed.	
To support paperwork reduction activities, including expanding the use of technology in the IEP process. To improve the use of technology in the IEP process. To improve the use of technology in the IEP process. To improve the use of technology in the IEP process. To support the use of technology, including technology with universal design principles and sastitive technology desices, to maximize accessibility to the general aducation curriculum for children with disabilities. Development and implementation of transition programs, including coordination of services with agendes involved in supporting the transition of children with disabilities in correctional facilities, children enrolled in State coperated or State supported schools, and children with disabilities in charter schools. To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, or the development and provision of alternate assessments that are valid accessed and LEA, and direct services, including supplemental electional services as defined in Section 1115(c) of the Elementary and Secondary Education Act of 1965 to children with disabilities, including supplemental electional services as defined in Section 1115(c) of the Elementary and Secondary Education Act of 1965 to children with disabilities, including providing providing provisional development to special and regular education and provision identifies to the expension and regular education and regular educatio					\$0 More needs to be distributed.	
technology in the IEP process. To improve the use of technology in the classroom by children with disabilities to enhance learning. To support the use of technology, including technology with universal design principles and assistive technology, including technology with universal design principles and assistive technology, including technology with universal design principles and assistive technology, including the control of the principles and assistive technology, with universal design principles and assistive technology, with disabilities to personal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities to personal devices of the control of the control of the programming for children with disabilities on the device of the device of the control of the con			n. \$7,608,432			
To improve the use of technology in the classroom by children with disabilities to enhance learning. To support the use of technology, including technology with universal design principles and assistive technology, including technology with universal design principles and assistive technology, including technology with universal design principles and assistive technology, including coordination of servicious for children with disabilities. Development and implementation of transition programs, including coordination of servicious with agendes incurved in supporting the transition of children with disabilities to postsecondary activities. Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in charter schools, and children with disabilities in charter schools, and children with disabilities in charter schools, and children with disabilities, in charter school of alternative programming for children with disabilities, in coordinate with Section 1111(b) and 6111 of the Elementary and Secondary Education Act of 1955. To provide technical assistance to schools and LEAs, and direct services, including supplemental educations alterative services as defined in Section 1116(c) of the Elementary and Secondary Education Act of 1955. To provide technical assistance to schools and LEAs, and direct services, including supplemental educations alterative services as defined in Section 1116(c) of the Elementary and Secondary Education Act of 1955. To provide technical assistance to schools and LEAs, and direct services, including supplemental educations alternative schools and LEAs, and direct services, including supplemental educations alternative schools and the schools and LEAs, and direct services, including supplemental educations alternative schools and the schoo		To support paperwork reduction activities, including expanding the use of			\$0 More needs to be distributed.	
to enhance learning. To support the use of schnology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities. Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities. Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in charter schools. To support the development and provision of appropriate accommodations for children with disabilities, in charter schools. To support the development and provision of appropriate accommodations for children with disabilities, in accordance with Sections 111(b) and 6111 of the Elementary and Secondary Education Act of 1955. To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1955. To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1955. To provide technical assistance to schools and LEAs, and direct services, including supplemental educational agencies identified for improvement under Section 1116 (e) the disabilities, in schools or local educational agencies identified for improvement under Section 1116 (e) under the disabilities, in condition with disabilities, beach on scientifically based research to improve educational instruction, in order to improve acudemic achievement to meet or exceed the objectives established by the State under Section 1116 (e) of the Elementary and Secondary Education Act of 1965. L \$192,000			n. \$617,064			
To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities. Development and implementation of transition programs, including coordination of services with agendes involved in supporting the transition of children with disabilities to postecondary activities. Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities who have been expelled from school, and services for children with disabilities in charter schools. To support the development and provision of appropriate accommodations for children with disabilities, in charter schools. To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section 111(e) of the Elementary and Secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section 111(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 to children with disabilities, and secondary Education and Secondary Education Act of 1965 to children with disabilities, and secondary Education and Secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and direct services, including the school of the Elementary and Secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and direct services, including the school of the Elementary and Secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and direct services, including the school of the Elementary and Secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and		To improve the use of technology in the classroom by children with disabilities			\$0 More needs to be distributed.	
principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities. Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to protecendary activities. Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities, children with disabilities in harter schools. To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, and construction and the secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section 1116(a) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvementum dure Section 1116(b) of the Elementary and Secondary Education Act of 1965 to children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, local propove academic achievement to meet or exceed the objective established by the State under Section 1116(a) of the Elementary and Secondary Education Act of 1965. L 5192,000		to enhance learning.	o. \$110,600			
Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities. Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools. To support the development and provision of appropriate accommodations for children with disabilities, in cardiance with Sectional 111(b) and 6111 of the Elementary and Secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section 1115(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in accordance and security of the supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in accordance and security of the supplemental education algencies into the disaggregated subgroup of children with disabilities, in calculation against to the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1116(e) of the Elementary and Secondary Education Act of 1965.					\$0 More needs to be distributed.	
Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to potstecondary activities. Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities, or the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 1111(b) and 6111 of the Elementary and Secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section 1115(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, including providing professional development to special and registar education status of the disaggregated subgroup of children with disabilities, including providing professional development to special and registar education status of the disaggregated subgroup of children with disabilities, including providing professional development to special and registar education status of the disaggregated aducation status of the disaggregated aducation status of the disaggregated aducation adversary who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve scadernic achievement to meet or exceed the objectives established by the State under Section 1110(a)(2)(6) of the Elementary and Secondary Education Act of 1965. L S192,000			p. \$1,073,500			
coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities. Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools. To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 1111(b) and 6111 of the Elementary and Secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agency identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 to children with disabilities, inchools or local educational agency identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 to children with disabilities, including providing providin					\$0 More needs to be distributed	
Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools. To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections \$111(b) and 6111 of the Elementary and Secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section \$111(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational aggregated subgroup of children with disabilities, inchools or local educational aggregated subgroup of children with disabilities, including providing providing providing providing providing providing providing providing regregated subgroup of children with disabilities, including providing providing providing regregated with disabilities, including based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(6) of the Elementary and Secondary Education Act of 1965. L \$192,000		coordination of services with agencies involved in supporting the transition of			Head to be distributed.	
expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State		children with disabilities to postsecondary activities.	q. \$701,000			
facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools. To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 111(b) and 6111 of the Elementary and Secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the diagregated subgroup of children with disabilities, including providing providing providing providing providing providing instruction, in order to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objective established by the State under Section 111(b)(2)(G) of the Elementary and Secondary Education Act of 1965. L 5192,000					\$0. More pends to be distributed	
children with disabilities in charter schools. To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessment that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 111(b) and 5111 of the Elementary and Secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve eacademic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) of the Elementary and Secondary Education Act of 1965.					φυ more needs to be distributed.	
for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 1111(b) and 6111 of the Elementary and Secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve eacedemic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) of the Elementary and Secondary Education Act of 1965. L 5192,000			r. \$55,145			
assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 111(b) and 6111 of the Elementary and Secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve eadaemic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) of the Elementary and Secondary Education Act of 1965.		To support the development and provision of appropriate accommodations				
children with disabilities, in accordance with Sections 1111(b) and 6111 of the Elementary and Secondary Education Act of 1965. To provide technical assistance to schools and LEAs, and direct services, including suppliemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) of the Elementary and Secondary Education Act of 1965. L 5192,000					\$0 More needs to be distributed.	
To provide technical assistance to schools and LEAs, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing providing providing providing resident development to special and results are children with disabilities, including based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) of the Elementary and Secondary Education Act of 1965.		children with disabilities, in accordance with Sections 1111(b) and 6111 of the				
including supplemental educational services as defined in Section 1115(e) of the Elementary and Secondary Education Act of 1955 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1955 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve eademic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) of the Elementary and Secondary Education Act of 1965. L \$192,000		Elementary and Secondary Education Act of 1965.	s. \$300,000			
the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on a circuitifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 111(b)(2)(G) of the Elementary and Secondary Education Act of 1965.						
improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objective setabilished by the State under Section 1111(b)(2)(G) of the Elementary and Secondary Education Act of 1965. L 5192,000						
Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve eademic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) of the Elementary and Secondary Education Act of 1965.					\$0. More needs to be distributed	
development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) of the Elementary and Secondary Education Act of 1965. t \$192,000		Act of 1965 on the sole basis of the assessment results of the disaggregated			To more means to be abundance.	
with disabilities, based on scientifically based research to improve educational instruction, in order to improve eademic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) of the Elementary and Secondary Education Act of 1965. 1. \$192,000						
instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) of the Elementary and Secondary Education Act of 1965. t. \$192,000		with disabilities, based on scientifically based research to improve educational				
Elementary and Secondary Education Act of 1965. t. \$192,000		instruction, in order to improve academic achievement to meet or exceed the				
			t. \$192,000			
The total of details for your Other State-Level Activities set-aside is \$19,870,047 OK						
The total of details for your Other State-Level Activities set-aside is \$19,870,047 OK				alles and at Warrange C.		
		The total of details for your Other State-Level Activities set-aside	is	\$19,870,047 OK		

much you will use for each of the	following two activities. You reported that you would use \$0			
	To establish and make disbursements from the high cost fund to local educational agencies in accordance with 20 U.S.C. 1411(e)(3) during the first and succeeding fiscal years of the high cost fund.	u.		
	To support innovative and effective ways of cost sharing by the State, by an LEA, or among a consortium of LEAs, as determined by the State in coordination with representatives from LEAs, subject to 20 U.S.C. 411(e)[3](8)[ii] (innovant may not be more than 5% of the amount reserved			
	for the LEA Risk Pool.) Establishment of High Cost Fund (20 U.S.C. 1411(e)(3)(B)(i) - A State shall not use any of the funds the State reserves pursuant to 20 U.S.C. 1411(e)(3)(A)(i).	*		
	but may use the funds the State reserves under 20 U.S.C. 1411(e)(1), to establish and support the high cost fund.	\$0	ОК	
	Subtotal, High Cost Fund	30	-	
				(\$415,000)
				\$827,895
		141		

Section IV

State Administration

Section 608(a) of the IDEA requires each State that receives funds under this title to:

- (1) ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title;
- (2) identify in writing to local educational agencies located in the State and the Secretary any such rule, regulation, or policy as a State-imposed requirement that is not required by this title and Federal regulations; and
- (3) minimize the number of rules, regulations, and policies to which the local educational agencies and schools located in the State are subject under this title.

States must attach to this application a list identifying any rule, regulation, or policy that is State-imposed (not required by IDEA or Federal regulations). If there are no such State-imposed rules, regulations, or policies, please so indicate. In addition, the State is required to inform local education agencies in writing of such State-imposed rules, regulation or policy. (20 U.S.C. 1407(a); 34 CFR §300.199)

Statute	Subject
Education Article §6-112.1, Annotated Code of Maryland	Licensing Fee Reimbursement
	COMAR 13A.05.02.13N
Education Article §7-4B, Annotated Code of Maryland	The State Board and each county board of education shall ensure that students with disabilities have an equal opportunity to participate in mainstream physical education, try out for and if selected participate in mainstream athletic programs, ensure the provision of reasonable accommodations necessary to provide students with disabilities equal opportunity to participate to the fullest extent possible in mainstream physical education and mainstream athletic programs, and ensure that adapted, allied, and unified
	athletic programs are available. COMAR 13A.06.04
Education Article §7-910, Annotated Code of Maryland	Equivalent Instructional Technology Access for students with disabilities COMAR 13A.05.02.13H
Education Article §7 1101, Annotated Code of Maryland	Student Behavior Intervention –Each local school system, public agency, and nonpublic school that receives funds from the Department for the purpose of providing special education and related services to students with disabilities, shall develop policies and procedures in compliance with this subtitle and the regulations adopted by the Department COMAR 13A.08.04
Education Article §8-401, Annotated Code of Maryland	Emotional Disturbance renamed Emotional Disability. Definitions of the disabilities remain unchanged and consistent with 34 CFR §300.8(c)(4) and (c)(6). COMAR 13A.05.01.03B

Γ= · · · · · · · · · · · · · · · · · · ·	T
Education Articles §8-405, Annotated Code of Maryland	 Special Education – Individualized Education Program Parental Notice Requirements and Service Models List Requires parents of a child attending their initial Individualized Education Program (IEP) evaluation meeting to receive a verbal and written explanation of their rights and responsibilities; Provides parents the right to request this information at any meeting after the initial IEP team meeting; The verbal and written explanation to be in plain language; Requires each local board of education to develop and publish on its website a list of special education service delivery models that includes a statement regarding how a child is placed; and Requires each local board of education to provide a written copy of the list of service delivery models on
	request.
Education Articles §8-405, Annotated Code of Maryland	Individualized Educational Program (IEP) — Parents are to receive an accessible copy of each assessment report, data chart, draft IEP, or other document(s) that either an IEP team or Multidisciplinary team plans to discuss at the IEP team meeting or Multidisciplinary team meeting. COMAR 13A.05.01.07D(3)
Education Article §8-405(b) , Annotated Code of Maryland	If a parent disagrees during IEP team meeting, the IEP team must provide parent with plain language explanation of parent's right to request mediation, contact information to receive more information about mediation, and information regarding pro bono representation and other free or low-cost legal and related services. If the native language of parent is spoken by more than 1% of the student population in the local school system, the parent may request that the information be translated within 30 days.
Education Article §8-405(e), Annotated Code of Maryland	If the native language spoken by the parents of a child with a completed IEP or IFSP is spoken by more than 1% of the student population in the local school system, the parents may request that the document be translated within 30 days.
Education Article §8-406(b), Annotated Code of Maryland	Basis for placement of a child with a disability in nonpublic educational program COMAR 13A.05.02.14
Education Articles §8-408, Annotated Code of Maryland	Standards for the mastery of braille for use in English, language arts, and mathematics

	instruction of blind and visually impaired
	students in pre–kindergarten through grade
	12.
Education Articles §8-408, Annotated Code of Maryland	Requiring the Individualized Education Programs (IEPs) of blind or visually impaired children to include orientation and mobility (O&M) instruction under certain circumstances; establishing a process for a IEP teams to make a determination as to whether O&M instruction is appropriate for a child and to include it in a child's IEP; requiring an O&M assessment to be conducted under certain circumstances; requiring an O&M evaluation to contain, at a minimum, certain content; requiring local school systems to provide parents and guardians with a verbal and written notice annually requiring O&M instruction to be provided by a qualified individual; and
	requiring the State Department of Education
Education Article §8-412, Annotated Code of Maryland	to adopt regulations and provide guidelines. Education-Children with Disabilities – Parent
Education Article §8-412, Annotated Code of Maryland	Surrogate
	Added a requirement that any request to a
	local school superintendent for an appointment of a parent surrogate include:
	Documentation, as applicable, of the
	efforts made over the course of 15
	business days to identify the parent if
	unknown or to locate the parent if
	unavailable that include as a
	minimum: o A search of telephone
	directories; and
	 Letters sent by certified mail.
Education Article §8-418, Annotated Code of Maryland	Education- Children with Disabilities –
	Habilitative Services Information
	Requires each local school system to provide to the parents of a child with a disability verbal and written information about access to
	habilitative services through health insurance,
	including a copy of the Maryland Insurance Administration's <i>Parents' Guide to Habilitative</i> <i>Services</i> , at the 19 following times:
	The transition meeting for a child
	moving from the Maryland Infants and Toddlers Program (MITP)to a local
	school system;
	At a child's initial Individualized Education Program (IEP) team meeting:
	meeting;At least once each year at a child's
	IEP team meeting; and

_Maryland____ State

	On the approval or denial of a parent's or guardian's request for a related service to enable a child with a disability to benefit from special education.
Education Article §21-305, Annotated Code of Maryland	Transition services for students with disabilities
	COMAR 13A.05.01.07D
	COMAR 13A.05.01.09A(3)

Additional Regulations

Graduation Requirement for Public High Schools in Maryland

COMAR 13A.03.02.09D(1)); (3)-(5)

Child Identification, Evaluation, and Eligibility

COMAR 13A.05.01.04A

COMAR 13A.05.01.05D

COMAR 13A.05.01.06A

COMAR 13A.05.01.06E(6)

COMAR 13A.05.01.07B(1)(a)

COMAR 13A.05.01.07D(3)

Individualized Education Program (IEP)

COMAR 13A.05.01.09A(1)

COMAR 13A.05.01.09F

Extended School Year (ESY) Services

COMAR 13A.05.01.08B(2)

COMAR 13A.05.01.11B

Least Restrictive Environment

COMAR 13A.05.01.10C(5)

COMAR 13A.05.01.10C(6)

Procedural Safeguards

COMAR 13A.05.01.11C

Administration of Services for Students with Disabilities

COMAR 13A.05.02.05D(12)

COMAR 13A.05.02.12

COMAR 13A.05.02.13D

COMAR 13A.05.02.13H

COMAR 13A.05.02.13I

COMAR 13A.05.02.13N

_Maryland	_
State	

Section V

Maintenance of State Financial Support

Pursuant to the authority established in IDEA section 618(a)(3), each applicant for funds under section 611 must provide the following State fiscal data with a certification of its accuracy by the State budget office or an authorized representative thereof. Amounts should be shown in whole dollars and are for the State fiscal year.

Total Amount of State Financial Support Made Available for Special Education and Related Services for Children with Disabilities	
SFY 2015	\$805,534,427
SFY 2016	\$816,840,974

State Budget Officer or Authorized Representative (Printed Name)		
Signature of State Budget Officer or Authorized Representative	Date	