**Consolidated Local**

**Implementation Grant (CLIG)**

**SFY 2020**

To Support the Provision of Early Intervention Services

To Infants, Toddlers, and Preschool Children with Disabilities

And Their Families in Maryland

**July 1, 2019 to September 30, 2020**

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**JURISDICTION/ DUNS NUMBER**



MARYLAND STATE DEPARTMENT OF EDUCATION

Division of Early Intervention/Special Education Services

Maryland Infants and Toddlers Program



*With the support of the:*

Maryland Department of Health

Maryland Department of Human Resources

Karen Salmon, Ph.D.

State Superintendent of Schools

Marcella E. Franczkowski, M.S.

Assistant State Superintendent

Division of Early Intervention/Special Education Services

Lawrence J. Hogan, Jr.

Governor

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# *Overview*

## Introduction

As the lead agency for Maryland’s early intervention system, the Maryland State Department   
of Education (MSDE), Division of Early Intervention/Special Education Services (DEI/SES) is pleased to present the Consolidated Local Implementation Grant (CLIG) for State Fiscal Year (SFY) 2020, which begins July 1, 2019 and ends September 30, 2020 for federal funds and ends June 30, 2020 for State general funds.

Maryland's statewide system of early intervention is required to be implemented in accordance with Part C of the Individuals with Disabilities Education Act, 34 Code of Federal Regulations [Part 303](https://gov.ecfr.io/cgi-bin/text-idx?SID=f5ddcbf814293e77abe5219126de44ee&mc=true&node=pt34.2.303&rgn=div5), [Education Article §8-416](http://mgaleg.maryland.gov/2019RS/Statute_Web/ged/ged.pdf), and the Code of Maryland Regulations (COMAR), Title 13A, Subtitle 13, Chapter [.01](http://www.dsd.state.md.us/COMAR/getfile.aspx?file=13a.13.01.01.htm) and [.02](http://www.dsd.state.md.us/COMAR/getfile.aspx?file=13a.13.01.02.htm). Regulatory authority for distribution of funds in support of early intervention services to eligible infants and toddlers and preschool children in the Early Intervention System of Services and their families is provided in [COMAR 13A.13.02.06](http://www.dsd.state.md.us/COMAR/getfile.aspx?file=13a.13.02.06.htm) and [13A.13.02.08C](http://www.dsd.state.md.us/COMAR/getfile.aspx?file=13a.13.02.08.htm).



The CLIG is designated as the single grant mechanism through which local jurisdictions receive federal and State funds to implement local early intervention programs in compliance with federal and State regulations, policies, and procedures.

Funds are made available to local jurisdictions to:

* Implement a local system of early intervention;
* Provide funding for direct services that are not otherwise provided from public sources;
* Enhance statewide capacity to provide quality early intervention services and expand and improve existing early intervention services being provided to young children with disabilities and their families ([34 CFR §303.1](https://gov.ecfr.io/cgi-bin/text-idx?SID=f5ddcbf814293e77abe5219126de44ee&mc=true&node=pt34.2.303&rgn=div5#se34.2.303_11)); and
* Enhance the capacity of local programs and service providers to identify, evaluate, and meet the needs of all children, including historically underrepresented populations, particularly minority, low-income, homeless, inner city and rural children, and young children in foster care ([34 CFR §303.1](https://gov.ecfr.io/cgi-bin/text-idx?SID=f5ddcbf814293e77abe5219126de44ee&mc=true&node=pt34.2.303&rgn=div5#se34.2.303_11)).

## Funding Sources

**Part C**

Of the

Individuals

With Disabilities Education Act

**Part B**

**Section 611**

**Discretionary**

Of the

Individuals

With Disabilities

Education Act

**Part B**

**Section 619**

**Discretionary**of the

Individuals

With Disabilities   
Education Act

**Maryland**

**State**

**General**

**Funds**

\*Additional Funding Sources: Medical Assistance, and “Other Sources” (Other federal, other State, local funds & private funds)

## I. Part C of the Individuals with Disabilities Education Act (IDEA)

The U.S. Department of Education provides Part C funds to the State of Maryland to:   
(1) develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency system that provides early intervention services for infants, toddlers and preschool children with disabilities and their families as part of a Birth through 21 System of Services; (2) facilitate the coordination of payment for early intervention services from federal, State, and local sources; and (3) enhance the State’s capacity to provide quality early intervention services and expand existing services provided to infants, toddlers and preschool children with disabilities, and their families.

Part C funds are provided annually by the U.S. Department of Education to the State Lead Agency responsible for early intervention services to eligible infants, toddlers, and preschool children in the Early Intervention System of Services and their families under the IDEA. The State Lead Agency in Maryland is the Maryland State Department of Education/Maryland Infants and Toddlers Program (MITP). The Part C allocation from MSDE/MITP to local lead agencies (LLA) is based on both the Part C Annual Child Count of children served on an Individualized Family Service Plan (IFSP), including those children from birth to the beginning of the school year following the child’s fourth birthday, and the Part C Annual Referral Count of children referred to the MITP\*. The Part C allocation to the LLA includes:

1. A fixed allocation of **$5,000** to support the position of a local Family Support Birth - Age 3 Coordinator (Family Support Network) and family support activities, unless the State approves a local early intervention system to utilize a different funding source or to reduce the amount dedicated to the Family Support Birth - Age 3; and
2. A fixed allocation of **$600** to support participation in the 2019/2020 Early Intervention/Special Education Services Professional Learning Opportunities or other professional development activities.

## II. Part B of the Individuals with Disabilities Education Act, Section 611

The MSDE determines the amount of Part B, Section 611 funding available annually and distributes this funding based on the Part C Annual Child Count and Referral Count\*. This funding contains additional funds to support the Extended IFSP Option.

## III. Part B of the Individuals with Disabilities Education Act, Section 619 (Preschool)

The MSDE distributes Part B, Section 619 funds based on the size of each jurisdiction that establishes *Preschool Partners* to support the transition of children and families from early intervention to preschool and from preschool to school age programs. At least part of the allocation must be used to support employment of a parent of a child with a disability on a salaried or contractual basis. The CLIG budget should reflect distribution of funds to the agency responsible for implementing *Preschool Partners.*

## IV. Non-Competitive Discretionary Funds for the Extended IFSP Option

The MSDE is including Part B, Section 619 discretionary funding for three- and four-year-old children participating in the Extended IFSP Option in the local CLIG application. This discretionary funding can only be utilized for early intervention, administrative or family support staff; professional development for staff and parents; contract staff, supplies/materials and/or adaptive equipment associated with three- and four-year-old children, and their families, receiving services through an Extended IFSP Option. The MSDE distributes this funding based on the Part C Annual Child Count and Referral Count\*.

## V. Maryland State General Funds

State funding for SFY 2020 available to the Maryland Infants and Toddlers Program will be distributed through this consolidated application. State funds distributed to LLAs through the SFY 2020 CLIG must be budgeted to improve child and family outcomes for children receiving services on an IFSP. Specific guidelines for budgeting and expending State funds are included in [Section 4](#_Section_4_–) of this application. The MSDE distributes the amount of State funding approved through the State budget process to local jurisdictions based on the Child Count and Referral Count\*.

**\*Child Count and Referral Count – Federal and State Funding for Children Birth to the   
Beginning of the School Year Following the Fourth Birthday - Infants and Toddlers**

* 85% of CLIG allocations (excluding Part B 619 described in III above) are based on the average number of children, birth to the beginning of the school year following the child’s fourth birthday, served in each jurisdiction’s Local Infants & Toddlers Program (LITP), compared to the average number of children, birth through age four (4), served by the statewide MITP over the past three years.
* 15 % of CLIG allocations (excluding Part B 619 described in III above) are based on the average number of referrals received in each jurisdiction’s LITP, compared to the average number of children referred to MITP over the past 3 years.

## VI. Additional IDEA Federal Funds

As available, additional IDEA federal funds may be directed to the LITPs to support ongoing local program needs and/or to support targeted program objectives. Funding sources, dedicated use, and budgeting and reporting requirements associated with this funding may vary.

**For SFY 2020**, the dedicated purposes of these funds include:

* Support for early childhood team attendance at the Fall 2019 Professional Learning Opportunity (PLO) Conference in Ocean City, Maryland. Each LITP, the Maryland School for the Blind, and the Maryland School for the Deaf will be allocated $2,000. These funds may be used for hotel accommodations, stipends, evening food, and transportation.
* Support to limit the impact of decreased funding for jurisdictions that would have realized a greater than 2% decrease of CLIG funding as a result of Child and Referral Count variations. These additional funds, which limit the funding decrease to 2%, are intended to lessen the impact of funding fluctuations that can challenge the continuous provision of services.
* Support to implement local State Systemic Improvement Plan (SSIP) grants in designated jurisdictions.

## VII. Federal Medicaid Reimbursement Funds

LITPs receive federal Medicaid (MA) Program reimbursements for qualifying services upon presentation of compliant documentation to the Maryland Department of Health (MDH), the State agency designated to administer the federal MA Program in Maryland. The DEI/SES utilizes the LITP allocations of CLIG State General Funds to enable LITPs to access and maximize federal MA reimbursement funding. The DEI/SES deposits a portion of the Statewide CLIG State General Funds through the Intergovernmental Transfer (IGT) with the MDH for the required non-federal payment match that qualifies the LITP expenditures for federal MA reimbursement. Payments to LITPs by the MDH for approved claims are comprised of CLIG State General funds and federal MA reimbursement funds. Although federal MA reimbursement funds are not awarded as part of the CLIG and may be spent beyond the CLIG grant period, these funds must be used to support the LITP, in accordance with the Memorandum of Understanding between each LLA and the MSDE. (*See* [*Grant Payment Procedures*](#_Grant_Payment_Procedures) *below for required procedures, and timelines related to the CLIG State General Funds)*

The allocations of the SFY 2020 CLIG funding, including the estimated portion of LITP's State General Funds allocation that will be used for the IGT, are provided to each LITP on the *Estimated Allocation Sheet,* which is issued in conjunction with the annual presentation of the DEI/SES grant programs.

## Submission Instructions for the CLIG Application

Under Regulation [34 CFR §76.708](https://gov.ecfr.io/cgi-bin/text-idx?SID=b35d79e6975db5085d1760fa18c3ddcf&mc=true&node=se34.1.76_1708&rgn=div8), each local Infants and Toddlers Program is required to submit a local application for federal funds in substantially approvable form and receive written authorization from MSDE prior to obligating funds.

**CLIG Submission Due Date: May 10, 2019**

The complete CLIG application is due to the MSDE/MITP on or before **May 10, 2019**. If a substantially approvable application is not submitted by May 10, 2019, the July 1, 2019 grant award start date cannot be guaranteed.

The grant award is contingent upon the submission of required program, financial, and data reports from the previous year.

**How to Request an Extension of the Due Date**

All requests for extension of the submission date must be submitted in writing by **May 1, 2019** to

*Gary Richardson, Branch Chief, Resource Management & Monitoring Branch*(gary.richardson@maryland.gov). A request for extension will not change the requirement that a substantially approvable application be submitted by May 10, 2019 to ensure the grant award period begins on July 1, 2019.

**How to Prepare and Submit the CLIG Application**

The CLIG Application includes two separate parts:

**Submission Part 1** consists of Sections 1 through 3 of this document. Follow the instructions for each section and insert the information requested. The completed document, containing all required signatures, must be submitted as a single file in PDF format.

**Submission Part 2** of the CLIG Application consists of all the tabs from the [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx). After the budget information from all partner agencies has been entered into a single copy of the [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx) and manual entry items completed, print the workbook, obtain signatures, order the pages by attachment number, and submit as a single file in PDF format.   
  
See the [CLIG Requirements Checklist](#CLIGRequirementsSubmissionChecklist) for a listing of the required documents from the [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx). See the [Step-by-Step Directions for Completing the SFY 2020 CLIG Budget Submissions Workbook](#_Step-by-Step_Directions_for) for detailed directions for completing each of the forms within the Workbook.

Applications will not be reviewed or processed for approval unless they are complete and include the appropriate signatures. Applications must be submitted electronically in accordance with procedures contained in the [MSDE Secure Web Client Access and Submission Procedures](http://marylandpublicschools.org/programs/Documents/Special-Ed/rmmb/Grants/State/MSDE%20Secure%20Web%20Client%20Access%20and%20Submission%20Procedures.pdf).

## CLIG Funding Period Extension Request

An LLA/PA may request to extend the grant period for unobligated funds on the CLIG lines that are funded under IDEA Part C, Part B (611), and Part B (619) - Preschool Discretionary funds. Modified reporting requirements for extended grant lines will be specified on the Extension Notice of Grant Award.

* SFY 2019 CLIG grant line funding extension requests are due no later than August 15, 2019. SFY 2020 CLIG grant line funding extension requests are due no later than August 15, 2020.
* For each grant line funding extension request, the LLA/Public Agency (PA) must submit the:
* MSDE Grant Change Request *C-1-25 B* (This form is part of the [*SFY 2020 CLIG Reporting & Supplemental Forms Workbook*](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx)). Complete the line of Section A, “Changes to the Grant Period” to reflect the revised end date from September 30 to no later than the following June 30. Complete Section B with information relating to the programmatic explanation for the extension request; and
* Annual Finance Report, reporting expenditures through the original end date no later than November 30, 2020. An local school system (LSS) must enter the Annual Financial Report in the MSDE AFR System and submit a printed copy of the AFR report for each grant line funding extension request. Non-LSS must complete and submit the Non-LSS Annual Financial Report (This form is part of the [*SFY 2020 CLIG Reporting & Supplemental Forms Workbook*](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx), entitled, “Non-LSS Final Financial Report.”), checking the “Annual” box at the top of the report, as part of the grant line funding extension request.
* **Note:** First-in/First-out liquidation is an expected practice for all subrecipients of federal IDEA grant funds.

## CLIG Requirements Submission Checklist

Before submitting the local CLIG application, use this checklist to ensure that all required components are provided. Include the completed checklist with your application.

**Jurisdiction:**

**Submission Part 1**

**Section 1 - Authorizations**

* [DUNS Number](#DunsNumber)
* [Local Early Intervention System Contact List](#LocalEarlyInterventionContactList)
* [Federal Certifications Certificate](#FederalCertificationsCertificate) signed by authorized representative
* [Local Interagency Coordinating Council Review Statement](#LocalInteragencyCoordinatingCouncil) signed by LICC Chairperson
* [General Education Provisions Act (GEPA), Section 427 Statement](#GeneralEducationProvisionsAct)

**Section 2 – Annual Plan Requirements**

* [Documentation of Local Lead Agency Designation](#DocumentationofLocalLeadAgencyDesignatio), if applicable
* [Signed Local Interagency Agreement](#LocalInteragencyAgreement)
* [Local Interagency Agreement Private Agency Attachment Services](#LocalInteragencyAgreementsPrivateAge)
* [Signed Assurance of Continuous Services](#_Signed_Assurance_of)
* [LICC Meeting Schedule With At Least Four Meeting Dates](#LICCmeetingdates)
* [LICC Membership List](#LICCmembershipdirectory)
* [Linking of Funds to Program Improvement](#LINKINGFederalFUNDSTOPROGRAMIMPROVE)
* [Early Intervention Program Plan](#_(__EARLY)
* [Section I: Local Improvement/Corrective Action Plan](#_(SECTION_I:_Local) (if applicable)
* [Section II: Public Awareness Plan](#_(SECTION_II:_Public) (if applicable)
* [Section III: COS Process](#_(SECTION_III:_Child) (Required)
* [Section IV: Effective IFSP Development](#_(SECTION_IV:_Effective) (Required)
* [Section V: CSPD Plan](#_(SECTION_V:_Comprehensive) (Required)
* [Section VI: Family Support Birth - Age 3/Family Support Age 3 - Kindergarten Plan](#_(SECTION_VI:_) (Required)
* [Local Policies and Procedures](#_SFY_2018_Part)
* [SFY 2020 Part C SSIP Discretionary Funds](#_SFY_2018_Part)

**Section 3 –** [**Assurances**](#assurance)

* Assurances signed and dated by the director of each agency in the interagency agreement and the local Infants and Toddlers Program director.
* Assurance signed and dated by the director of the lead agency.

**Submission Part 2 (Refer to Section 4 – Budget)**

* A separate pdf file containing all completed and signed pages of the [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx), ordered by the attachment number indicated on the lower left hand corner of each form. See the [Step-by-Step Directions for Completing the SFY 2020 CLIG Budget Submissions Workbook](#_Step-by-Step_Directions_for) for detailed instructions for completing each of the forms within the Workbook.

The required submission components contained in the [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx) are a(n):

* **Cover page** that will be populated with agency name and DUNS number based upon entries on the Information Input Worksheet;
* ***Information Input Worksheet***. The Lead Agency must enter all partner name information, allocations, DUNS number, and SFY 2019 MSDE Indirect Cost Rate (as the SFY 2020 figure is not yet available). Based upon information entered on this form, each page of the [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx) will be labeled with the agency name and role (Education, Health, or Social Services), and the preparer will be alerted by cells with a yellow background that information entered requires revision;
* ***Grant Budget C-1-25 Form*** for each CLIG funding source, signed by the LITP director and financial representative;
* **MITP Form 100** *- Local Infants & Toddlers Program Consolidated Budget Form* that aggregates the budgets of each partner agency for all LITP related costs provided on each partner agency’s *MITP Form 100A*. \*Partner agencies are local education agencies, departments of health, departments of social services, and in a few jurisdictions other agencies**. This form includes the *Federal Medicaid Reimbursement Availability Worksheet* that requires the documentation of that status and availability of federal Medicaid reimbursement funds**; and
* ***LLA/PA Prohibition Against Supplanting Template*** based upon aggregated budget and actual figures from all partner agencies that reports all **LITP non-federal funding and non-CLIG awarded State funding for SFY 2018, 2019 and 2020** (SFY 2020 figures are automatically aggregated from each partner agency’s *MITP Form 100A*).

**For each partner agency:**

* **MITP Form 100A** - *Infants & Toddlers Partner Agency Budget Form* that aggregates budgeted costs from each agency’s *MITP Forms 100B* and *100C*s for all funding sources, including CLIG –awarded funds. **This form includes a section entitled, “*Description of other Federal, Other State, and Other/Private Funds”* in which each partner agency that budgets non-CLIG-awarded federal or State funds or non-Local funds must provide a description of these funding sources;**
* **MITP Form 100B** that illustrates costs budgeted for Salaries and Wages (Object 01) and associated fringe costs (that will automatically populate to the *MITP Form 100C* for Object 04) to be charged to each funding source. The positions are differentiated as Administrative/Direct Services (in order to automatically populate the agency’s *MITP Form 100D*). This form includes a comparison of SFY 2019 and SFY 2020 FTEs for all non-federal funding, including CLIG-awarded State funds;
* **MITP Form 100C** *- Budget Detail Form* for each object (02–05) that provides detailed information of budgeted costs (e.g., separate listings of amounts for office and service supplies, such as printer paper and cartridges or assessment tools, toys, or craft items to be purchased, contracted services, and all other charges) for each funding source (Part C expenditures must be assigned to Part C Administrative or Part C Direct Services for populating the agency’s *MITP Form 100D*).
* In the Detail area of each numbered expenditure block, each listed cost must:
  + - include unit/hourly costing information; and
    - specify the funding source to be charged.

The total for each funding source specified in the Detail area must be manually calculated and entered into the funding source line above the Detail area so that it will be automatically aggregated to the agency’s *MITP Form 100A*. The total of expenditures for each funding source that are listed in the Detail area of a funding block must match the figure entered in the funding source line above the Detail area. **Please note that an initial application submission that contains a *Form 100C* that does not comply with these requirements may result in monitoring report findings**; and

* **MITP Form 100D** - *Part C Direct/Administrative Costs* which will automatically populate with information provided on the *MITP FORMS 100B* and *100C*.

# Section 1 - Authorizations

## Required Authorizations

Complete the following required authorizations.

1. DUNS number and screen shot of active Sam.gov registration
2. Local System Contact List
3. Federal Certifications Certificate
4. Local Interagency Coordinating Council (LICC) Review Statement
5. General Education Provisions Act (GEPA), Section 427

## DUNS Number

Grantees must obtain a Data Universal Numbering System (DUNS) number and maintain active status on the federal government’s System for Award Management website <https://sam.gov/SAM/>. This section requires entry of the grantee’s unique nine-digit DUNS number and its expiration date, and contact information for all individuals to be copied on grant related correspondence. It is the responsibility of the LSS/PA to promptly inform the MSDE, DEI/SES of any changes to this list. A screen-shot from the Sam.gov website showing the agency name, DUNS number, and expiration date must be attached.

DUNS Number:

Expiration Date:

## Local Early Intervention System Contact List

**Jurisdiction:** Date:

**SINGLE POINT OF ENTRY**

Phone:

**LOCAL LEAD AGENCY**

Agency:

Agency Head:

Agency Address:

City/State/Zip Code:

**GRANT CONTACT PERSON**

Name: Title:

Address:

City/State/Zip Code:

Phone: Fax: E-mail:

**PROGRAM DIRECTOR**

Name: Title:

Address:

City/State/Zip Code:

Phone: Fax: E-mail:

**FINANCIAL OFFICER**

Name: Title:

Address:

City/State/Zip Code:

Phone: Fax: E-mail:

**CHAIRPERSON, LICC**

Name:

Title:

Address:

City/State/Zip Code:

Phone: Fax: E-mail:

## Federal Certifications Certificate (Page 1)

Federal Certifications

**Federal Certifications Certificate (Page 2)**

Federal Certifications2

## Local Interagency Coordinating Council (LICC) Review Statement

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Jurisdiction

The Local Interagency Coordinating Council (LICC) in the above named jurisdiction  
 has reviewed the **Consolidated Local Implementation Grant (CLIG)**   
application for SFY 2020.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Signature, LICC Chairperson

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Date

## General Education Provisions Act (GEPA), Section 427

*Section 427 of the U.S. Department of Education’s General Education Provision Act (GEPA) is a provision applicable to all applicants for new grant awards under Department programs. This provision was enacted as part of the improving America’s Schools Act of 1994 (Public Law 103-382). Section 427 requires each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants’ discretion in developing required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.*

*In the box below, please include a description of the steps the Local Infants and Toddlers Program proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for infants, toddlers, and young children with disabilities and their families, early intervention service providers, and other program beneficiaries with special needs.*

|  |
| --- |
|  |

# Section 2 – Annual Plan Requirements

## Documentation of Local Lead Agency Designation, if applicable.

**(Blank forms provided at end of section.)**

The local governing authority (meaning the executive authority in each jurisdiction) shall appoint an agency to assume the responsibilities of the local lead agency [COMAR 13A.13.02.08(A)]. The appointment may take the form of a letter, executive order, proclamation, or other method of notification from the executive authority that designates the local lead agency.

**A copy of the documentation authorizing the local lead agency for the grant period is required ONLY if the local lead agency has changed from the previous SFY.**

## Local Interagency Agreement

The local lead agency shall enter into a formal interagency agreement with service providers participating in the local early intervention system. Local Interagency Agreement shall include:

1. Assignment of financial responsibility for early intervention services;
2. Procedures for achieving timely resolution of intra-agency and interagency disputes about payments for a given service, or disputes about other matters related to the local early intervention system, including a procedure for notifying the MSDE/MITP when resolution is not possible;
3. A mechanism to ensure that no service that a child is entitled to receive under IDEA Part C is delayed or denied because of disputes between agencies regarding financial or other responsibilities;
4. A description of Medical Assistance (MA) billing procedures for health-related services and service coordination including the role(s) of the partner agencies in the interagency agreement;
5. Identification of the local government agency/department that will provide legal representation of the local Infants and Toddlers Program when the program is involved in IDEA dispute resolution procedures;
6. Additional components necessary to ensure effective cooperation and coordination among all service providers involved in the early intervention system, including, but not limited to, the provision of timely and accurate fiscal and programmatic reporting;
7. This agreement, which should not expire before June 30, 2020, requires the signatures   
   of the local Superintendent of Schools, Health Officer, Director of the Department of Social Services and the director of any other participating local public agency; and
8. Any language in the interagency agreement that included infants and toddlers should be expanded to also include preschool children in the Early Intervention System of Services.

**Provide a copy of the Local Interagency Agreement with appropriate signatures**.

## Local Interagency Agreements Private Agency Attachment

**As an attachment to the Local Interagency Agreement, complete the Local Interagency Agreement Private Agency Attachment.**

List the names of private agency partners who provide early intervention services via contract or in-kind arrangements, e.g. direct billing of Medicaid for the IFSP services. In the attachment include the early intervention services provided by these agencies, e.g. physical, occupational and/or speech therapy, and the funding sources for the services. If contracts with private agencies are added during the grant year, please submit the updated form by mail, fax, or electronically to Gary Richardson, Branch Chief, Resource Management Branch at the MSDE. Do not include the contracts with private agencies in the CLIG packet that is submitted to MSDE.

## Signed Assurance of Continuous Service

As an attachment to the Local Interagency Agreement, the local early intervention system assures that it has the capacity to provide continuous services in accordance with an IFSP to eligible infants, toddlers, and preschool children in the Early Intervention System of Services and their families during the grant period. This assurance requires the signature of the Director of the local lead agency.

## Local Interagency Coordinating Council Membership and Meetings

The LICC membership must include: at least three parents of children with special needs; representatives from the local education agency, local health department, and local department of social services; public and private early intervention service providers; a person involved in personnel preparation in the field of early intervention; an elected official; a Head Start representative; and a child care representative. The LICC may wish to consider adding a foster care representative; a Medicaid representative; a mental health representative and a person working with children and families who are experiencing homelessness. Other interested persons may also be invited to participate as the LICC members.

The LICC is required to meet at least four times during each SFY.

**Provide a list of the LICC members and the scheduled meeting dates for the grant period.**

## Directing the Use of Funds: Linking Federal Funds to Program Improvement

The MSDE may choose to direct the usage of federal funds toward a specific monitoring priority if non-compliance is not corrected within one year and/or a jurisdiction fails to submit timely reports to the MSDE. In particular, if a public agency has not implemented the corrective actions in the time and manner specified by the MSDE, the MSDE shall:

1. Advise the public agency in writing that the corrective actions shall be implemented within a specified time frame to avoid further enforcement action;
2. Provide technical assistance to the public agency to assist in the implementation of the corrective actions;
3. Withhold or reduce federal funds pending completion of corrective actions;
4. Withhold or reduce State funds for early intervention services pending the completion   
   of corrective actions.

**Complete the form: “Linking Federal Funds to Program Improvement”.** *(Blank form provided at end of section.)* If required to designate funds, a short narrative describing the proposed use of federal funds being allocated for program improvement is also required.

# 🏱 EARLY INTERVENTION PROGRAM PLAN

Although the research within the fields of early intervention and preschool special education identifying evidence-based practices and programs has increased significantly, national reports have highlighted a research-to-practice gap that suggests a delay of 20+ years (Metz & Bartley, 2012). This is in part because programs have historically focused on personnel development strategies to change practice, without considering the infrastructure needs to support implementation of training content. Creating practice and system change within early childhood programs is an interconnected, recursive process. We can close the research-to-practice gap and ensure sustainable program success by understanding and addressing ALL components needed to support system change. The primary areas we need to address to support system change are:

* + **Infrastructure Development** – includes the organizational and leadership supports necessary to create and sustain programs that support providers in implementing evidence-based practices as intended.
    - *Organizational* factors include:
      * Using data to inform decision-making
      * Consistent messaging about program goals and evidence-based practices, and
      * Allocation of resources (i.e., time, staffing, caseloads) and supports (i.e. teaming structures, coaching)
    - *Leadership* refers to all levels of decision-makers and persons responsible for guiding staff and program development (i.e., Directors of Special Education, ITP Directors, interagency partners, B-K leaders, site coordinators, trainers, coaches). Leadership factors include:
      * Knowledge of evidence-based practice delivered with fidelity
      * Ability to manage change
      * Utilization of management and implementation teams
      * Ability to recognize and respond to issues that arise

* + **Personnel Development** – includes strategies to develop, improve, and sustain providers’ and supervisors’ ability to implement evidence-based practices as intended to benefit children and families (selection, training, coaching, performance assessment/fidelity).

Configuring and utilizing a **high performing team** that uses a data-informed decision-making process is vital to implementation of evidence-based practices and ultimately improving child and family outcomes. A successful team has all the critical decision-makers at the table including families, interagency, general education, early childhood education, community, and other systemic partners.

**☛** Please use the questions in the **System Considerations Table** in each section of the program plan to address both the facilitators and barriers to full implementation in the primary areas of infrastructure and personnel development to guide the team’s root cause analysis and planning. The Early Intervention Program Plan Template (required), including data analysis tables, is included in the Attachments section.

## 🏱SECTION I: Local Improvement/Corrective Action Plan (if applicable)

Under the IDEA 2004, the U.S. Department of Education, Office of Special Education Programs (OSEP) set monitoring priorities and 11 indicators for State Performance Plans and Annual Performance Reports (SPP/APR). The specific compliance and performance indicators established by OSEP focus on timely service provision, natural environments, child and family outcomes, child find, transition, a system of general supervision, timely dispute resolution, and timely and accurate data submission.

**Improvement Plans (IPs) and Corrective Action Plans (CAPs) will be assigned only once per year resulting from data provided in Annual Data Report Cards. For SFY 2018 data, IPs/CAPs are assigned in March 2019 and are due 30 days later. LITPs are required to periodically track and monitor all State priorities, whether or not a local Improvement Plan or Corrective Action Plan is currently implemented. Progress on Improvement Plans and Corrective Action Plans will be required for the Semi-Annual Program Report.**

In SFY 2020, local report cards will continue to include data specific to children receiving services in the Extended IFSP Option. The indicators that include children on Extended IFSPs are timely services (1), natural environments (2), child outcomes (3), family outcomes (4), complaints (9 & 10), and submission of timely and accurate data. The MSDE will be considering the applicability of current State targets for this population and revising them as necessary.

**For SFY 2020 data, Improvement Plans and CAPs will be due after the distribution of the Annual Data Report Cards in early 2020.**

**☛** Please use the **System Considerations Table** (below) and consider local SPP/APR indicator data to guide root cause analysis and planning to complete SECTION I of the EI Program Plan (if applicable).

**System Considerations Table–Local Improvement/Corrective Action Plan (if applicable)**

|  |  |  |
| --- | --- | --- |
| **Focus Area** | **Infrastructure Development Considerations** | **\*Personnel Development**  **Considerations** |
| **Local Improvement Plan / CAP**  **(if applicable)** | How are data used to celebrate success and/or develop other solutions based on root cause analysis? What infrastructure is needed to support implementation of specific evidence-based practices (i.e. staffing patterns, caseloads, time, coaching, materials/protocols, policies & procedures)?  Does leadership understand what full implementation of specific evidence-based practices looks like? How does the implementation team communicate roles and responsibilities? How do leaders and teams support successful implementation with fidelity? | Who should be trained? What do they need to be trained on? How do you measure fidelity? How are providers supported through implementation? |

**\*Items in the “Personnel Development Strategies” column in SECTION I of the EI PROGRAM PLAN must be included in your CSPD Plan.**

## 🏱SECTION II: Public Awareness Plan (if applicable)

**As required by the regulations, all jurisdictions must have a comprehensive Public Awareness (PA) Plan on file and must report on the Plan’s progress in the Final Program Report. However, if a local program was required to provide an Improvement Plan for Indicator 5 or Indicator 6 resulting from SFY 2018 (July 1, 2017 – June 30, 2018) data, a local program must revise and submit a PA Plan as part of the CLIG application.** (Refer to your local program’s Linking Federal Funds for Program Improvement Chart.)

The PA Plan describes how the local early intervention system will inform the public about the local Infants and Toddlers Program, program goals, and the child find system, including the Single Point of Entry and referral timelines. The PA Plan should be based on current information and aligned with conclusions drawn from self-assessment, required actions from monitoring by the MITP, and other data related to program improvement.

**Required Components**

Briefly describe how the local early intervention system will inform the public about the local Infants and Toddlers Program including:

* Overarching goal of early intervention: *to enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, preschool or school programs, and in the community AND to enable families to provide care for their child and have the resources they need to participate in their own desired family and community activities*
* The three early childhood outcomes provide the framework for service delivery to reach the intended goal
  + - * Positive social emotional skills and relationship development
      * Acquisition and use of functional knowledge and skills (to participate in activities)
      * Appropriate behavior to meet needs (leading to increased independence)
* Family-centered, capacity-building
* Child find system
  + - * Single Point of Entry
      * MITP Online Referral
      * Referral timelines
    - Provide a link to the local infants and toddlers website and ensure the MITP Online Referral site has a link on the local ITP website
    - Provide any printed public awareness materials (i.e. program brochure)

**Data Points** – Include the following data points and system consideration data analyses to align the PA Plan with program improvement efforts:

* The percentage of children birth to age one with IFSPs (Indicator #5);
* The percentage of children birth to age three with IFSPs (Indicator #6);
* The number of referrals, evaluations, and initial IFSPs over the past year in comparison to previous years; and
* The percentage of children from underserved populations who are identified as eligible in comparison to the overall population of infants and toddlers disaggregated by underserved populations;
* Other data sources – Minority/underserved populations served in local program as compared to the minority/underserved population in the local jurisdiction; minority/underserved populations school readiness data as compared to other populations or other county data sources.

**System Considerations for Specific Strategies/Outreach Activities**

The following general overview of public awareness activities should be ongoing and continually reassessed to increase awareness of and access to the local infants and toddlers program:

* Target primary referral sources (hospitals, HMOs, pediatricians, and other physicians and medical practitioners, DSS, home-visitors, Judy Center staff, childcare providers) to ensure that they are informed about the local early intervention system and procedures for referral to the single point of entry and information about referral timelines;
* Increase parent awareness and participation in the local early intervention system including parents of premature infants;
* Coordinate with public awareness activities of other early childhood programs (such as home visiting programs, public/private agency partners, the Supplemental Security Income programs, Head Start, child care, and preschool programs) and provide for communication with local public agencies, private providers, parent and advocacy groups, and other organizations; and
* Increase awareness and participation of minority and underserved communities (e.g., low-income, rural, homeless, foster care, wards of the State, children abused and neglected, children affected by substance abuse and drug exposure, and English as a Second Language families) in the local early intervention system. (See Assurances Statement 2.)

**☛** In addition, please utilize the **System Considerations Table** (below) and consider local data for Indicator #5, Indicator #6, # of referrals/evaluations/IFSPs, underserved populations, and any other data sources within the context of infrastructure and personnel development to guide root cause analysis and planning to complete SECTION II of the EI Program Plan (if applicable).

**System Considerations Table–Public Awareness Plan (if applicable)**

|  |  |  |
| --- | --- | --- |
| **Focus Area** | **Infrastructure Development Considerations** | **\*Personnel Development**  **Considerations** |
| **Public Awareness Materials** | How does the local infants and toddlers program create a culture that emphasizes routines-based intervention supporting the three early childhood outcomes? How does leadership support this shift in thinking & service delivery across disciplines? | How are intake staff trained in describing EI services as routines-based, focused on building family capacity? |
| **Indicator 5: Children birth-1 with IFSPs** | What evaluation tools/processes/ procedures are in place to support identification of very young children? How are data used to determine actionable items? How does the LITP utilize implementation teams to support and sustain system change? | How are all disciplines trained to evaluate, assess, and support newborn/premature/ infant development? Substance exposed newborns? How is fidelity of evaluation procedures measured? |
| **Indicator 6: Children birth-3 with IFSPs** | How often are staffing patterns and evaluation data reviewed? What is the process and procedure for reviewing IFSPs for Evidence of Standards? | How are all disciplines trained to evaluate, assess, and support integrated development? How are fidelity of evaluation procedures measured? |
| **Number of referrals, evaluations, IFSPs** | How are data used to determine actionable items? How often is the “referral-to-IFSP” workflow reviewed and analyzed? How many EI personnel do families encounter from referral to IFSP implementation? | How are all disciplines equal and active contributors to developing IFSPs? |
| **Underserved Populations** | How are data used to determine actionable items? What strategies are in place to target underserved populations? | How are all disciplines trained to utilize culturally responsive evaluation and assessment practices? |

**\*Items in the “Personnel Development Strategies” column in SECTION II of the EI Program Plan must be included in your CSPD Plan.**

## 🏱SECTION III: Child Outcomes Summary (COS) Process (Required)

The Maryland Early Childhood Intervention and Education System of Services is committed to providing effective services for infants, toddlers, and preschoolers with developmental delays and disabilities and their families. As a result of participating in services, young children will have improved: social-emotional skills, including social relationships; acquisition and use of knowledge and skills to engage in activities; and use of appropriate behaviors to meet their needs and gain independence. The State is required to report on these three early childhood outcomes identified by the Office of Special Education Programs as a measure of program effectiveness. This requires a competent workforce trained in understanding the COS process as well as an organization that provides the environment and infrastructure necessary to ensure successful implementation and leadership that manages the change process and provides guidance for personnel and program functioning.

The MSDE rolled out new B-K COS trainings, statewide, in November 2017, that included guidance and direction on including the 4 Core Components of the COS process to ensure consistent fidelity of practice and accuracy of COS data. All early intervention providers must participate in local COS trainings and annual refresher trainings as outlined in the ***Guide to Birth to Kindergarten Child Outcomes and Child Outcomes Summary (COS) Process Training and Support*** (Oct. 2017). Therefore, COS training must be identified in the CSPD Plan, a part of the Early Intervention Program Plan.

In addition, programs need to consider the organization and leadership components that must be in place to support successful implementation. Implementing the COS process with fidelity requires good authentic assessment, different than evaluation. It also then requires time for the information gathered through authentic assessment to be age-anchored, a necessary step in determining each child’s functioning relative to same-age peers. Therefore, one of the biggest shifts to consider is separating the evaluation and authentic assessment activities during the referral process and allowing time for the age-anchoring before developing the IFSP. This may involve examining evaluation and/or assessment teams, procedures, caseloads, and workflow, as well as potentially allocating resources differently. It requires leadership to understand what COS fidelity looks like and how it plays into creating a culture that recognizes the three outcome areas as the framework for all early intervention work.

**☛** Please use the **System Considerations Table** (below) and consider local Indicator 3 (COS) data to guide root cause analysis and planning to complete SECTION III of the EI Program Plan (required).

**System Considerations Table–COS Process (required)**

|  |  |  |
| --- | --- | --- |
| **Focus Area** | **Infrastructure Development Considerations** | **\*Personnel Development**  **Considerations** |
| **Child Outcomes Summary Process** | How has the time necessary to complete authentic assessment (separate from evaluation) been built in to staffing patterns and caseloads? How is the Guide to B-K COS Training and Support used systematically across all team members/sites/programs? What policies/procedures are in place for annual assessment requirements? Does leadership understand what full implementation with fidelity looks like? How do leaders and teams support successful implementation? How does the LITP create a culture that uses the three outcome areas as the framework for all EI work? | How are all disciplines trained to implement COS to fidelity, including the 4 Core Components (authentic assessment, age-anchoring, COS Rating Prep Tool, Decision Tree)? How is fidelity measured? How are all staff supported with ongoing coaching and annual refresher training? |

**\*Items in the Personnel Development Strategies” column in SECTION III of the EI Program Plan must be included in your CSPD Plan.**

## 🏱SECTION IV: Effective IFSP Development (Required)

In the process of scaling up to full implementation of evidence-based practices over the last 2-3 years, the MSDE collected anecdotal information about how the IFSP process and document support or challenge the use of recommended practices. It became apparent that the process and the document did not support implementation as intended, specifically related to authentic assessment, understanding family resources, priorities, and concerns, developing functional, routines-based IFSP outcomes, and providing routines-based intervention through an evidence-based teaming model. IFSPs from 30 other states were reviewed and an IFSP workgroup convened, that included representation from jurisdictions across the state, to begin making recommendations for a revised IFSP process, document, and online tool. Feedback was gathered through multiple stakeholder groups, resulting in the development of a new IFSP process, document, and online tool that was released October 1, 2018.

Local jurisdictions must ensure that all early intervention personnel are locally trained around the revised IFSP process and document. In addition, local programs need to continue to address the program infrastructure to ensure all aspects facilitating successful implementation have been considered. For example, the new IFSP process and document requires an evaluation for eligibility AND an authentic assessment that must be either the Routines-Based Interview (RBI), the Scale for Assessment of Family Enjoyment within Routines (SAFER), or the natural routines and activities section of the IFSP. Additionally, the child and family assessment sections of the IFSP (Part II) must be updated annually. This may require a significant shift in process, personnel time, numbers, roles and responsibilities, and resources that the organization and implementation team will need to strategize around.

☛ Please utilize the System Considerations Table (below) and local IFSP data to guide root cause analysis and planning to complete SECTION IV of the EI Program Plan (required).

**System Considerations Table–IFSP (required)**

|  |  |  |
| --- | --- | --- |
| **Focus Area** | **Infrastructure Development Considerations** | **\*Personnel Development**  **Considerations** |
| **IFSP 2019** | How has the time necessary to complete authentic assessment (separate from evaluation) been built in to staffing patterns and caseloads? What authentic assessment process has been identified to implement with the new IFSP (RBI, SAFER, or IFSP Routines section)?  What policies/procedures are in place for annual assessment requirements? How do current evaluation and assessment teams and processes need to shift to develop IFSPs as intended? What is the process for reviewing IFSP outcomes using the IFSP Review for Evidence of Standards tool? How often does it happen?  Does leadership understand how the new IFSP supports implementation of recommended practices? How do leaders and teams support successful implementation? How does the LITP create a culture that recognizes the critical nature of good authentic assessment to develop functional, routines-based IFSP outcomes? | How are all disciplines trained on authentic assessment? How is fidelity measured? How are all staff supported with ongoing coaching? How are all providers trained in writing functional, routines-based IFSP outcomes? |

**\*Items in the “Personnel Development Strategies” column in SECTION IV of the EI Program Plan must be included in your CSPD Plan.**

## 🏱SECTION V: Comprehensive System of Personnel Development (Required)

The Comprehensive System of Personnel Development (CSPD) Plan specifically addresses the Personnel Development strategies across all sections of the Early Intervention Program Plan. The purpose is to describe how the local early intervention system will build capacity on a transdisciplinary basis, for public and private providers, primary referral sources, community partners, Family Support Network/Preschool Partners Coordinators, parents, paraprofessionals and service coordinators to improve outcomes for infants and toddlers with disabilities, including children in the Extended IFSP Option, and their families.

The CSPD Plan developed by a local jurisdiction must include, where appropriate, training on the basic components of the early intervention system; the coordination of transition services from the Infants and Toddlers Program to Preschool Special Education services, or another appropriate early childhood program; and the development, implementation, and incorporation of educational outcomes in the IFSP that promote school readiness, including pre-literacy, language, and numeracy skills.

**Required Components**

***The name of the designated LITP contact for Suitable Qualifications/Early Intervention Personnel Standards requirements must be indicated in the CSPD Plan.***

**🏱 *Data Sources***

**PLEASE NOTE:Beginning July 1, 2019 the NEW Early Intervention Personnel Standards requirements will take the place of the Suitable Qualifications process. Please reference *Maryland's Early Childhood Intervention & Education System Personnel Standards Guide* for more information. Compare the Early Intervention Personnel Standards Requirements with the current "onboarding" or initial orientation and training activities for new staff to identify potential CSPD activities.**

* ***Suitable Qualifications/Early Intervention Personnel Standards*:**

The CSPD Plan must include the following Suitable Qualifications/EI Personnel Standards data and analysis:

* + Number of staff who MEET Suitable Qualifications requirements; and
  + Number of staff who will need to meet EI Personnel Standards initial training requirements.
* ***Local Improvement/Corrective Action Plans (if applicable):***If a determination to require an improvement or corrective action plan is in place, the areas of need must be addressed, to include the specific data points, thoughtful and thorough root cause analysis, and data-based decision-making. **If staff training and ongoing support has been identified as a strategy in SECTION I, it must be included in the CSPD Plan.**
* ***Local Public Awareness Plan (if applicable):*** If a local program was required to provide an Improvement Plan for Indicator 5 or Indicator 6 resulting from SFY 2018 (July 1, 2017 – June 30, 2018) data, a local program must revise and submit a PA Plan as part of the CLIG application. **If staff training and ongoing support has been identified as a strategy in SECTION II, it must be included in the CSPD Plan.**
* ***Child Outcome Summary (COS) Considerations****:* New B-K COS trainings and a statewide Guide to COS Training and Support was provided in November, 2017. COS competency and fidelity of practices are necessary for accurate COS data. **Therefore, all programs are required to include the personnel development strategies in SECTION III in the local CSPD plan.**
  + **Note:** The State is requiring all early intervention staff completing the COS process to complete and pass both sections of the MD-COS Competency Check by the end of SFY 2020. Additionally, the COS requirements will be embedded into the new Early Intervention Personnel Standards requirements. COS Competency Check reports will be distributed by the DEI/SES in March 2019 to support the development of the local CLIG application.
* ***IFSP:*** The IFSP process, document, and online tool must support the full implementation of recommended practices in early intervention. A revised MD IFSP went into effect on October 1st, 2018. All new early intervention personnel must be trained in the IFSP process and how to complete the revised document/online tool. **The strategies identified in the personnel development column of SECTION IV must be included in the local CSPD Plan.**
* ***Other program data sources***: Other sources of information that should be considered when assessing local training needs may include:
  + Implementation of evidence-based practices;
  + Family and child issues currently challenging the program;
  + Local, state, and national issues, trends, focuses;
  + Self-Assessment of program (i.e., IFSP Self-Assessment Rating Tool); and
  + Evaluation of trainings.

***Professional Learning Opportunities***

The list of anticipated professional learning opportunities must align with conclusions drawn from the review, data analysis, and System Considerations Tables utilized for each section of the program plan:

* SECTION I: Local Improvement/Corrective Action Plan (if applicable)
* SECTION II: Public Awareness Plan (if applicable)
* SECTION III: COS
* SECTION IV: Effective IFSPs
* SECTION V: Local Suitable Qualifications/EI Personnel Standards requirements data, and
* Other data related to program improvement such as implementation of evidence-based-practices, self-monitoring, local data profiles, complaints and investigations requiring corrective actions, and should be based on current information.

**Information about the actual professional learning opportunities provided must be included in the Final Program Report** and should include those activities proposed in the original CSPD Plan. Additional training opportunities identified after the CSPD Plan has been submitted can be included in the Final Program Report.

When identifying training, consider what is already being offered by all agencies participating in the local early intervention system. Sponsoring trainings is only one way of providing training. If opportunities, including funding, are being offered to individuals to attend other local, State or national trainings, include that opportunity in the plan.

Effective professional learning activities should be designed to facilitate increased knowledge and skills and should be delivered in more than one event over an extended period of time. It takes time for adult learners to process new information and put it into practice. Ongoing reflective coaching provides the real-life application support and accountability. Research shows positive performance outcomes when comparing the results of only training versus training with follow-up coaching. Training produced 23% better performance, but training with follow-up coaching produced 88% better performance. Combining high quality trainings and ongoing reflective coaching is a powerful combination and should be utilized when implementing evidence-based/recommended practices.

Selected delivery models should include the presentation of new material, demonstration, practice, reflection, feedback, and follow-up for evaluation and accountability. Delivery should involve a variety of instructional modes and activities (individual and group learning, lecture, discussion, video and/or role-play, etc.) As part of the design, participants should learn collegially, in cooperative situations, with and from each other through ongoing reflective practices.

Each proposed Professional Learning Opportunity identified in the CSPD must include:

1. The focus area of the program plan for which the identified training is being sponsored (i.e., areas of non-compliance and performance, program improvement, required corrective actions, child find, COS, IFSP, suitable qualifications, specific evidence-based practices, etc.);
2. The training topic and presenter(s) (if identified);
3. The target audience for which the training will be offered (i.e. all ITP staff, specific disciplines, employed/contracted staff, parents, community partners, referral sources, etc.);
4. Evaluation levels and fidelity checks to ensure implementation as intended;
5. Will the regular, ongoing coaching support be provided through internal or external personnel; and
6. How often coaching sessions will occur, for how long, and in what context (i.e. individual or team or both).

**☛** Please complete SECTION V: Comprehensive System of Personnel Development (CSPD) of the EI Program Plan (required).

## 🏱SECTION VI: Family Support Birth - Age 3 (Family Support Network) and Family Support Age 3 - Kindergarten (Preschool Partners) (Required)

*Family Support Birth - Age 3* (Family Support Network) provides a mechanism to support families of children who receive early intervention services through local Infants and Toddlers Programs. Support can be offered through a variety of strategies and activities to meet the diverse needs of families. Families of young children with disabilities benefit from family-to-family support; a network of resources to help access information pertinent to their child’s disabilities and family circumstance; and better understanding of the Individualized Family Service Plan (IFSP) process. At least a part of the Family Support Birth - Age 3 allocation must be used to support the salaried or contractual employment of a parent of a child with a disability.

*Family Support Age 3 - Kindergarten* (Preschool Partners) supports the transition of children and families from early intervention to preschool, and from preschool to school age programs. *Family Support Age 3 - Kindergarten* activities serve as the bridge between family support activities in early intervention and family support during elementary school by promoting family involvement during the preschool years for children continuing early intervention services through an IFSP and for children receiving preschool special education services through an IEP. *Family Support Age 3 - Kindergarten* provides

ongoing support and training to families of children 3 through 5, focusing on family understanding of the transition process and the importance of family involvement during transition at age 3, between age 3 and the beginning of the school year following the child’s 4th birthday, the beginning of the school year following the child’s 4th birthday to kindergarten entry, and kindergarten to first grade. At least a part of the *Family Support Age 3 - Kindergarten* allocation must be used to support the salaried or contractual employment of a parent of a child with a disability.

**NOTE:** Section 619 funds allocated through the CLIG do not need to be transferred to the Local School System. The CLIG budget should reflect distribution of funds to the agency responsible for implementing *Family Support Age 3 - Kindergarten*. Section 619/ *Family Support Age 3 - Kindergarten* funds must support activities whereby families focus on the transition of children into and from local school system preschool special education services, and may not be used to supplement *Family Support Birth - Age 3*  staff time or activities dedicated to supporting families’ and children’s participation in early intervention services.

Required Components**of the *Family Support Birth - Age 3* (Family Support Network) and *Family Support Age 3 - Kindergarten* (Preschool Partners) Plan**

Complete data analysis/root cause analysis utilizing the Indicator #4 - Family Outcome data, including the response rate and representativeness of the Early Intervention Family Survey and the Family Support Data submitted to MSDE, DEI/SES Family Support.

Describe how *Family Support Birth - Age 3* and *Family Support Age 3 - Kindergarten* operates in the local jurisdiction. Based on data, describe specific *Family Support Birth - Age 3* and *Family Support Age 3 - Kindergarten* activities with appropriate timelines being proposed in SFY 2020. The *Family Support Birth - Age 3* plan must include strategies to improve response rates and representativeness of the EI Family Survey. *Family Support Age 3 - Kindergarten* activities must include specific strategies to promote seamless transition from early intervention services, to preschool services, to school-age services.

Reminders

Do the expenditures follow the State and federal guidelines on appropriate use of federal discretionary funds including;

* A fixed allocation of **$5,000** to support the position of a local *Family Support Birth – Age 3* Coordinator and activities, unless the State approves a local early intervention system to utilize a different funding source or to reduce the amount dedicated to *Family Support Birth – Age 3* activities;
* At least a part of the *Family Support Birth – Age 3* allocation must be used to support the salaried or contractual employment of a parent of a child with a disability;
* The CLIG budget should reflect distribution of funds to the agency responsible for implementing *Family Support Age 3 - Kindergarten*;
* Section 619/ *Family Support Age 3 - Kindergarten* funds must support activities whereby families focus on the transition of children into and from local school system preschool special education services, and may not be used to supplement *Family Support Birth – Age 3* staff time or activities dedicated to supporting families’ and children’s participation in early intervention services; and
* At least a part of the *Family Support Age 3 - Kindergarten* allocation must be used to support the salaried or contractual employment of a parent of a child with a disability.

**☛** Please complete **SECTION VI: Family Support Birth - Age 3 (Family Support Network) and Family Support Age 3 - Kindergarten (Preschool Partners) of the EI Program Plan (required).**

**The EARLY INTERVENTION PROGRAM PLAN Template,**

**including data tables, is provided in the Attachments section.**

## Local Infants and Toddlers Program (LITP) Policies and Procedures

All jurisdictions must have current Local Infants and Toddlers Program Policies and Procedures on file with the MSDE, DEI/SES. Technical assistance with the development or revision of local Policies and Procedures can be accessed through:

Pam Miller

Program Director

Maryland Infants and Toddlers Program

410-767-1019

[Pamela.miller@maryland.gov](mailto:brian.morrison@maryland.gov)

## SFY 2020 Part C State Systemic Improvement Plan (SSIP) Discretionary Funds

Again, for SFY 2020: Each of the 4 local Infants and Toddlers Programs (for Cecil, Frederick, Howard, and Montgomery only) will receive a one-time supplemental grant directed to continue implementation of SSIP activities and initiatives. Sample uses for these funds may include:

* 1. Professional learning to enhance local program use of evidence-based practices, including SEFEL/Pyramid Model, RBI, and coaching;
  2. Professional learning to increase the quality and effectiveness of IFSP process and document;
  3. Professional learning to increase COS competency for IFSP teams;
  4. Ongoing system and/or content coaching to support implementation;
  5. Increased collaboration with typical early childhood mental health programs/projects and/or community partners; and/or
  6. Stipends to encourage partners, including families, to engage in local implementation activities.

To receive these funds, each CLIG application must use the template provided and include:

1. Program priority(s) for use of funds;
2. Local data that supports or challenges the implementation of evidence-based practices;
3. Goal statement(s);
4. A description of infrastructure and personnel strategies/activities that will be used to improve social-emotional child outcomes;
5. The implementation timeline for each strategy;
6. Method of evaluation or measure of fidelity for each strategy;
7. The associated resources and budget for each strategy;
8. The plan for sustainability of each strategy, as appropriate; and
9. A Proposed Budget Form C-125 and a Budget Detail Form.

# Attachments for this Submission Section

DESIGNATION OF LOCAL LEAD AGENCY

**Include a copy only if the Local Lead Agency changed from the previous SFY.**

LOCAL INTERAGENCY AGREEMENT

**Provide a copy of the Local Interagency Agreement with appropriate signatures.**

LOCAL INTERAGENCY AGREEMENT PRIVATE AGENCY ATTACHMENT

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Jurisdiction

|  |  |  |  |
| --- | --- | --- | --- |
| **Contracting  Agency** | **Private Agency Partners or Contractors** | **Services Provided by Discipline Including Service Coordination** | **Funding Mechanism (e.g. Contract, Direct-Billing of Medicaid, etc.)** |
|  |  |  |  |
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**Maryland State Department of Education**

**Division of Special Education/Early Intervention Services**

**Maryland Infants and Toddlers Program**

**Consolidated Local Implementation Grant (CLIG) Application**

**FY 2020**

**Assurance of Local Capacity Attachment**

**For**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Jurisdiction**

As the Head of the Local Lead Agency for the local Infants and Toddlers Program in this jurisdiction, I assure that the local early intervention system will have the capacity to provide continuous services in accordance with an Individualized Family Service Plan (IFSP) to eligible infants, toddlers, and preschool children participating in the Extended IFSP Option, and their families during the grant period.

*Signed:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Local Lead Agency Head

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Local Lead Agency

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

LICC MEMBERSHIP DIRECTORY

Complete this form or include your membership directory.

Jurisdiction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

**PARENT MEMBERS**

Name:

Address:

City/State/Zip:

Phone: Email:

Name:

Address:

City/State/Zip:

Phone: Email:

Name:

Address:

City/State/Zip:

Phone: Email:

**LOCAL EDUCATION AGENCY REPRESENTATIVE**

Name/Title:

Agency:

Address:

City/State/Zip:

Phone: Email:

**LOCAL HEALTH DEPARTMENT**

Name/Title:

Agency:

Address:

City/State/Zip:

Phone: Email:

**LOCAL DEPARTMENT OF SOCIAL SERVICES**

Name/Title:

Agency:

Address:

City/State/Zip:

Phone: Email:

**PUBLIC/PRIVATE SERVICE PROVIDERS**

Name/Title:

Agency:

Address:

City/State/Zip:

Phone: Email:

Name/Title:

Agency:

Address:

City/State/Zip:

Phone: Email:

**EARLY INTERVENTION PERSONNEL PREPRATION**

Name/Title:

Agency:

Address:

City/State/Zip:

Phone: Email:

**ELECTED OFFICIAL**

Name/Title:

Address:

City/State/Zip:

Phone: Email:

**HEAD START**

Name/Title:

Agency:

Address:

City/State/Zip:

Phone: Email:

**CHILD CARE**

Name/Title:

Agency:

Address:

City/State/Zip:

Phone: Email:

**HOMELESS POPULATIONS** *(Optional)*

Name/Title:

Agency:

Address:

City/State/Zip:

Phone: Email:

**MENTAL HEALTH** *(Optional)*

Name/Title:

Agency:

Address:

City/State/Zip:

Phone: Email:

**FOSTER CARE** *(Optional)*

Name/Title:

Agency:

Address:

City/State/Zip:

Phone: Email:

**MEDICAID** *(Optional)*

Name/Title:

Agency:

Address:

City/State/Zip:

Phone: Email:

LICC MEETING DATES

Complete this form or include the notice for each meeting.

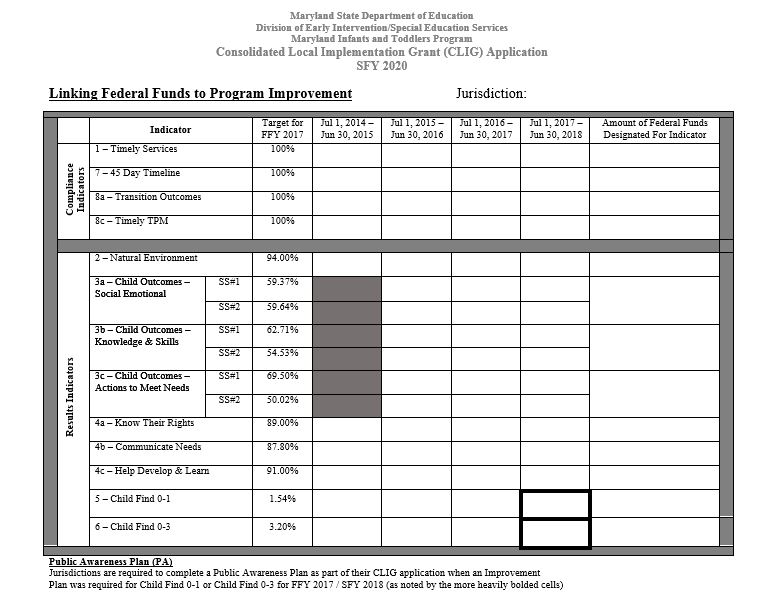
**Jurisdiction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

List the date and location (if known) for each scheduled meeting. **Must include at least four scheduled meetings during the grant fiscal period.**

FEDERAL FUNDS TO PROGRAM IMPROVEMENT

An electronic version of this form is provided with your CLIG

The Linking Federal Funds Form must be submitted with your CLIG



**Directions:**

This is the ninth year that MSDE is requiring documentation of federal funding assigned to local non-compliant performance. This documentation will provide data for decision-making regarding future funding application requirements.

1. Using your Annual Data Report Card, add data to all columns. **Note: The Annual Data Report Cards distributed in March 2019 include data from FFY 2015, FFY 2016, and FFY 2017. The Report Card distributed in March 2018 includes data from FFY 2014.**
2. In the Column “Amount of Funds Designated For this Indicator,” insert an amount of grant funds that your local early intervention system will utilize in order to correct non-compliance for Compliance Indicators or meet State targets for Performance Indicators. The specific source of funding does not need to be specified.

Designate specific Part C funds to improve programmatic data when:

1. Local jurisdiction data shows a history of 2 or more periods of less than 95% for a Compliance Indicator over a 4-year period; and/or
2. Local jurisdiction data results in the assignment of below 95% for a Compliance Indicator for the most recent data period “Jul 1, 2017 – June 30, 2018”; and/or
3. Local jurisdiction data shows a history of not meeting the State target for a Performance Indicator, as determined by data below the state target in 2 or more data periods (years) over a 4-year period.
4. A jurisdiction is required to complete a Public Awareness Plan for the SFY 2020 CLIG when a state target was not met for Child Find 0-1 or Child Find 0-3 for FFY 2017/SFY 2018 as noted by the more heavily bolded cells.
5. If required to designate funds, a short narrative describing the proposed use of federal funds being allocated for program improvement is also required.

Note: One year of Child Outcomes have been grayed out since targets were changed in FFY 2015/SFY 2016. Child Outcomes data for this activity should be compared to the current FFY 2017/SFY 2018 State Targets.

***Jurisdictions will still be required to complete Corrective Action Plans or Improvement Plans as assigned as a result of the Annual Data Report Cards.***

**EARLY INTERVENTION PROGRAM PLAN**

SFY 2020

**SECTION I: Local Improvement/Corrective Action Plan (if applicable)**

|  |  |
| --- | --- |
| **Local Improvement Plan / CAP / Indicators** | |
| **Data Analysis**  Directions: Review the indicator data not meeting State targets. Utilizing the **System Considerations Table–Local Improvement/Corrective Action Plan** (included in directions)and a data analysis strategy (i.e. Fishbone, 5 Why’s) determine possible root causes. | |
| **Root Causes:** | |
| **Plan**  Directions: Identify strategies for improvement based on your root cause analyses in the areas of infrastructure and personnel development. | |
| **Infrastructure Development Strategies** | **\*Personnel Development Strategies** |
|  |  |

**\*Items in the “Personnel Development Strategies” column must be included in your CSPD Plan.**

**SECTION II: Public Awareness Plan (if applicable)**

|  |  |  |
| --- | --- | --- |
| **Public Awareness** | | |
| **Data Analysis**  Directions: Complete the data table below with data points relevant to indicator(s) 5 and/or 6. Utilizing the **System Considerations Table–Public Awareness Plan** (included in directions)and a data analysis strategy (i.e. Fishbone, 5 Why’s) determine possible root causes. | | |
| **Describe how the local early intervention system will inform the public about the local infants and toddlers program and the overarching goal and include links to websites or local infants and toddlers program information.** | | |
|  | | |
| **Data Points** | | |
| **Child Find Birth to One (Indicator #5)**  The percentage of children birth to one identified as eligible: \_\_\_\_\_\_\_\_ (State Target 1.54%) | | |
| **Child Find Birth to Three (Indicator #6)**  The percentage of children birth to three identified as eligible: \_\_\_\_\_\_\_\_ (State Target 3.20%) | | |
| **Number of Referrals/Evaluations/New IFSPs**  **Current Year**  Number of Referrals:\_\_\_\_\_\_\_\_\_ Number of Evaluations: \_\_\_\_\_\_\_\_\_\_ Number of Initial IFSPs: \_\_\_\_\_\_\_\_\_\_  **Previous Year(s)**  Number of Referrals:\_\_\_\_\_\_\_\_\_ Number of Evaluations: \_\_\_\_\_\_\_\_\_\_ Number of Initial IFSPs: \_\_\_\_\_\_\_\_\_\_  Number of Referrals:\_\_\_\_\_\_\_\_\_ Number of Evaluations: \_\_\_\_\_\_\_\_\_\_ Number of Initial IFSPs: \_\_\_\_\_\_\_\_\_\_ | | |
| **Underserved Populations**  The percentage of children from **underserved populations** who are identified as eligible compared to the overall population of infants and toddlers disaggregated by underserved population   |  |  |  | | --- | --- | --- | | Underserved Population | %ITP-Eligible | % of Total B-1, B-3 population | |  |  |  | |  |  |  | |  |  |  | | | |
| Minority/underserved populations served in local I&T program as compared to the minority/underserved population in the local jurisdiction; minority/underserved populations school readiness data as compared to other populations or other county data sources.   |  |  |  |  | | --- | --- | --- | --- | | Minority/Underserved Population | % ITP Eligible | % in Local Jurisdiction | Other Data Sources (i.e. School Readiness Data) | |  |  |  |  | | | |
| **Root Causes:** | | |
| **Plan**  Directions: Identify strategies for improvement based on your root cause analyses in the areas of infrastructure and personnel development. | | |
| **Focus Area** | **Infrastructure Development Strategies** | **\*Personnel Development Strategies** |
| **Public Awareness Materials** |  |  |
| **Indicator 5: Children birth-1 with IFSPs** |  |  |
| **Indicator 6: Children birth-3 with IFSPs** |  |  |
| **Number of referrals, evaluations, IFSPs** |  |  |
| **Underserved Populations** |  |  |
| **Other** |  |  |

**\*Items in the “Personnel Development Strategies” column must be included in your CSPD Plan.**

**SECTION III: Child Outcomes Summary (COS) Process (Required)**

|  |  |
| --- | --- |
| **Child Outcome Summary Process** | |
| **Data Analysis**  Directions: Complete the data table below with data points relevant to indicators 3A, 3B, 3C (COS Data). Utilizing the **System Considerations Table–COS** (included in directions)and a data analysis strategy (i.e. Fishbone, 5 Why’s) determine possible root causes. | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Ind.** | **Outcome** | **Summary Statement** | **State Target** | **Local Results** | | | | **FFY 2017** | **FFY 2016** | **FFY 2015** | | 3A | Birth - 4 Outcomes:  Use of social – emotional skills | 1. Exits with substantial growth | 59.37% |  |  |  | | 2. Exits within age expectations | 59.64% |  |  |  | | 3B | Birth - 4 Outcomes:  Use of knowledge and skills | 1. Exits with substantial growth | 62.71% |  |  |  | | 2. Exits within age expectations | 54.53% |  |  |  | | 3C | Birth - 4 Outcomes:  Use of appropriate behaviors | 1. Exits with substantial growth | 69.50% |  |  |  | | 2. Exits within age expectations | 50.02% |  |  |  | | |
| **Root Causes:** | |
| **Plan**  Directions: Identify strategies for improvement based on your root cause analyses in the areas of infrastructure and personnel development. | |
| **Infrastructure Development Strategies** | **\*Personnel Development Strategies** |
|  |  |

**\*Items in the “Personnel Development” column must be included in your CSPD Plan.**

**SECTION IV: Effective IFSP Development (Required)**

|  |  |
| --- | --- |
| **Effective IFSP Development** | |
| **Data Analysis**  Directions: Review at least 5 IFSPs for functional, routines-based outcomes using the IFSP Review for Evidence of Standards tool. Utilizing the **System Considerations Table–IFSP** (included in directions)and a data analysis strategy (i.e. Fishbone, 5 Why’s) determine possible root causes. | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Evidence of Standard** | **All** | **Most** | **Some** | **None** | **Comments** | | 1. Outcomes are stated in clear, observable, positive, non-technical terms that describe what the child and/or family will be able to do and when, where, and with whom they will do it. |  |  |  |  |  | | 1. Child outcomes are functional and necessary behaviors that support the child’s interactions, engagement, and/or independence in family, home, and/or community settings. Outcomes are not discipline-specific targets or isolated skills. |  |  |  |  |  | | 1. Child outcomes reflect priorities for the child’s participation in home and community routines and activities as described in the family concerns section of the IFSP. |  |  |  |  |  | | 1. Child outcomes are aligned to the Maryland Early Learning Standards, Birth – 8 years\*, as appropriate. |  |  |  |  |  | | 1. Family outcomes reflect family priorities as identified in family assessment activities. |  |  |  |  |  | | 1. Outcomes include measurable criteria. These criteria are observable and understandable in the context of home and community routines and activities. |  |  |  |  |  | | 1. Progress monitoring of outcomes is continuous and ongoing, as evident in progress notes, and is documented on the IFSP at least every 6 months. |  |  |  |  |  | | Extended IFSP, in addition to the above standards |  |  |  |  |  | | 1. For children three and over, all three educational areas of language, pre-literacy, and numeracy are addressed within functional, routines-based outcomes aligned to Maryland Early Learning Standards.   € Language skills  € Pre-literacy skills  € Numeracy skills |  |  |  |  |  | | |
| **Root Causes:** | |
| **Plan**  Directions: Identify strategies for improvement based on your root cause analyses in the areas of infrastructure and personnel development. | |
| **Infrastructure Development Strategies** | **\*Personnel Development Strategies** |
|  |  |

**\*Items in the “Personnel Development” column must be included in your CSPD Plan.**

**SECTION V: Comprehensive System of Personnel Development (CSPD) Plan (Required)**

|  |
| --- |
| **COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT PLAN** |
| **Data Analysis**  Directions: Complete the data table below with data points relevant to Suitable Qualifications. In addition, review the Personnel Development Strategies column in all sections of the plan and summarize needs. |
| |  |  | | --- | --- | | **Suitable Qualifications (Required)** | | | Data:  Total number of staff who have MET Suitable Qualifications requirements:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Total number of staff who will need to meet EI Personnel Standards requirements:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Suitable Qualifications/Personnel Standards Liaison: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | **Program Plan** | **Personnel Development Strategies** (Identified in Sections I-IV) | | Program Improvement/  Corrective Action (if applicable) |  | | Public Awareness (if applicable) |  | | COS Process (Required) |  | | IFSP Process (Required) |  | |
| **Plan**  Directions: Identify strategies (Professional Learning Opportunities) to address Personnel Development Strategies. **(Required)**  Professional Learning Opportunities must be relevant to the following:   * New Early Intervention Personnel Standards requirements, * Items in the “Personnel Development Strategies” column of each section of the Program Plan, and * Any other additional needs assessment data   For **each and every** proposed Professional Learning Opportunity, please address each of the following required components: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Focus Area Identified as Needing Professional Learning Opportunities | Professional Learning Topic  & Presenter(s) (if identified) | Audience | Evaluation Level(s) & Instrument(s), Fidelity Checks | Coaching Internal/External Support | Coaching Frequency, Duration, and Context (Individual, Team) | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |

**SECTION VI: Family Support Birth - Age 3 (Family Support Network) / Family Support**

**Age 3 - Kindergarten (Preschool Partners) Plan (Required)**

|  |
| --- |
| ***Family Support Birth - Age 3* (Family Support Network) and**  ***Family Support Age 3 - Kindergarten* (Preschool Partners) Plan** |
| **Data Analysis**  Directions: Complete the data table below with data points relevant to indicators 4A, 4B, 4C (Family Outcomes) and Early Intervention Family Survey Response Rates. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Indicator** | **Family Outcome** | **FFY 2017 State Target** | **Local Results** | | | | **FFY 2017** | **FFY 2016** | **FFY 2015** | | 4A | % of families participating in Part C who report that early intervention services have helped the family to know their rights | 89.0% |  |  |  | | 4B | % of families participating in Part C who report that early intervention services have helped the family effectively communicate their child’s needs | 87.8% |  |  |  | | 4C | % of families participating in Part C who report that early intervention services have helped the family to help their child develop and learn | 91.0% |  |  |  | | N/A | Early Intervention Family Survey Response Rate | FFY 2017 State Average  36% |  |  |  | |
| As a team, complete root cause analysis of FFY 2017 (SFY 2018) Family Outcomes, Early Intervention Family Survey Response Rate and Representativeness (i.e. by race/ethnicity), and specific Family Survey Items to determine improvement strategies:  As a team, complete root cause analysis of the Family Support Data submitted to MSDE, DEI/SES, Family Support to determine strategies for meeting the needs of families: |
| **Family Support Birth - Age 3 (Family Support Network) Plan**  **Directions:** Describe how the Family Support Birth - Age 3 **(**Family Support Network) operates in the local jurisdiction. Provide specific activities with appropriate timelines which are being proposed for SFY 2020. Include specific strategies for the Family Support Birth – Age 3 Coordinator to implement in coordination with other program staff to improve the response rate and representativeness of responses to the Early Intervention Family Survey (i.e., reminder phone calls to families, direct assistance completing the survey). |
| |  |  |  | | --- | --- | --- | | **Description of Family Support Birth – Age 3:** | | | | **Specific Activities** | **Timelines**  **(Tentative Dates)** | **Person/Position Implementing Activity** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |
| **Family Support Age 3 - Kindergarten (Preschool Partners) Plan**  Directions: Describe how Family Support Age 3 - Kindergarten **(**Preschool Partners) operates in the local jurisdiction. Provide specific activities, including **transition** activities with appropriate timelines which are being proposed for SFY 2020. |
| |  |  |  | | --- | --- | --- | | **Description of Family Support Age 3 – Kindergarten:** | | | | **Specific Activities**  **Be sure to Include Transition Activities** | **Timelines**  **(Tentative Dates)** | **Person/Position Implementing Activity** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |

Local Infants and Toddlers Program (LITP) Policies and Procedures

Please attach local Policies and Procedures if a current version has not been received by the MSDE.

SSIP Discretionary Funds

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Priority:** | | | | |
| **SSIP Discretionary Funds** | | | | |
| **Defined Need:** Identify local data points relevant to your priority area. Consider how your current infrastructure and workforce capacity either supports or challenges the implementation of evidence-based practices. Use a data analysis strategy (i.e. Fishbone, 5 Whys) to determine possible root causes related to the data. (Data, analysis of data, source of data and identified need must be included). Consider the components of the TAP-IT model (Team-Analyze-Plan-Implement-Track) for data-informed decision making. | | | | |
|  | | | | |
| **Goal Statement(s):** | | | | |
|  | | | | |
| ***Infrastructure Development Strategies*** | ***Implementation Timeline*** | ***Evaluation and/or Fidelity Measure*** | ***Resources/Budget*** | ***Sustainability Plan*** |
|  |  |  |  |  |
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|  |  |  |  |  |
|  |  |  |  |  |
| ***Personnel Development Strategies*** | ***Implementation Timeline*** | ***Evaluation and/or Fidelity Measure*** | ***Resources/Budget*** | ***Sustainability Plan*** |
|  |  |  |  |  |
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# Section 3 – Assurances

The Consolidated Local Implementation Grant Application accounts for Part C, Part B, State, and Medical Assistance funds for the jurisdiction, and identifies the budgetary and staff commitment of each agency participating in the local early intervention system.

The issue of Notice of Grant Awards (NGA) requires indication of LLA/PA agreement to comply with all State grant assurances, as listed below.   The indicated signature on this Sate Assurances form must accompany the submitted SFY 2020 CLIG.  Please note that this signature, indicating LLA/PA agreement to abide by all listed assurances, will appear on every NGA issued to the LLA/PA during SFY 2020 and will apply to all SFY 2020 grants issued to the LLA/PA by the MSDE, DEI/SES.

## Assurance Statements For The Consolidated Local Implementation Grant

By receiving funds under this grant award, the signatory agencies, as grantees, agree to comply with the following terms and conditions:

1. Program and projects funded in total or in part through this grant will operate in compliance with State and federal laws and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the No Child Left Behind Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA), and the Americans with Disabilities Act.
2. The lead agency has in effect policies and procedures that insure appropriate early intervention services based on scientifically based research, to the extent practicable, and effective outreach strategies are available to all infants, toddlers and preschool children with disabilities and their families, including Indian infants, toddlers and preschool children with disabilities and their families residing on a reservation geographically located in the jurisdiction, and infants, toddlers and preschool children with disabilities in the State who are homeless children, or wards of the State and their families in accordance with 34 CFR §303.302(b)(i-ii).
3. The lead agency has procedural safeguards with respect to programs under this part, as required by 34 CFR Subpart E-Procedural Safeguards.
4. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate, and provide guidance and direction to the grantees in the conduct of activities performed under this grant. However, failure of the MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantees of any liability for failure to comply with the terms of the grant award.
5. The signatory agencies, in collaboration with the MSDE, assure that there is a comprehensive system of personnel development, including the training of paraprofessionals and the training of primary referral sources with respect to the basic components of early intervention services available in the State that
   1. Must include –
      1. Implementing innovative strategies and activities for the recruitment and retention of early education service providers;
      2. Promoting the preparation of early education providers who are fully and appropriately qualified to provide early intervention services under this part; and
      3. Training personnel to coordinate transition services for infants, toddlers and preschool children with disabilities who are transitioning from an early intervention service program under Part C of the Act to a preschool program under section 619 of the Act, Head Start, Early Head Start, and elementary school program under Part B of the Act, or another appropriate program receiving funds under 20 U.S.C. 1419, or another appropriate program.

b) May include –

1. Training personnel to work in rural and inner-city areas;
2. Training personnel in the emotional and social development of your children; and
3. Training personnel to support families in participating fully in the development and implementation of the child’s IFSP consistent with 34 CFR §303.118(a)(b).
4. The Consolidated Local Implementation Grant Application is the basis for the Local Interagency Plan for Early Intervention Services in the jurisdiction and the Plan is in effect as described.
5. All signatory agencies represented by this application will participate in the system of early intervention services, including the use of the Individualized Family Service Plan and Process, the Maryland Infants and Toddlers Program Tracking/Data Collection System, and other components as required by 34 CFR Part 303 and COMAR 13A.13.01 and 13A.13.02.
6. Federal funds received through this application will not be used to supplant or to decrease the level of State and local funds expended for infants and toddlers with disabilities and their families and in no case to supplant those State and local funds, in accordance with 34 CFR §303.225(2). To meet the requirement in §303.225(2), the total amount of State and local funds budgeted for expenditures in the current fiscal year for early intervention services for children eligible under this part and their families must be at least equal to the total amount of State and local funds actually expended for early intervention services for these children.
7. Federal funds may be used for activities or expenses that are reasonable and necessary for implementing the jurisdiction’s early intervention program for infants, toddlers and preschool children with disabilities including funds:
8. For direct early intervention services; and
9. To expand and improve services for infants, toddlers and preschool children with disabilities and their families (34CFR §303.501(a)(b)).
10. The jurisdiction will not use federal grant funds to satisfy a financial commitment for services that would have been paid for from another public or private source (34 CFR §303.510(a)). However, if necessary to prevent a delay in the timely provision of appropriate early intervention services to the child or family, federal funds may be used to pay the provider of services, pending reimbursement from the agency that has ultimate responsibility for the payment (34 CFR §303.511(b)).
11. The signatory agencies assure that reimbursements from Medical Assistance for service coordination, health-related services, and transportation will be used to support the local early intervention system for infants, toddlers and preschool children receiving services through an IFSP.
12. The data which is submitted by the local lead agency represents all eligible infants and toddlers receiving early intervention services in accordance with an IFSP. Early intervention records shall be maintained for each child and shall be available for review by the Maryland Infants and Toddlers Program/Maryland State Department of Education for monitoring purposes.
13. Parents of children served under Part C are provided an opportunity to participate in the development of this application.
14. Grantees shall establish and maintain fiscal control and fund accounting procedures to ensure proper disbursement of, and accounting for federal funds (34 CFR §303.226).
15. Grantees shall adhere to the MSDE reporting requirements and timelines, including the submission of semiannual and final programmatic and financial reports.
16. Entities receiving $750,000 or more of federal funds need to have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 *et seq*.
17. Grantees shall retain all records of financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of the MSDE.
18. Grantees must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
19. Grantees must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of $1000 or 15% of total object, program, or category of expenditure, *whichever is greater*. Grantees must support the request with reasons for change. Budget alignments must be submitted at least 45 days prior to the end of the grant period.
20. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
21. Grantees shall repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agree to pay any collection fees that may subsequently be imposed by the federal and/or State government.
22. If the grantees fail to fulfill obligations under the grant agreement properly and on time, or otherwise violate any provision of the grant, the MSDE may suspend or terminate the grant by written notice to the grantees. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantees shall repay the MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due grantees.
23. The local lead agency assures that the Local Interagency Coordinating Council will conduct meetings at least quarterly. The meeting must:
    1. Be publicly announced sufficiently in advance of the dates they are to be held to ensure that all interested parties have an opportunity to attend; and
    2. To the extent appropriate, be open and accessible to the general public and that interpreters for persons who are deaf and other necessary services must be provided at Council meetings, both for Council members and participants.

The Maryland Infants and Toddlers Program may choose to direct the usage of funds toward a specific monitoring priority if adequate progress is not made and/or a jurisdiction fails to submit timely reports to the MSDE. In particular, if a public agency has not implemented the corrective actions in the time and manner specified by the Department, the Department shall:

1. Advise the public agency in writing the corrective actions shall be implemented within a specified time frame to avoid further enforcement action; and
2. Provide additional technical assistance to the public agency to assist in the implementation of the corrective actions.

If, after the implementation of COMAR 13A.05.02.07D of this regulation, a public agency has not implemented the corrective actions or made good faith efforts to correct substantial violations, the Department may initiate sanctions, including, but not limited to the following:

1. Redirect or target the use of funds allocated under IDEA funds;
2. Reduce or eliminate the use of funds allocated under IDEA funds;
3. Withhold or reduce IDEA funds pending completion of corrective action;
4. Withhold or reduce State funds for early intervention and education services pending the completion of corrective actions;
5. Assign Department staff on-site to assist in the completion of corrective actions; and
6. Assign a monitor to oversee the public agency’s early intervention programs, with the responsibility for costs of monitoring to be determined by the Department.

\* The law is also applicable to Part C. In particular 20 USC §1442 under Part C of the IDEA, reauthorized in 2004, states that §§1416 – 1418 under Part B now apply to Part C.

The Consolidated Local Implementation Grant Application accounts for Part C, Part B 611, Part B 619, State, and Medical Assistance funds for the jurisdiction, and identifies the budgetary and staff commitment of each agency participating in the local early intervention system. We, the undersigned, have reviewed and approved the Consolidated Local Implementation Grant Application and certify the completeness and accuracy of all representations herein.

**Jurisdiction** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Local Lead Agency** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Superintendent of Schools Date

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Health Officer Date

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Director, Department of Social Services Date

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Program Director, Local Infants and Toddlers Program Date



## State Assurances

# Section 4 – Fiscal Requirements & Procedures

## Planning

The State Fiscal Year (SFY) 2020 Consolidated Local Implementation Grant (CLIG) of federal and State funding that is available to the Maryland Infants and Toddlers Program will be distributed to local lead agencies (LLA) and Public Agencies (PA) with a grant period of **July 1, 2019 - September 30, 2020** for federal funds and a grant period of **July 1, 2019 – June 30, 2020** for State General Funds.

The LLAs are charged with the fiscal management of the CLIG-awarded grant funds within the greater context of the fiscal management of the Local Infants & Toddlers Program (LITP) in its entirety. Consequently, budgeting and reporting requirements apply to CLIG-awarded funds as well as all other funding that supports the provision of LITP services. Furthermore, since the LITP expenditures are incurred by multiple agencies, budgeting and reporting tasks will require the LLA to aggregate data from **all partner agencies for all funding sources, including funds not awarded through the CLIG**. Planning for the upcoming fiscal year involves the coordination and cooperation of partner agencies to produce the budget information that is required for the CLIG application. Coordination is also essential to ensure LITP compliance throughout the year with applicable program and fiscal requirements, such as the aggregation of partner agency data for reporting and invoicing.

## SFY 2020 CLIG Budget Submissions Workbook

Detailed budgets for the planned expenditure of CLIG-awarded funding **and all other funding that supports the LITP through all of the partner agencies are a required component of the CLIG application**. The [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx) is a tool that assists the LLA to record details of each partner agency’s planned expenditures from all funding sources, including CLIG-awarded funds, and to produce accurately aggregated summary documents and budgets to illustrate the planned use of funds by all of the LITP partner agencies. Proper completion of the [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx) will result in summary budget documentation for the CLIG-awarded grant funds **and** for all other funding sources of the LITP, consolidated from data entered for the partner agencies. (See [CLIG Requirements Submission Checklist](#CLIGRequirementsSubmissionChecklist) in the Overview Section abovefor a list of the required documents contained in the [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx).)

The [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx) utilizes programmed worksheets to simplify the arduous task of correctly documenting and totaling grant and program budgets that are aggregated from partner agencies and ensures compliance with various funding requirements. **The LLA must coordinate the entry of each partner agency’s information into a single copy of the** [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx) **in order for the programmed worksheets to validate and correctly aggregate the entered data.**

Since the detailed expenditures drive the automated population of the summary pages of the [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx), the suggested first step toward efficiently completing the [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx) is to assemble a list of proposed LITP expenditures based upon historical and anticipated needs, with consultation among partner agencies. After this listing is compiled, the completion of the [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx) will mainly entail the assignment of expenditures to the various partner agencies and funding sources.

## Fiscal Requirement Highlights

Following is a list of some important requirements that must be considered while developing the list of proposed expenditures, assigning them to various funding sources, and completing the [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx):

* CLIG-awarded funds must be budgeted to improve outcomes for infants, toddlers, and preschool children and their families in the Early Intervention System of Services. Additionally, prioritiespreviously identified by the MSDE through monitoring may need to be reflected in the budget of the LITP. Allowable expenditures include salaries and fringe benefits for direct service positions, purchase of early intervention services through contracts or other locally approved procurement mechanism, purchase of administrative or early intervention supplies and/or equipment used to support the provision of or to provide direct services to eligible children and their families, and staff/parent training.
* **State funds may not be used for administrative positions, computer technology for administrative purposes, furniture, or capital improvements.**
* Federal funds may not be used to purchase furniture (i.e., filing cabinets, storage cabinets, tables, etc.), unless specially designed to implement the goals and objectives of a child’s IFSP or for parent training activities. Federal regulations related to the allowable use of federal grant funds can be found at: [2 CFR Part 200 Subpart E – Cost Principles](http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=6a5b77c1f462c319dfbc4b3e3d250262&mc=true&n=pt2.1.200&r=PART&ty=HTML#sp2.1.200.e)
* In accordance with [34 CFR §300.800](http://162.140.57.127/cgi-bin/text-idx?SID=3dc3bfe980474c79a21de6b37b0af8c3&mc=true&node=se34.2.300_1800&rgn=div8), Part B 619 discretionary funds that are intended to supplement the Extended IFSP Option must be used only for children with disabilities aged three through the beginning of the school year following the child’s fourth birthday. Utilizing this funding for positions that support this population **and** younger children will require reporting to ensure that the Part B 619 funds are used only for their intended population, in accordance with [2 CFR §200.430 (i)(1)(i)(vii)](https://www.ecfr.gov/cgi-bin/text-idx?node=se2.1.200_1430&rgn=div8).
* Mandatory minimum allocations of grant funds for the following purposes must be clearly designated in budget documentation:
* A fixed allocation from Part C funds of **$5,000** to support the position of local Family Support Birth – Age 3 (Family Support Network) Coordinator and family support activities, unless the State approves a local early intervention system to utilize a different funding source or to reduce the amount dedicated to Family Support Birth – Age 3 activities;
* A fixed allocation from Part C funds of **$600** to support participation in the SFY 2020 Early Intervention/Special Education Services Professional Learning Opportunities or other professional development activities;
* At least a part of the Part B 619 allocation for Family Support Age 3 - Kindergarten (Preschool Partners) must be used to support the salaried or contractual employment of a parent of a child with a disability;
* Part B Section 619 Family Support Age 3 - Kindergarten (Preschool Partners) funds must support activities whereby families focus on the transition of children into and from local school system preschool special education services, and may not be used to supplement *Family Support Birth – Age 3* staff time or activities dedicated to supporting families’ and children’s participation in early intervention services.
* The CLIG budget should reflect distribution of the Part B 619 allocation for *Family Support Age 3 - Kindergarten* (Preschool Partners) to the agency responsible for implementing *Family Support Age 3 - Kindergarten*; and
* Although federal Medicaid (MA) Reimbursement Funds may be spent outside the CLIG funding period, they must be spent only to support the LITP, in accordance with the Memorandum of Understanding between the MSDE and each LITP. Each LITP must account for the federal Medicaid funds received as reimbursement for LITP services, as recorded by the MDH, **for each fiscal year**. Each LITP’s *Form 100* contains a section entitled, *“Federal Medicaid Reimbursement Availability Worksheet”* that enables the LLA to account for the utilization of these funds by SFY and shows the availability of these funds for the upcoming year budget.
* Although the CLIG State General Funds will be delivered to the LITP through two vehicles; a direct grant to the LITP and payments by the MDH of CLIG State General Funds that are deposited with the MDH for approved MA claims, the LLA must budget the full CLIG allocation of State General Funds on applicable budget forms (*C-1-25, Form 100, Form 100A, Form 100 B, Form 100 C*).
* The availability of the LITP’s State General funds awarded through the CLIG Application, whether received through direct grant to the LITP or payments by the MDH of CLIG State General Funds that are deposited with the MDH for approved MA claims, cannot be extended beyond June 30, 2020. CLIG State General Funds that have not been obligated by the end of the grant period will revert to the State treasury. However, the initial grant period of the Federal IDEA Part C, Part B 611, and Part B 619 funds can be extended to June 30, 2021 using the grant extension process. (See [Overview - CLIG Funding Period Extension Request](#_CLIG_Funding_Period) Section**.**)
* *MITP Form 100D* must categorize expenditures of only Part C funds as either direct services or administrative costs. The MSDE views service coordination and the time spent taking a referral as a direct service. To facilitate this categorization, the *Form 100C* are designed for entries of Part C expenditures as either for direct services or administrative costs, which will automatically populate the *Form 100D* for each partner agency.
* Indirect Costs are allowable for State funds to the extent of the Restricted Indirect Cost Rate approved for federal programs, not to exceed a maximum of 2%. **Indirect costs are not allowable to CLIG-awarded federal funds.**
* Expenditures must be categorized by object as defined in the [MSDE Financial Reporting Manual, Revised 2014](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/State/index.aspx). For equipment (Object 5 on the Grant Budget *C-1-25 Form*): Equipment includes tangible personal property having a useful life of more than one year and/or an acquisition cost equal to the lesser of the per unit minimum dollar amount established by the grantee for financial statement purposes, or $5,000 ($500 if a sensitive item). Sensitive items are capital or non-capital items that are prone to theft such as recording devices, portable tools, cameras and other small items that may be concealed in a handbag or briefcase, or larger items such as typewriters, projectors, printers and the like, for which there is a history of theft or loss.
* Each proposed expenditure that is listed on a *Form 100C* must include sufficient detail to enable grant reviewers to determine allowability according to applicable regulations. Reflect the unit cost, the number of units to be purchased, if applicable, and the total cost. Examples of required detail:

100 hours of physical therapy services @ $65/hr. = $6,500

10 reams of paper for IFSP documents @ $7.00/ream = $70

* In accordance with the IDEA Part C Prohibition Against Supplanting provision, [34 CFR §303.225](http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=c628d9e6f6c37bf1896e2158b28c0857&ty=HTML&h=L&mc=true&r=SECTION&n=se34.2.303_1225), the total amount of State and local funds budgeted for expenditures in SFY 2020 by a LITP/PA for early intervention services for children eligible under Part C and their families must be at least equal to the total amount of State and local funds actually expended for early intervention services for these children and their families in SFY 2018. CLIG Budgets are considered compliant with this provision if:
* Local jurisdictions maintain local effort in support of early intervention under Part C of IDEA by budgeting at least the same amount of non-federal funds for SFY 2020 as was expended in SFY 2018. The *LLA/PA Prohibition Against Supplanting Template* will assist an LLA to demonstrate compliance with this requirement in order to be eligible to receive IDEA federal funding for this fiscal year’s application.   
    
  The sources of funds for this calculation are local funds and "Other State" funds **from all partner agencies**. Expenditures paid with federal funds (including federal MA reimbursement funds) may not be included in this calculation. "Other State" funds do not include State General funds awarded through the CLIG Application process, whether received through direct grant to the LITP or payments by the MDH of CLIG State General Funds that are deposited with the MDH for approved MA claims, but do include State funds assigned for LITP purposes by school systems, local departments of health and social services.
* Federal and State funds budgeted do not supplant local funds utilized to support all positions and do not result in a decrease in local funding and staffing support for direct services.
* All outstanding financial and program reports from the previous SFY are submitted, including Form 500, which documents non-federal expenditures for the previous grant year.

## Required CLIG Budget Documents

**See** [**CLIG Requirements Submission Checklist**](#CLIGRequirementsSubmissionChecklist) **in the Overview Section, above.**

## Step-by-Step Directions for Completing the SFY 2020 CLIG Budget Submissions Workbook

**Please note:**

* The [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx) is compatible only with the Microsoft Windows version of Excel running on Microsoft Windows (either native or emulated). Submissions of documents produced with another program, including Microsoft Excel for MAC, will not be accepted.
* The most recent version of this workbook must be used to produce budget submissions. Submissions of other forms or submissions based upon incorrect usage of the [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx) will not be reviewed and will not be considered timely filed;
* The worksheets in this Excel Workbook contain automated features that are designed to assist preparers in providing accurate information that will result in consistent Statewide documentation of proposed expenditures for Maryland's Local Infants and Toddlers Programs. The LLA must ensure that data from all partner agencies is entered into a single copy of this stand-alone Excel workbook so that the automatic field population and data verification features will work correctly; and
* Entries of all figures must be originally entered. **Do not:**
* Enter figures by linking to another source;
* Enter decimals; or
* Cut and paste figures into the workbook as this will overwrite formulas, impacting the functionality of the workbook.

1. Download the [SFY 2020 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx) at <http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx>.
2. The LLA must complete the “Info Input” tab using information provided on the *SFY 2020 Estimated Allocation Sheet*. Information entered on this tab is used to label all the pages of the workbook and to establish data validation settings for various fields throughout the workbook.
3. Color-coded tabs indicate groups of tabs that are designated for each partner agency. The detailed proposed expenditure information is entered on *Form 100B* (for Object 01 charges) and *Form 100C* (for Objects 2, 3, 4, & 5). As each partner agency enters detailed expenditure information in the appropriate fields of its color-coded worksheets the shaded fields on the remaining worksheets will total and populate. Unshaded fields must be filled manually.
4. Definitions of the non-CLIG funding sources and Administrative and Direct Services are found in the directions for completing the [Forms 400 and 500 in Section 5](#_MITP_Form_400).
5. Each agency’s *Form 100B* is divided into sections for separate entry of administrative staff and direct services staff. This enables the completely automatic population of *Form 100D*. To add lines to a section, use the special control button at the top left of each section. **For each line to be added**, make the yellow cell active by clicking on it. **Then**, simultaneously press CTRL-G. **Important: Each time a line is added, the active cell must be the yellow cell before pressing CTRL-G.**



**Manually enter the salary and full-time equivalent (FTE) that the entered salary figure represents** (the worksheet does NOT calculate the amount of funding based on the entry of a full-time salary!) for each position into the column of the funding source to which the position is to be budgeted. Enter the aggregated fringe costs for each section of the form. The fringe costs will automatically be populated to the *Form 100C* for Object 4, Other Charges.

1. Each agency’s multiple *Form 100C* tabs has several numbered funding blocks. A sample is pictured below.

Part C

**Admin**

Part C

**Direct**

Part B 611

Part B 619

Part B 619 Ex

CLIG State

Federal MA

Other Fed.

Local

Other State

Other

$60

$250

$80

**$390**

1

Type Description: Supplies for itinerant providers

**Funding Sources**

**TOTAL**

Detail: 4 Reams of paper @ $15.00/ream = $60 (Part C Admin); 25 Baby Toothbrush Oral Massager, 2-Pack @ $10.00 ea. = $250 (Part C Direct); 20 cases water bottles @ $80.00

(Local)

In the "Type Description" field, enter a general description of the charges to be included in the funding block. Enter as many items as can fill the “Detail” section of the funding block. **Expenditure information must include unit pricing, quantity, and total for each item.** If items listed within the “Detail” section will be assigned to different funding sources, the funding source must be specified in the “Detail” section. When assigning an item to a funding source, be mindful of the Cost Principles or special constraints that may apply to the various funding sources. The figures in the “Funding Sources” row will automatically be propagated to the agency’s *Form 100A*.

1. Indirect costs are entered only on the *Form 100A* of the LLA. Each partner agency that includes non-CLIG-awarded federal or State funds or non-Local funds must complete the chart entitled “Description of Other Federal, Other State, and Other/Private Funds" **with the specific names of the sources of these funds**. The totals in this chart must match the totals of the corresponding funds in the *Form 100A* main budget chart.
2. The LLA must complete the Federal Medicaid Reimbursement Availability Worksheet that appears on the lower right of the *Form 100*. Each payment issued by the Maryland Department of Health (MDH) for Medicaid funds is comprised of State General Funds and Federal Medicaid Reimbursement Funds. The LLA is accountable for the amounts of these funds as reported by the MDH and must ensure that local financial systems and procedures are designed to support the reporting of these funds by fiscal year.
3. The SFY 2020 figures on the *Prohibition Against Supplanting Template* tab will automatically populate from data on each agency’s *Form 100A*. The LLA must obtain and manually aggregate data from all partner agencies to complete the cells for SFY 2018 and SFY 2019 figures.
4. Figures for charges other than Fixed Charges and Indirect Costs will automatically populate the *Grant Budget C-1-25 Forms* on the line for Category/Program Line 206-04. The entire 206 section is unlocked for the optional apportionment of the charges to other lines within the 206 section. Please be very careful to ensure that the totals of the figures manually entered in each column of the 206 section equal the amounts that automatically populated each column of Line 206-04.
5. When all information is complete, print the worksheets, obtain required signatures, assemble pages according to the attachment number in the lower left-hand corner, and scan to pdf format. The file must be labeled and uploaded in accordance with the [**MSDE Secure Web Client Access and Submission Procedures**](http://marylandpublicschools.org/programs/Documents/Special-Ed/rmmb/Grants/State/MSDE%20Secure%20Web%20Client%20Access%20and%20Submission%20Procedures.pdf).

## Grant Payment Procedures

* Upon approval of the CLIG application, Notice of Grant Award (NOGA) documents will be issued, as required, for the various CLIG funding sources.

* **If Payment Schedule Code "0" is indicated on the Notice of Grant Award (NOGA)** - Payments will be based upon actual expenditures as reported through the submission of an invoice directly to the assigned DEI/SES Fiscal Grant Liaison. Unless monthly invoices are submitted, quarterly invoices for periods ending September 30, December 31, March 31, and June 30 are due on October 31, January 31, April 30, and July 31, respectively. Invoices must be submitted using the form provided in the [*SFY 2020 CLIG Reporting & Supplemental Forms Workbook*](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx)*.*

**If Payment Schedule Code "1" is indicated on the NOGA** - Payments will be made on a monthly basis and based upon actual monthly expenditures as reported by the LSS/PA to the MSDE Accounts Payable Department.  **Only grantees that have access to the AFR System are eligible for Payment Schedule Code 1.** Maintenance of Payment Schedule Code "1" is dependent upon prompt submission of progress and financial reports.  

Under both payment schedule codes, payments may be impacted by omissions and/or the late submission of progress and financial reports.

A portion of the LITP allocation of CLIG State General Funds will be transferred by the Intergovernmental Transfer (IGT) to the MDH to be included in payments for approved MA claims. This portion is based upon an estimate of the funds that will be needed to provide the non-federal match for the claims submitted by the LITP. The MDH will issue payments for approved claims that will consist of the transferred CLIG State General Funds and the federal MA funds. The remaining portion of the LITP CLIG State General Funds allocation will be released to the LITP as a grant concurrently with the issuance of the other CLIG funding grants.   
  
The Notice of Grant Award for the CLIG State General Funds will present the estimated amount of the CLIG-awarded State General Funds that will be awarded as a State grant and the *estimated* amount of CLIG-awarded State General funds that will be received through payments from the MDH. After the end of the fiscal year, the initial estimate of CLIG State General Funds needed by the LITP for MA billing will be reconciled with the *actual* amount paid by the MDH to the LITP. The amount of the existing CLIG State General Funds grant will be adjusted as needed so that the total amount of CLIG State General Funds received by the LITP equals its allocation. The adjusted figures must be used for final reporting requirements and payment requests. Accounting procedures must be designed to separately track the CLIG State General Funds received through the grant and from the MDH In order to facilitate adjustments after the reconciliation and to account for the entire CLIG State General Funds allocation.

* It is possible that an LITP will submit claims to the MDH that will result in MDH payments of CLIG State General Funds that, combined with payments of charges to its CLIG State General Funds grant, will exceed the LITP allocation. If this occurs, the LITP may retain the associated federal Medicaid payment as long as it repays the excess CLIG State Funds to the MSDE prior to the end of the fiscal year. **The repayment of these funds after the fiscal year will result in the disqualification of the claims that resulted in the excess payment of CLIG State General funds and the federal Medicaid funds for those claims will be recovered.** To ensure that each LITP will be able to maximize federal Medicaid receipts and not end the fiscal year having received more CLIG State General Funds than it was allocated, the following procedures have been implemented for the current SFY 2019 CLIG State General Funds:
  + The DEI/SES will analyze MDH payments of CLIG State General Funds and payments for charges to CLIG State General Funds grants to estimate the amount by which each LITP, by the end of the fiscal year, will receive CLIG State Funds in excess of the LITP allocation. No later than **May 15, 2019**, the DEI/SES will notify each LITP of the determination and the estimated amount of the required prepayment, if any, that will offset the excess receipts.
  + Each LITP must complete its own analysis of the amounts of received CLIG State General Funds **and unpaid claims that have been or will be submitted to the MDH** to determine if it agrees with the MSDE estimate of the prepayment to offset funds received in excess of the LITP allocation, if any, or if the estimate requires revision.
  + **By no later than June 15, 2019**, the MSDE must receive from each LITP a:
    - Completed [*CLIG State General Funds Prepayment Certification and Agreement Form*](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx). This form, to be signed by the agency head, certifies the amount of the offset prepayment that will ensure that the CLIG State General Funds the LLA will have received by the end of the fiscal year will not exceed its CLIG State General Funds allocation. This form also expresses the agency's agreement that if, despite the application of the prepayment, the amount of CLIG State General Funds received by the end of the fiscal year will exceed its allocation, that these excess funds will be repaid to the MSDE and the claims for federal Medicaid funds associated with these State General Funds will be rescinded or reversed, resulting in the forfeiture of the associated federal Medicaid funds; and
    - Check for the amount of the LITP certified prepayment, if applicable.
  + The DEI/SES will conduct the annual reconciliation of the estimated IGT and actual IGT payments to each LITP, based upon the official MDH reporting, after July grant payments, in early August. NOGAs for amendments to grant amounts, as applicable, will be issued no later than August 31, 2019.
* Please note the following deadlines for submitting payment requests for State General Funds awarded on the State grant:
* Final Request for State General Funds PRIOR to the Reconciliation: **July 10, 2019**
* Final Request for General Funds AFTER the Reconciliation: **September 10, 2019**

(See [Section 5](#_Section_5_–) for special requirements for reporting the expenditure State General Funds.)

## Accountability

**Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards**

Beginning in SFY 2017, all DEI/SES subawards of federal funds must be used and accounted for consistent with all program requirements, State and federal statutes and regulations, grant conditions, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ([2CFR §200](http://www.ecfr.gov/cgi-bin/text-idx?SID=e2a106edbec3d5712f807de244c4789e&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)). Resources related to the new Uniform Guidance are available at: <https://cfo.gov/cofar/> and the [Resource Management and Monitoring Branch Federal Resources webpage](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/Federal/index.aspx).

**Subrecipient Monitoring**

In accordance with [2 CFR §§200.328](http://www.ecfr.gov/cgi-bin/text-idx?SID=e2a106edbec3d5712f807de244c4789e&node=se2.1.200_1328&rgn=div8) and [§200.331](http://www.ecfr.gov/cgi-bin/text-idx?SID=e2a106edbec3d5712f807de244c4789e&node=se2.1.200_1331&rgn=div8), the DEI/SES will monitor the activities of subrecipients of federal funds as necessary to ensure the subaward is used for authorized purposes, in compliance with Federal statues, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved. Monitoring activities may include, but are not limited to, the provision of training and technical assistance and on-site reviews of operations. Monitoring activities must include:

* Review of required financial and programmatic reports;
* Follow-up to ensure timely and appropriate action on all deficiencies pertaining to the DEI/SES subaward detected through audits, on site reviews and other means; and
* Issuance of management decisions for audit findings pertaining a DEI/SES subaward, as required by [2 CFR §200.521](http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=e2a106edbec3d5712f807de244c4789e&n=pt2.1.200&r=PART&ty=HTML#se2.1.200_1521).

# Section 5 – Reporting Requirements

**Timely, complete, and accurate submission of program, financial, data, and LICC reports is required as a condition of the Consolidated Local Implementation Grant Award. Timelines are provided below and in a chart, which follows. Unless otherwise indicated, all submissions must be legible, in PDF format, and uploaded to the MSDE Secure Web Client in accordance with the** [**MSDE Secure Web Client Access and Submission Procedures**](http://marylandpublicschools.org/programs/Documents/Special-Ed/rmmb/Grants/State/MSDE%20Secure%20Web%20Client%20Access%20and%20Submission%20Procedures.pdf)**.**

## Semi-Annual Programmatic and Fiscal Reporting

*(Federal Audit Requirement)*Due: January 31, 2020

For semi-annual programmatic and fiscal reporting, local lead agencies must complete the *Semi-Annual Report* and the *Interim Cumulative Variance Report* worksheet tabs located in the[*SFY 2020 CLIG Reporting & Supplemental Forms Workbook*](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx)**no later than January 31, 2020**.

1. Programmatic Reporting - Using the *Semi-Annual Program Report* tab of the workbook, local lead agencies must submit the semi-annual programmatic report by January 31, 2020. This report should include:
   1. For the time period of July 1 to December 31, data analysis that includes:
2. The number of children evaluated;
3. The number of children determined to be infants and toddlers with developmental delays and/or disabilities; and
4. The number of children receiving IFSP services after age 3.
   1. A description of the progress on the Improvement Plans for each performance indicator assigned in the previous Annual Report Card, including the status of infrastructure and personnel development strategies and activities as identified in the plan.
5. A description of the progress on the correction of noncompliance for each incidence of noncompliance identified in the previous local Annual Report Cards, including the status of infrastructure and personnel development strategies and activities supporting the correction of noncompliance.
6. A description of current successes in infrastructure development and personnel development that support progress in the delivery of early intervention services to infant and toddlers with developmental delays and disabilities and their families.
7. A description of current challenges in infrastructure development and personnel development that impede progress in the delivery of early intervention services to infant and toddlers with developmental delays and disabilities and their families.
8. A description of technical assistance requests associated with reported challenges*.*
9. If applicable, SSIP Discretionary Grant reporting in table format which includes infrastructure and personnel development strategies to achieve the goal, progress/evaluation, and pace of progress.
10. Fiscal Reporting – Complete the *Interim Cumulative Variance Report* form for each grant line on each notice of grant award. Extended prior year grant lines require a second *Interim Cumulative Variance Report* by this same date. Refer to the [*MSDE Financial Reporting Manual, Revised 2014*](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/State/index.aspx)for detailed financial reporting procedures.

These reports must be completed and signed by the LLA Finance Officer and Director. The purpose of this report is to:

* + 1. Report the budget amount that has been expended **from the beginning of the grant through December 31, 2019**; and
    2. Verify that spending is consistent with budget projections.

**Note:** A single *Interim Cumulative Variance Report* of CLIG State General Funds must account for the entire allocation of State General Funds, whether delivered via grant or via Maryland Department of Health payments of Intergovernmental Transfer State General Funds.

## Data Collection

Due: November 15, 2019

**Federal Part C Reporting**

The data collection date for federal reporting is **October 1st** in each year. By **November 15**, local lead agencies are expected to have entered all data generated up to and including October 1st, run audit reports, and fill in missing data. Shortly after that date, MSDE will extract data from the data system to complete federal reports. Part of the federal reporting requirement mandates the submission of timely and accurate data. As a result, it is extremely important that the LITPs enter all available program data by the **November 15** deadline. Note that the submission of timely and accurate data is one factor that impacts the annual determination of each Local Infants and Toddlers Program.

**Early Intervention Personnel Count**

An annual interagency count of early intervention personnel employed in full-time equivalents is due annually. Forms and instructions will be distributed to local lead agencies prior to the submission date.

Submit electronically to the Data Specialist at: [Daniel.szczepaniak@maryland.gov](mailto:Daniel.szczepaniak@maryland.gov)

## Final Programmatic and Fiscal Reporting

For final programmatic and fiscal reporting, local lead agencies must complete the *Final Program Report* and the *Final Cumulative Variance Report* worksheet tabs located in the [*SFY 2020 CLIG Reporting & Supplemental Forms Workbook*](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx)*.*

1. Programmatic Reporting - Using the *Final Program Report* tab of the workbook*,* local lead agencies must submit a report of the activities of the Local Infants and Toddlers Program for the grant period **no later than November 1, 2020**, which includes the following:
2. A description of the progress of the Improvement Plans and Corrective Action Plans for each indicator, including the status of infrastructure and personnel development strategies and activities that were identified in the plan.
3. A summary of how the PA activities (whether a PA plan was required or not), including infrastructure and personnel development strategies, were implemented to support effective messaging, identification, and outreach to all population groups, geographic areas and potential referral sources in the local jurisdiction. An analysis of data that demonstrates the effect of public awareness and access efforts on the local early intervention system must be included.
4. A summary of how the infrastructure development and personnel development strategies relevant to the Child Outcomes Summary (COS) process were implemented to support the fidelity of the process. An analysis of data that demonstrates the implementation of the COS process to fidelity, including the four Core Components (authentic assessment, age-anchoring, COS Rating Prep Tool, Decision Tree), must be included.
5. A summary of how infrastructure development and personnel development strategies were implemented to support effective, functional routines-based IFSPs. An analysis of data, including data from the IFSP Review Evidence of Standard tool and/or the IFSP Self-Assessment Rating Tool to demonstrate the development and implementation of effective IFSPs must be included.
6. A summary of how the CSPD Plan was implemented during the grant period to support an effective local early intervention system, including the implementation of the Early Intervention Personnel Standards, as well as how the CSPD Plan supported Improvement Plan/Corrective Action Plan activities. An analysis of data that demonstrates the effect of training efforts on the local early intervention system including the implementation of the required EI Personnel Standards must be incorporated. For each training activity conducted, identify the topic, date, and number of participants from each category (parents, service providers, service coordinators, primary referral sources, and paraprofessionals). Also include a summary of the evaluations completed by attendees. The CSPD Plan may be updated to include the required reporting information and submitted in lieu of developing a separate reporting format.
7. A summary of how *Family Support Birth - 3* and *Family Support 3 - Kindergarten* activities implemented during the grant period support an effective local early intervention system, including strategies to enhance the response rate and representativeness of the Early Intervention Family Survey. Jurisdictions should use local Family Support Services Semi-Annual Data, from MSDE, DEI/SES Family Support and Dispute Resolution Services, as the foundation for this summary. This summary should also include: agendas, event communications (i.e. flyers), sign-ins, newsletters, and invoices. Include an analysis of data that demonstrates the effect of efforts on the local early intervention system. A detailed description of how Family Support activities supported the transition of children and families from early intervention to preschool and from preschool to school age programs must be incorporated. The summary should also include information regarding the quarterly meetings between the Family Support Coordinator and the local Director of the Infants and Toddlers Program.
8. A summary of the implementation of the Extended IFSP Option including:

* Provision of services/supports to preschool children and their families describing innovative service delivery models and age appropriate service delivery environments (school/community);
* Expansion of local infrastructure to support services to preschool children and their families; and
* Facilitation of a seamless transition to preschool special education and/or community programs.

1. An analysis of local data that demonstrates the provision of continuous service compared to the frequency on the IFSP for a sample of at least 5% of the children served or 25 children, whichever is smaller (Note: smaller jurisdictions should report on at least 5 children).
2. For SSIP jurisdictions only:

A discussion of the stage of implementation for each evidence-based practice - RBI, SEFEL/Pyramid Model and Reflective Coaching. A discussion, based on qualitative and quantitative data, about how you know evidence-based practices are moving towards fidelity of implementation within the local early intervention system. A description of overall successes and challenges supporting implementation of evidence-based practices with fidelity.

## Annual LICC Report

Due: November 1, 2020

To facilitate compliance with federal requirements, the State Interagency Coordinating Council requests that each LICC submit an annual report of its activities during the grant period. Information from the LICC Annual Reports is included in the Annual Report of the State Interagency Coordinating Council to the U.S. Department of Education and the Governor. The LICC Annual Report must include the following components:

* + - * A summary of how the LICC has advised and assisted the local lead agency to develop and implement the local early intervention system during the grant period;
      * Successful LICC efforts that may be helpful to other LICCs;
      * Issues to be considered by the State Interagency Coordinating Council; and
      * The dates that the meetings were held, at a minimum, on a quarterly basis.

Copies of the LICC meeting minutes are not required and will not meet the requirements for the LICC Annual Report.

1. Fiscal Reporting – Complete the *Final Cumulative Variance Report* form for each line on each notice of grant award. Refer to the [*MSDE Financial Reporting Manual, Revised 2014*](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/State/index.aspx)for detailed financial reporting procedures. **The due dates for submission of these reports is no later than September 30, 2020 for grant lines ending June 30, 2020, and no later than November 30, 2020 for grant lines ending September 30, 2020.**

These reports are to be completed and signed by the Finance Officer and Lead Agency Director. The purpose of these reports is to:

1. Report the budget amount that has been expended for the **entire grant period**; and
2. Verify that spending is consistent with budget projections.

**Note:** A single *Final Cumulative Variance Report* of CLIG State General Funds must account for the entire allocation of State General Funds, whether delivered via grant or via Maryland Department of Health payments of Intergovernmental Transfer State General Funds.

**Final Financial Reports**

Each Lead Agency must submit a Final Financial Report (FFR) for each grant line. This report provides the final accounting of grant funds and authorizes final payments or the cancelling of unexpended grant funds. **Do not include State General Funds received via the Maryland Department of Health payments of Intergovernmental Transfer State General Funds in this report.** Please note that final grant payments are not issued until the FFR is submitted. **For grants ending June 30, 2020, the FFR is due no later than September 30, 2020; for grants ending September 30, 2020, the FFR is due no later than November 30, 2020.** LSS Lead Agencies file the FFR using the MSDE Annual Finance Report (AFR) System. Non-LSS Lead file the *Non-LSS Final Financial Report* Form (from the [*SFY 2020 CLIG Reporting & Supplemental Forms Workbook*](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx)).

## MITP Form 400 and Form 500

Due: November 1, 2020

The Lead Agency must aggregate information from the partner agencies to complete Forms 400 and 500 with consolidated expenditures for the period **July 1, 2019 through June 30, 2020**. Form 400 presents the fiscal year consolidated partner agency expenditures of CLIG funding and Form 500 presents the fiscal year consolidated partner agency expenditures of Non-CLIG funding by administrative and direct services costs for the fiscal year. The Lead Agency must submit these reports **no later than November 1, 2020**.

**Form 400** – Since the grant period of the CLIG federal funds grants extends at least three months (longer, if extended) beyond the fiscal year, Form 400 enables LA/PA to document the expenditure for a single fiscal year from two grant years of each of the CLIG’s federal funding sources. Reporting of State General Funds must include the entire annual allocation of State General Funds received as a grant and received through the IGT. Refer to the [*MSDE Financial Reporting Manual, Revised 2014*](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/State/index.aspx)for detailed financial reporting procedures.

**Form 500** - The information collected for this report is used to document compliance with the federal Prohibition Against Supplanting regulation and the level of expenditures from local sources for legislative reports. Include LITP expenditures of the following funding sources:

* **Federal Medical Assistance for Service Coordination**: Federal Medicaid funds received by the LITP as reimbursement for the provision of service coordination;
* **Federal Medical Assistance for Health Related Services/ Transportation**: Federal Medicaid funds received by the LITP as reimbursement for the provision of health-related services and transportation;
* **Local Government**: Funds appropriated by the local governing authority for the local school system, local Health Department, local Department of Social Services, and any other local government agency;
* **Other State**: Funds generated by the State and distributed to the local school system, local Health Department, local Department of Social Services other than the annual allocation of State General Funds received as a grant or through the IGT. (Examples include Developmental Disabilities Administration funds, Family Support Center funds, and Healthy Families funds.);
* **Other Federal**: Funds from federal sources other than Medical Assistance and other than IDEA Part C, Part B 611, and Part B 619 funds allocated through the CLIG;  
    
  (Examples include Part B Passthrough, Supplemental Passthrough, Preschool Passthrough, and discretionary grant funds allocated through the Local Application for Federal funds, children’s Medical Services/Title V funds, Early Head Start funds, Impact Aid funds, Women, Infants, and children (WIC) funds, and Temporary Assistance to Needy Families (TANF) funds; and
* **Private**: Funds from United Way, philanthropic foundations, or donations from businesses, civic organizations, or individuals.

**Cost Definitions**:

* **Administrative**: Include the salaries and fringe benefits of administrative personnel, contracted services, costs for office supplies and material, office equipment, training, and other charges not related to direct services.
* **Direct Service**: Include the salaries and fringe benefits of direct service providers, contracted services, costs for supplies and materials related to evaluation and assessment and service delivery, assistive technology devices and other equipment, and other charges related to the provision of services to children and families including service coordination and the taking of referrals.

## Amendments

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A Lead Agency is required to submit a Request for Budget Amendment (*C-1-25 B*) for all changes to the original grant, including, but not limited to, programmatic changes and budgetary realignments of $1,000 or 15% of total object and/or total category of expenditures, whichever is greater ([2 CFR §200.308](http://www.ecfr.gov/cgi-bin/text-idx?SID=1ecc9e537b1c501c5328eba8dc763fb9&node=se2.1.200_1308&rgn=div8) and [State](#_bookmark9) Assurances 8 and 9). Requests for budgetary realignment must also include a Grant Change Request (*C-1-25-A*) and an updated Grant Budget Form (*C-1-25*). Requests to amend a grant may be submitted at any time during the fiscal year, but no later than 45 days prior to the end of the grant period.

Grant Extension Request - (See [Overview – CLIG Funding Period Extension Request](#_CLIG_Funding_Period)*.*)

For fiscal assistance, contact: For data assistance, contact:

Glenn Grayman Dan Szczepaniak

Lead Fiscal Grants Liaison Data Specialist

410-767-0243 410-767-0641

[glenn.grayman@maryland.gov](mailto:glenn.grayman@maryland.gov) [daniel.szczepaniak@maryland.gov](mailto:daniel.szczepaniak@maryland.gov)

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| MITP SFY 2020 SUBMISSIONS CHECKLIST | | |
| **CALENDAR OF SUBMISSION DATES** | | |
| **** | **Reports/Items Due** | **Due Date:** |
|  | SFY 2020 - Consolidated Local Implementation Grant (CLIG) | 5/10/2019 |
| **Program Narrative/Finance Reports** | | |
|  | Grant Budget Amendment Requests for extended SFY 2018 CLIG federal funds grant lines and SFY 2019 CLIG State General Funds ending June 30, 2019 (No later than 45 days from the end of the grant award period) | 5/15/2019 |
|  | SFY 2019 CLIG State General Funds Prepayment Certification and Agreement Form and check for prepayment amount, if applicable | 6/15/19 |
|  | Final date to request payment of SFY 2019 CLIG State General funds awarded on the State grant prior to the IGT reconciliation | 7/10/2019 |
|  | Grant Budget Amendment & Grant Extension Requests for SFY 2019 CLIG unexpended federal funds grant lines (No later than 45 days from the end of the grant award period) | 8/15/2019 |
|  | Final date to request payment of SFY 2019 CLIG State General funds awarded on the State grant based upon the approved budget that may have been revised as a result of the IGT reconciliation | 9/10/2019 |
|  | Final Cumulative Variance Report and Final Financial Report (LSS's file the Final Financial Report utilizing the MSDE AFR system and Non-LSS/PA submit the Non-LSS Final Financial Report) for extended SFY 2018 CLIG federal funds grant lines and SFY 2019 CLIG State General Funds ended June 30, 2019 (For LLA on Payment Code 0 and Non-LSS grantees, the Final Invoice and the Final Financial Report must be submitted no later than this date.) | 9/30/2019 |
|  | SFY 2019 Annual LICC Report  SFY 2019 Final Program Report  SFY 2019 Form 400 FISCAL YEAR REPORT for CLIG-awarded funds expended in SFY 2019 (ALL Lead Agencies submit this report)  SFY 2019 Form 500 FISCAL YEAR REPORT for all non-CLIG awarded funds expended in SFY 2019 (ALL Lead Agencies submit this report) | 11/1/2019 |
|  | Early Intervention Personnel Count (October 1)  Federal Part C Reporting (October 1) | 11/15/2019 |
|  | Final Cumulative Variance Report and Final Financial Report (LSS's file the Final Financial Report utilizing the MSDE AFR system and Non-LSS/PA submit the Non-LSS Final Financial Report) for SFY 2019 CLIG federal funds grant lines ended September 30, 2019 (For LLA on Payment Code 0 and Non-LSS grantees, the Final Invoice and the Final Financial Report must be submitted no later than this date.)  Annual Financial Report (LSS file the Annual Financial report utilizing the MSDE AFR System and Non-LSS/PA submit the Non-LSS Final Financial Report, checking the "Annual" box at the top of the form) for extended SFY 2019 federal funds grant lines, reporting expenditures as of September 30, 2019 | 11/30/2019 |
|  | SFY 2020 Semi-Annual Program Report  Interim Cumulative Variance Report for all SFY 2020 CLIG grant lines  **Note Regarding the Reporting of CLIG State General Funds:**The single **Interim Cumulative Variance Report** of CLIG State General Funds must account for the entire allocation of State General Funds, whether delivered via grant or via Maryland Department of Health payments of Intergovernmental Transfer State General Funds.  Interim Cumulative Variance Report #2 for extended SFY 2019 federal grant lines | 1/31/2020 |
|  | Grant Budget Amendment Requests for extended SFY 2019 CLIG federal funds grant lines and SFY 2020 CLIG State General Funds ending June 30, 2020. (No later than 45 days from the end of the grant award period) | 5/15/2020 |
|  | SFY 2020 CLIG State General Funds Prepayment Certification and Agreement Form and check for prepayment amount, if applicable | 6/15/2020 |
|  | Final date to request payment of SFY 2020 CLIG State General funds awarded on the State grant prior to the IGT reconciliation | 7/10/2020 |
|  | Grant Budget Amendment Requests and/or Grant Extension Requests for SFY 2020 CLIG unexpended federal funds grant lines. (No later than 45 days from the end of the grant award period) | 8/15/2020 |
|  | Final date to request payment of SFY 2020 CLIG State General funds awarded on the State grant based upon the approved budget that may have been revised as a result of the IGT reconciliation | 9/10/2020 |
|  | Final Cumulative Variance Report and Final Financial Report (LSS's file the Final Financial Report utilizing the MSDE AFR system and Non-LSS/PA submit the Non-LSS Final Financial Report) for extended SFY 2019 CLIG federal funds grant lines and SFY 2020 CLIG State General Funds ended June 30, 2019 (For LLA on Payment Code 0 and Non-LSS grantees, the Final Invoice and the Final Financial Report must be submitted no later than this date.)  **Note Regarding the Reporting of CLIG State General Funds:**The single **Final Cumulative Variance Report** of CLIG State General Funds must account for the entire allocation of State General Funds, whether delivered via grant or via Maryland Department of Health payments of Intergovernmental Transfer (IGT) State General Funds.  The **Final Financial Report** (filed in the AFR or using the Non-LSS Final Financial Report form) must account only for the amount of the CLIG State General Funds allocation that is delivered via the grant, after the final IGT reconciliation. | 9/30/2020 |
|  | SFY 2020 Annual LICC Report  SFY 2020 Final Program Report  SFY 2020 Form 400 FISCAL YEAR RERPORT for CLIG-awarded funds expended in SFY 2020 (ALL Lead Agencies submit this report)  SFY 2020 Form 500 FISCAL YEAR REPORT for all non-CLIG awarded funds expended in SFY 2020 (ALL Lead Agencies submit this report) | 11/01/2020 |
|  | Final Cumulative Variance Report and Final Financial Report (LSS's file the Final Financial Report utilizing the MSDE AFR system and Non-LSS/PA submit the Non-LSS Final Financial Report) for SFY 2020 CLIG federal funds grant lines ended September 30, 2020 (For LSS on Payment Code 0 and Non-LSS grantees, the Final Invoice and the Final Financial Report must be submitted no later than this date.)  Annual Financial Report (LSS file the Annual Financial report utilizing the MSDE AFR System and Non-LSS/PA submit the Non-LSS Final Financial Report, checking the "Annual" box at the top of the form) for extended SFY 2020 federal funds grant lines, reporting expenditures as of September 30, 2020 | 11/30/2020 |
|  | Second Interim Cumulative Variance Reports for Extended SFY 2020 Federal Grants | 1/31/2021 |
|  | Final Cumulative Variance Report and Final Financial Report (LSS's file the Final Financial Report utilizing the MSDE AFR system and Non-LSS/PA submit the Non-LSS Final Financial Report) for Extended SFY 2020 CLIG Federal Grants | 9/30/2021 |