**Consolidated Local**

**Implementation Grant (CLIG)**

**SFY 2018**

To Support the Provision of Early Intervention Services

To Infants, Toddlers, and Preschool Children with Disabilities

And Their Families in Maryland

**July 1, 2017 to September 30, 2018**

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**JURISDICTION/ DUNS NUMBER**

Birth To Five Logo

MARYLAND STATE DEPARTMENT OF EDUCATION

Division of Special Education/Early Intervention Services

Maryland Infants and Toddlers Program



*With the support of the:*

Maryland Department of Health and Mental Hygiene

Maryland Department of Human Resources

Karen Salmon, Ph.D.

Interim State Superintendent of Schools

Marcella E. Franczkowski, M.S.

Assistant State Superintendent

Division of Special Education/Early Intervention 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 Special Education/Early Intervention Services (DSE/EIS) is pleased to present the Consolidated Local Implementation Grant (CLIG) for State Fiscal Year (SFY) 2018, which begins July 1, 2017 and ends September 30, 2018 for federal funds and ends June 30, 2018 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, Education Article §8-416, and the Code of Maryland Regulations, Title *13A*, Subtitle 13., Chapter .01 and .02. 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 and 13A.13.02.08C.

Birth To Five Logo

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); 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).

## 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. The Part C allocation from MSDE/MITP to local lead agencies is based on both the Part C Annual Child Count of children served on an 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 local lead agency includes:

1. A fixed allocation of **$5,000** to support the position of local Family Support Network (FSN) Coordinator and FSN activities, unless the State approves a local early intervention system to utilize a different funding source or to reduce the amount dedicated to the FSN; and
2. A fixed allocation of **$600** to support participation in the 2017 Special Education/Early Intervention Services Professional Learning Institutes 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 funding available annually and distributes the 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. Maryland State General Funds

State funding for SFY 2018 available to the Maryland Infants and Toddlers Program will be distributed through this consolidated application. State funds distributed to LLA/PAs through the SFY 2018 CLIG must be budgeted to improve child and family outcomes for children receiving services on an Individualized Family Service Plan (IFSP). Specific guidelines for budgeting and expending State funds are included in 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\*.

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

The MSDE is including Part B 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. Specific guidelines for budgeting and expending State funds are included in 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 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. Federal Medicaid Reimbursement Funds

Although federal Medicaid 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.

## Submission Instructions for the CLIG Application

Under Regulation 34 CFR §76.708, 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 12, 2017**

The complete CLIG application is due to the MSDE/MITP on or before **May 12, 2017**. If a substantially approvable application is not submitted by May 12, 2017, the July 1, 2017 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, 2017** 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 12, 2017 to ensure the grant award period begins on July 1, 2017.

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

The CLIG Application includes two separate parts:

The first part 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.

The second part of the CLIG Application consists of all the tabs from the [SFY 2018 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 2018 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 2018 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 2018 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 2017 CLIG grant line funding extension requests are due no later than August 15, 2017. SFY 2018 CLIG grant line funding extension requests are due no later than August 15, 2018.
* For each grant line funding extension request, the LLA/PA must submit the:
* MSDE Grant Change Request C-1-25 B (This form is part of the [*SFY 2018 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 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, 2018. An LSS must enter the Annual Financial Report in the 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 2018 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](#LocalInteragencyCoordinatingCouncil) Review Statement 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)
* [CSPD Plan](#_Comprehensive_System_of)
* [Public Awareness Plan](#_Public_Awareness_Plan), if applicable
* [Family Support Network/Preschool Partners Narrative](#_Family_Support_Network/Preschool)
* [Local Policies and Procedures](#_SFY_2018_Part)
* [SFY 2018 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**

**Section 4 – Budget**

* A separate pdf file containing all completed and signed pages of the [SFY 2018 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 2018 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 2018 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 2017 MSDE Indirect Cost Rate (as the SFY 2018 figure is not yet available). Based upon information entered on this form, each page of the [SFY 2018 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 showing with a yellow background that information entered requires revision;
* ***C-1-25 Grant Budget Form*** for each CLIG funding source, signed by the LITP director and financial representative signatures;
* **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 a new *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 2016, 2017 and 2018** (SFY 2018 figures are automatically aggregated from each 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 100Cs for all funding sources, including CLIG –awarded funds. **This form includes a new section entitled, “*Description of Non-CLIG-Awarded and Non-Local 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 2017 and SFY 2018 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 100*A. 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 100C form 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 http:// www.sam.gov/. 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, DSE/EIS 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 Certifications2Local 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 2018.

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

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 are 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, 2018, 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 the 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.

## Corrective Action Plans/Local Improvement Plans

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 2016 data, IPs/CAPs were assigned in February 2017 and 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 2018, local data profiles 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 2018 data, Improvement Plans and CAPs will be due after the distribution of the Annual Data Report Cards in early 2018.**

## Comprehensive System of Personnel Development Plan

The purpose of the Comprehensive System of Personnel Development (CSPD) Plan is to describe how the local early intervention system will provide and coordinate training and technical assistance on an interdisciplinary basis, to the extent appropriate for public and private providers, primary referral sources, 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.

**Required Components**

***The name of the designated LITP contact for the CSPD Plan and the Suitable Qualifications process must be indicated in the CSPD Plan and/or on the Optional Planning Template.***

***Needs Assessment (Data Sources and Data Analysis)***

* ***Suitable Qualifications*:** The local lead agency has the responsibility for ensuring that personnel employed by State, local, and private agencies that provide early intervention services to eligible children and their families in excess of 15% of their employment hours meet Maryland’s Personnel Standards, Suitable Qualifications requirement of 120 contact hour credits across 9-competency areas (Reference: ***MD’s Personnel Standards for Early Intervention Service Providers Resource Document***). **The CSPD Plan must include the following Suitable Qualifications data and analysis:**
* **Number of total staff that Suitable Qualifications apply to, of those;**
* **Number of staff meeting Suitable Qualifications requirements; and**
* **Areas still needing to be addressed by those not meeting requirements.**
* Training activities that support these personnel in obtaining the necessary contact hour credits to be deemed suitably qualified to work with this population and their families must be included in the CSPD Plan.
* ***Child Outcome Summary (COS) Considerations****:* The State is required to report on the three early childhood outcomes identified by the Office of Special Education Programs as a measure of program effectiveness. Therefore, all early intervention personnel must be competent to implement the COS with fidelity to assure accurate data.
* ***Local Improvement/Corrective Action Plans:***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.
* ***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
* Evaluation of trainings

***Professional Learning Opportunities***

The list of anticipated professional learning topics must align with conclusions drawn from the review and analysis of local suitable qualifications, COS-related data, improvement plans/corrective action plans (if applicable) 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 trainings 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.

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

1. The specific purpose for which the identified training is being sponsored (i.e., areas of non-compliance and performance, program improvement, required corrective actions, suitable qualifications, etc.);
2. A description of each training activity, including anticipated dates, training level, topic, presenters, audience, supportive resources, and planned follow-up to evaluate and support transfer of training to practice; and
3. Evaluation levels, instruments, methods or procedures, and the anticipated degree of training impact on the local early intervention system.

**CSPD Development Guidance**

***Training Needs Assessment***

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. Training activities should include parents together with service providers to assist families in enhancing specific areas of a child’s development and support their participation as a full partner in the development and implementation of the IFSP.

Training needs can be assessed in a variety of ways. A formal written survey of training needs is not the only mechanism for gathering information to support the focus of the CSPD Plan. Methods of assessing training needs can vary from individual to individual and year to year.

Required data sources to assess local training needs include:

* Suitable Qualifications training gaps;
* Child Outcome Summary (COS)–related data (actual child outcome data, evidence of implementation such as staff surveys, IFSP reviews, and training and coaching opportunities); and/or
* Applicable Local Improvement/Corrective Action Plans.

Other sources of information that should be considered when assessing local training needs may include:

* Self-Assessment;
* Evidence-based practices;
* Family and child issues currently challenging the program;
* Local, state, and national issues, trends, focuses; and/or
* Evaluation of trainings.

Whatever approach is used to determine the training needs of local stakeholders, must clearly describe the method(s) and the results of the assessment in the data and data analysis section of the CSPD Plan submitted with the CLIG.

***Professional Learning Opportunities***

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.

**For each proposed PL opportunity, address each of the following components:**

**Purpose and Projected Impact/Results:**

The purpose of professional learning (PL) provides the context and framework for structuring the training/technical support event. Indicate whether the proposed activity will address areas of non-compliance and performance (be specific), identified areas for program improvement (i.e., program enhancements), and/or provide the basis for staff meeting Suitable Qualifications requirements. Indicate in which area(s) and to what degree positive changes to the early intervention system are anticipated as a result of the training/technical support activity. (e.g., \_\_\_ % or number(s) of assessments are completed within the 45 day timeline, \_\_\_% or numbers of children exiting Part C had a transition meeting within six months and no later than 90 days prior to their third birthday).

**Topic(s)/Presenter(s):**

Indicate the title or area(s) that the training/technical support activity will address (e.g., evaluation and assessment strategies, transition planning). The type of training/technical support activity should be indicated (e.g., presentation, workshop, extended training). Include the names and titles of the presenter(s) (if known). List topics and dates, even if they have not been scheduled or speakers have not been identified.

**Training Level(s):**

**Awareness Level -** Indicate this level if the goal is to raise interest or concern about a new topic or recent development. At this level some information is absorbed, some ideas are stored for later use, and others spark interest in immediate action.

**Knowledge to Skill Level -** Indicate this level if the goal is to extend learning, training, build skills, and/or conceptual understanding.

**Transfer Level -** Indicate this level if the purpose is to provide support and/or assistance in the actual transfer of new knowledge/skills to practice. Examples of this level include: observation, coaching, mentoring, and technical assistance. Follow-up should include some type of accountability to assure that implementation actually takes place and transfer is maintained.

**Audience:**

Indicate the target audience (e.g., families, public and private providers, primary referral sources, paraprofessionals, family support/preschool partners and service coordinators).

**Evaluation Level(s) and Instrument(s):**

Evaluation of trainings is a requirement. Explain the method to be used in the CSPD Plan. Consider developing an evaluation form that can be customized to gather participant feedback for all trainings. Use the information gathered, not only as a measure of the specific training, but as a means of gathering additional information about additional training needs.

**Reaction**-Indicate this level if participants will assess the training/technical support activity and give their level of satisfaction with the training, typically at the end of the training activity (e.g., rating scale about the workshop/course content, context, processes, & presenter, etc.).

**Learning**-Indicate this level if participants will demonstrate knowledge or skills they have acquired (e.g., observation, pre/post knowledge/skill tests, follow-up projects, portfolios, learning logs, presenting information to others, etc.).

**Results**-Indicate this level if the impact of training/technical support on the early intervention/ special education systems will be assessed through multiple data sources (e.g., children’s performance data, family surveys, questionnaires, interviews, record reviews, monitoring activities [state or local], observation, etc.).

**Include a summary of the evaluations in the Final Program Report (if evaluations were used in the training)**.

Follow-up to Support Implementation:

**Changing practice is a slow process, which requires continued and sustained effort. Opportunities for reflection and supportive feedback is essential for successful implementation of the desired change. To enhance professional development application, regular opportunities to problem solve and share perspectives with colleagues are a critical part of the professional development process. For new practices and techniques to be generalized, guidance and reflective support need to be provided for incorporation/ application into daily practice.**

**Observation/Reflection-**provides the opportunity to see a new practice implemented in the intended setting and a chance for reflection regarding its effectiveness

**Coaching-**encourages individuals to incorporate new strategies into their personal repertoire of professional skills by providing expert or peer reflection/feedback/support during implementation and gaining new insights from another point of view

**Mentoring-**provides the opportunity for pairing an experienced service provider with a less experienced one in order to share practices, experiences, and observations and reflections regarding performance

**Community of Learners-**parents, family support professionals, service providers, and administrators learn together to improve outcomes for children and youth with disabilities

Jurisdictions can access technical assistance from the Performance Support and Technical Assistance Branch in the Division of Special Education/Early Intervention Services to support local/regional planning and implementation efforts for customized professional learning.

**Complete the Comprehensive System of Personnel Development Planning Template.**

CSPD Planning Templates are provided at the end of the section. If you prefer to use a locally developed planning template, the required components must be included in the format.

**Note:** The State is still anticipating the release of the Child Outcome Summary-Competency Check (COS-CC) by the Early Childhood Technical Assistance (ECTA) Center. In preparation, local programs should ensure that staff implementing COS during the IFSP process are determined competent once the COS-CC is officially released. COS Competency will be required for all staff by the end of SFY 2019, if criteria (either nationally- or State-identified) is available.

## Public Awareness Plan

**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 2016 (July 1, 2014 – June 30, 2016) 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 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 and the child find system, including the Single Point of Entry and referral timelines. **Provide a link to the local infants and toddlers website and/or web information about the local program.**

**Data Sources and Data Analysis to Support Plan** – Include the following data sources and data analysis to align the PA Plan with program improvement efforts:

* The percentage of children birth to age one with IFSPs will be equal or greater than the State target for the infants and toddlers of the same age in the general population; (Indicator #5)
* The percentage of children birth to age three with IFSPs will be equal or greater than the State target for the infants and toddlers of the same age in the general population; (Indicator #6)
* The percentage of children from underserved population who are identified as eligible is comparable to the overall population of infants and toddlers disaggregated by underserved populations;
* The percentage of referrals from primary referral sources over the past year in comparison to previous years; and
* 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.

**Specific Strategies/Outreach Activities** – Beyond the general overview of ongoing public awareness activities, utilize the analysis of local data for Indicator #5, Indicator #6, underserved populations, and other data sources to develop a PA Plan that incorporates specific strategies and outreach activities for infants (birth to age 1), infants and toddlers (birth to age 3), and infants and toddlers from underserved populations:

* Increase awareness and participation of all primary referral sources, including procedures for accessing the single point of entry and information about referral timelines;
* Target hospitals, HMOs, pediatricians, and other physicians and medical practitioners to ensure that they are informed about the local early intervention system and procedures for referral to the single point of entry;
* 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.)

Complete the Public Awareness Plan Template (optional) provided at the end of the section or utilize a format that includes all the required components.

## Family Support Network/Preschool Partners

The *Family Support Network* (FSN) 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 FSN allocation must be used to support the salaried or contractual employment of a parent of a child with a disability.

**Family Support Network activities are to be included on the Family Support Network/Preschool Partners Narrative.**

*Preschool Partners* supports the transition of children and families from early intervention to preschool, and from preschool to school age programs. Preschool Partners activities serve as the bridge between FSN and PFS efforts by promoting family involvement during the preschool years for children continuing early intervention services and for children receiving preschool special education services under an IEP. Preschool Partners 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 Preschool Partners allocation must be used to support the salaried or contractual employment of a parent of a child with a disability.

**Describe how *Preschool Partners* operates in the local jurisdiction, including the collaboration with *Partners for Success.* The narrative should include how families are linked to Part C and Part B support services and what activities support transition from early intervention to preschool, preschool to kindergarten, and kindergarten to first grade.**

**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 Preschool Partners. Section 619/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 Network staff time or activities dedicated to supporting families’ and children’s participation in early intervention services.

## 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, DSE/EIS. Technical assistance with the development or revision of local Policies and Procedures can be accessed through:

Brian Morrison Alma McPherson

Program Director Branch Chief/Policy and Accountability

Maryland Infants and Toddlers Program 410-767-0240

410-767-0863 [alma.mcpherson@maryland.gov](mailto:donna.riley@maryland.gov)

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

## SFY 2018 Part C SSIP Discretionary Funds

1. New for SFY 2018: 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 roll out SSIP activities and initiatives. Sample uses for these funds may include:
2. Professional learning to enhance local program use of evidence-based practices, including SEFEL, RBI, and coaching;
3. Professional learning to increase the quality and effectiveness of IFSP process and document;
4. Professional learning to increase COS competency for IFSP teams;
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 program professional learning.
7. To receive these funds, each CLIG application must use the template provided and include:
8. Program priority(s) for use of funds;
9. Local data that led to your choice of proposed strategies and activities;
10. Intended outcomes for plan;
11. A description of each strategy/activity that will be used to improve child outcomes;
12. Resources to support that strategy;
13. Method of evaluation for each strategy;
14. The expected timeline for each strategy; and
15. 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

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| **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 2018**

**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:

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**CHILD CARE**

Name/Title:

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**HOMELESS POPULATIONS** *(Optional)*

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Agency:

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**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.**

LINKING FEDERAL FUNDS TO PROGRAM IMPROVEMENT

An electronic version of this form is provided with your CLIG

/Volumes/sped/5MITP/Staff Directories/  Share the Wealth/CLIG 2018/Linking Funds/2018-Linking Funds to Program Improvement chart.pdf

**Directions:**

This is the seventh 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 February 2017 include data from FFY 2013, FFY, 2014, and FFY 2015. The Report Card distributed in January 2016 includes data from FFY 2012.**
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, 2015 – June 30, 2016”; 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 over a 4-year period.
4. A jurisdiction is required to complete a Public Awareness Plan for the SFY 2018 CLIG when a state target was not met for Child Find 0-1 or Child Find 0-3 for FFY 2015 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: 2 years of Child Outcomes have been grayed out since targets were changed in FFY 2013/SFY 2014. Child Outcomes data for this activity should be compared to the current State Targets (which were again changed in FFY 2015/SFY 2016).

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

***Comprehensive System of Personnel Development (CSPD)***

***Planning Template***

***SFY 2018***

**CSPD Plan Liaison:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Suitable Qualifications Liaison:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Needs Assessment**

**Summary of specific data and other relevant findings supporting proposed CSPD Plan\***

|  |
| --- |
| **Suitable Qualifications (Required)** |
| Data:  Total number of staff who must be Suitably Qualified:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Total number of staff who are Suitably Qualified:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Competency Domains still needing to be addressed by those not meeting requirements: |
| Data Analysis:  What does the data tell you? How will you use data-informed decision-making to develop and prioritize your CSPD Plan? |

|  |
| --- |
| **Child Outcome Summary-Related Data (Required)** |
| Data:  Consider actual COS data, evidence of implementation (such as staff surveys, IFSP reviews, self-assessments), and the number and type of training and coaching opportunities for new and experienced staff. |
| Data Analysis:  What does the data tell you? How will you use data-informed decision-making to develop and prioritize your CSPD Plan? |

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| **Applicable Local Improvement/Corrective Action Plan (Required if plan in place)** |
| Data:  What are the indicators and data points (actual and state targets) leading to the plan requirement? |
| Data Analysis:  What questions could help identify root causes? How will you investigate? How will you draw conclusions/inferences? How will you use data-informed decision-making to develop and prioritize your CSPD Plan? |

**Please identify 1-3 additional program data sources and analysis:**

|  |
| --- |
| **Other Data Sources** |
| Data: |
| Data Analysis:  What does the data tell you? How will you use data-informed decision-making to develop and prioritize your CSPD Plan? |

|  |
| --- |
| **Other Data Sources** |
| Data: |
| Data Analysis:  What does the data tell you? How will you use data-informed decision-making to develop and prioritize your CSPD Plan? |

|  |
| --- |
| **Other Data Sources** |
| Data: |
| Data Analysis:  What does the data tell you? How will you use data-informed decision-making to develop and prioritize your CSPD Plan? |

Professional Learning Opportunities

For **each and every** proposed Professional Learning (PL) Opportunity, please address each of the following required components:

Purpose of PL:

Projected Program Impact/Results:

Training Topic/Presenters:

Training Level(s):

Audience:

Date(s):

Evaluation Level(s) & Instrument(s):

Planned Follow-Up to Support Implementation:

OR complete the following table:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Purpose of PL/Projected Program Impact and Results | Training Topic  & Presenter(s) | Training Level(s) | Audience | Date(s) | Evaluation Level(s) & Instrument(s) | Planned Follow-up to Support Implementation |
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**PUBLIC AWARENESS PLAN (optional) TEMPLATE**

SFY 2018

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| --- | --- | --- | --- |
| **Describe how the local early intervention system will inform the public about the local infants and toddlers program. Include links to websites or local infants and toddlers program information.** | | | |
|  | | | |
| **Data Sources and Analysis** | | | |
| **Child Find Birth to One (Indicator #5) -** The percentage of children birth to one identified as eligible is equal to or greater than 1.53% of the general population birth to one:  **Analysis of Child Find Birth to One (Indicator #5) Local Data:** | | | |
| **Child Find Birth to Three (Indicator #6) -** The percentage of children birth to 3 identified as eligible is equal to or greater than 3.15% of the general population birth to 3:  **Analysis of Child Find Birth to Three (Indicator #6) Local Data:** | | | |
| The percentage of children from underserved populations who are identified as eligible is comparable to the overall population of infants and toddlers disaggregated by underserved population:  **Analysis of Underserved Populations Local Data:** | | | |
| Other data sources including: 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.  **Analysis of Other Local Data Sources:** | | | |
| **Requirements** | **Targeted Population** | | **Specific Strategies/Activities Based on Data Analysis** |
| **Birth to Age 1** | **Birth to Age 3** |
| * Increase awareness and participation of all primary referral sources |  |  |  |
| * Target hospitals, pediatricians, and other physicians and medical practitioners |  |  |  |
| * Increase parent awareness and participation in the local EIS. |  |  |  |
| * Coordinate with public awareness activities of other EC programs |  |  |  |
| * Increase awareness and participation of minority and underserved communities in the EIS. |  |  |  |

**SFY 2018 Family Support Network/**

**Preschool Partners Narrative**

The *Family Support Network* (FSN) activities provide 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.

Please describe how the Family Support Network operates in the local jurisdiction, including activities which are being proposed for SFY 2018:

*Preschool Partners* 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.

Please describe how Preschool Partners operates in the local jurisdiction, including activities which are being proposed for SFY 2018:

Please provide specific strategies for SFY 2018 identified for the FSN Coordinator in coordination with other program staff to improve the response rate and representativeness of responses to the Statewide Family Survey (i.e., reminder phone calls to families, direct assistance with completing the survey).

Budget 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 local Family Support Network (FSN) Coordinator and FSN activities, unless the State approves a local early intervention system to utilize a different funding source or to reduce the amount dedicated to the FSN;
* At least a part of the FSN 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 Preschool Partners;
* Section 619/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 Network staff time or activities dedicated to supporting families’ and children’s participation in early intervention services; and
* At least a part of the Preschool Partners allocation must be used to support the salaried or contractual employment of a parent of a child with a disability.

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:** (Data, analysis of data, source of data and identified need must be included. Consider the components of the [TAP-IT](http://marylandlearninglinks.org/277610) model for data informed decision making.) | | | |
|  | | | |
| **Intended Outcomes:** | | | |
|  | | | |
| ***Strategies to Achieve Outcome*** | ***Resources*** | ***Evaluation*** | ***Timeline*** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# 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 2018 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 2018 and will apply to all SFY 2018 grants issued to the LLA/PA by the MSDE, DSE/EIS.

## 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

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

Health Officer Date

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

Director, Department of Social Services Date

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

Program Director, Local Infants and Toddlers Program Date



## State Assurances

# Section 4 – Fiscal Requirements & Procedures

## Planning

The State Fiscal Year (SFY) 2018 Consolidated Local Implementation Grant (CLIG) federal and State funding 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, 2017 - September 30, 2018** for federal funds and a grant period of **July 1, 2017 – June 30, 2018** for State general funds.

The LLA are charged with the fiscal management of the CLIG-awarded grant funds within the greater context of the fiscal management of the 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 Local Infants & Toddlers Program (LITP) services. Furthermore, since the LITP expenditures are recorded by multiple agencies, budgeting and reporting requirements require the LLA to aggregate reporting of **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 2018 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 2018 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 2018 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 the remaining 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 2018 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx).)

The [SFY 2018 CLIG Budget Submissions Workbook](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx) utilizes programed 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 2018 CLIG Budget Submissions Workbook**](file:///C:/Users/kmarchman/Downloads/SFY%202018%20CLIG%20Budget%20Submissions%20Workbook) **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 2018 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 2018 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 2018 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 2018 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 in the Early Intervention System of Services and their families. 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.
* 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 five years. 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.
* Mandatory minimum allocations of grant funds for the following purposes must be clearly designated in budget documentation:
* A fixed allocation of $5,000 of Part C funds to support the position of local *Family Support Network* (FSN) Coordinator and FSN activities, unless the State approves an alternative funding source or a reduction of funds dedicated to the FSN;
* A fixed allocation of $600 Part C funds to support participation in the 2018 Special Education/Early Intervention Services Professional Learning Institute or other professional development activities.
* At least a part of Part 619 funds must support employment of a parent of a child with a disability on a salaried or contractual basis for implementing *Preschool Partners*; and
* 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)
* 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 that reimburse LITP services, as recorded by the DHMH, 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 and shows the availability of these funds for the upcoming year budget.
* 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.
* 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%. **State funds may not be used for administrative positions, computer technology for administrative purposes, furniture, or capital improvements. 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 2009](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/State/index.aspx). For equipment (Object 5 on the C-1-25 Grant Budget 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 @ 17.00/ream = $170

* State Funds included in the CLIG cannot be extended beyond the approved grant period. State funds that have not been expended by the end of the grant period will revert to the State treasury. Federal IDEA Part C, Part B 611, and Part B 619 funds can be extended to June 30, 2019 using the grant extension process. (See [Overview - CLIG Funding Period Extension Request](#_CLIG_Funding_Period) Section**.**)
* In accordance with [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 2018 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 2016. 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 SFY 2018 as was expended in SFY 2016. The *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 general State funds allocated through the CLIG process (by grant or through the IGT), but do include State funds assigned for LITP purposes by 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 local 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 2018 CLIG Budget Submissions Workbook

**Please note:**

* 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 2018 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 2018 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 2018 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 Forms 100B (for Object 01 charges) and 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**, click on the yellow cell and 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.



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 Non-CLIG-Awarded and Non-Local Funds.” The totals in this chart must match the totals of the corresponding funds in the 100A main budget chart.
2. The LLA must complete the Federal Medicaid Reimbursement Availability Worksheet that appears on the lower left of the Form 100. Each payment issued by the Department of Health and Mental Hygiene (DHMH) 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 DHMH and must ensure that local financial systems and procedures are designed to support the reporting of these funds.
3. The SFY 2018 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 2016 and SFY 2017 figures.
4. 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.

* The MSDE is required to transfer funds from each jurisdiction’s CLIG allocation of State General Funds to the Department of Health and Mental Hygiene (DHMH) as the State match portion under the Intergovernmental Transfer (IGT) mechanism for Medicaid billing for health-related services and service coordination. 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) even though the transferred State funds will be included in Medicaid reimbursements for health-related services and service coordination.

The Notice of Grant Award will present the estimated amounts of the CLIG-awarded State General funds that will be awarded as a State grant and the amount of CLIG-awarded State General funds that will be received through payments from the DHMH. These amounts will be adjusted at the end of the fiscal year based upon the amount of State General funds that the DHMH reports that were included in Medicaid payments to the LITP and the adjusted figures must be used for final reporting requirements and payment requests. Please note the following deadlines for submitting payment requests for State General Funds:

* Final Request for State General Funds Prior To Reconciliation : **July 10, 2017**
* Final Request for General Funds AFTER the Reconciliation: **September 10, 2017**

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

* **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 DSE/EIS 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 2018 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.

## 

## Accountability

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

All SFY 2018 DSE/EIS 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/>.

**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 DSE/EIS 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 DSE/EIS subaward detected through audits, on site reviews and other means; and
* Issuance of management decisions for audit findings pertaining the DSE/EIS 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, 2018

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 2018 CLIG Reporting & Supplemental Forms Workbook*](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx)**no later than January 31, 2018**.

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, 2018. 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. As a reminder, Improvement Plans (IPs) and Corrective Action Plans (CAPs) will be assigned only once per year as a result of Annual Report Cards.
5. A description of the progress on the correction of noncompliance for each incidence of noncompliance identified in the previous local Annual Report Cards.
6. A description of any challenges that impeded progress in the delivery of services to infant and toddlers with developmental delays and disabilities.
7. A description of the challenges that impeded the delivery of services to preschool age children receiving services on an Extended IFSP.
8. A description of technical assistance requests associated with reported challenges*.*
9. Fiscal Reporting – Complete the *Interim Cumulative Variance Report* form for each grant line on each notice of grant award. Extended grant lines require a second *Interim Cumulative Variance Report* by this same date. Refer to the [*MSDE Financial Reporting Manual, Revised 2009*](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/State/index.aspx)for detailed financial reporting procedures.

LLA/PA must report the programmatic and fiscal status of each supplemental discretionary grant line using the Interim Progress/Cumulative Variance Report form tab located in the[*SFY 2018 CLIG Reporting & Supplemental Forms Workbook*](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx)**no later than January 31, 2018**.This form combines programmatic and fiscal information on a single form.

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, 2017**; 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 Department of Health and Mental Hygiene payments of Intergovernmental Transfer State General Funds.

## Data Collection

Due: November 20, 2017

**Federal Part C Reporting**

The data collection date for federal reporting is **October 1st** in each year. By **November 19**, local lead agencies are expected to have entered all data generated up to and including the last Friday in October, 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 19** 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 2018 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, 2018**, 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 strategies and activities that were identified in the plan.
3. A summary of how the PA Plan or PA activities, if a PA plan was or was not required as part of the CLIG submission for this grant period, were implemented to support effective 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 efforts on the local early intervention system must be included. If an Improvement Plan for Public Awareness (Indicators 5 and 6) was assigned, please include progress on strategies and activities.
4. A summary of how the CSPD Plan was implemented during the grant period to support a high quality local early intervention system as well as how the CSPD Plan supported Improvement Plan/Corrective Action Plan activities. The CSPD Plan activities implemented as part of the Improvement Plans/Corrective Action Plans may be incorporated into the relevant sections of these plans. An analysis of data that demonstrates the effect of training efforts on the local early intervention system 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.
5. A summary of how Family Support Network/Preschool Partners implemented a high quality system of services, which could support Corrective Action and/or Improvement Plan activities. Jurisdictions should use local Family Support Services Semi-Annual Data, from MSDE, DSE/EIS Family Support and Dispute Resolution Services, as the foundation for this summary. This data is to be collected July 1, 2017 - December 31, 2017 and January 1, 2018 -June 31, 2018 and submitted to the MSDE, Family Support and Dispute Resolution Branch. 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. If your jurisdiction has been awarded Part B Section 619 funds, a detailed description of how Preschool Partners supported the transition of children and families from early intervention to preschool and from preschool to school age programs must be incorporated. The summary will also include information regarding the quarterly meetings between the Family Support Network Coordinator and the local Director of the Infants and Toddlers Program.
6. 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, an analysis of:
   1. Coaching practice rating scales for local SEFEL coaches;
   2. SEFEL Benchmarks of Quality Checklist;
   3. Family Coaching Checklist; and
   4. RBI Implementation Checklist.

## Annual LICC Report

Due: November 1, 2018

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 2009*](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, 2018 for grant lines ending June 30, 2018, and no later than November 30, 2018 for grant lines ending September 30, 2018.**

LLA/PA must report the programmatic and fiscal status of each supplemental discretionary grant line using the Final Progress/Cumulative Variance Report form tab located in the[*SFY 2018 CLIG Reporting & Supplemental Forms Workbook*](http://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/IT/index.aspx)**no later than October 31, 2018**.This form combines programmatic and fiscal information on a single form.

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 Department of Health and Mental Hygiene 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 Department of Health and Mental Hygiene 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, 2018, the FFR is due no later than September 30, 2018; for grants ending September 30, 2018, the FFR is due no later than November 30, 2018.** 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 2018 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, 2018

The Lead Agency must aggregate information from the partner agencies to complete Forms 400 and 500 with consolidated expenditures for the period **July 1, 2017 through June 30, 2018**. 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, 2018**.

**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 2009*](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 and Part B funds (including Part B 619 funds for Preschool Partners) 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 private insurance (accessed with parent permission); 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

An 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

Finance Specialist 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 2018 SUBMISSIONS CHECKLIST | | |
| **CALENDAR OF SUBMISSION DATES** | | |
| **** | **Reports/Items Due** | **Due Date:** |
|  | SFY 2018-Consolidated Local Implementation Grant (CLIG) | 5/12/2017 |
| **Program Narrative/Finance Reports** | | |
|  | Grant Budget Amendment Requests for extended SFY 2016 CLIG federal funds grant lines and SFY 2017 CLIG State General Funds ending June 30, 2017 (No later than 45 days from the end of the grant award period) | 5/15/2017 |
|  | Final date to request payment of SFY 2017 CLIG State General funds awarded on the State grant prior to the IGT reconciliation | 7/10/17 |
|  | Grant Budget Amendment & Grant Extension Requests for SFY 2017 CLIG unexpended federal funds grant lines (No later than 45 days from the end of the grant award period) | 8/15/2017 |
|  | Final date to request payment of SFY 2017 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 | 9/10/17 |
|  | 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 2016 CLIG federal funds grant lines and SFY 2017 CLIG State General Funds ended June 30, 2017  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. | 9/30/2017 |
|  | SFY 2017 Annual LICC Report  SFY 2017 Final Program Report  SFY 2017 Form 400 FISCAL YEAR REPORT for CLIG-awarded funds expended in SFY 2017 (ALL Lead Agencies submit this report)  SFY 2017 Form 500 FISCAL YEAR REPORT for all non-CLIG awarded funds expended in SFY 2017 (ALL Lead Agencies submit this report) | 11/1/2017 |
|  | Early Intervention Personnel Count (October 1)  Federal Part C Reporting (October 1) | 11/20/2017 |
|  | 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 2017 CLIG federal funds grant lines ended September 30, 2017  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 for extended SFY 2017 federal funds grant lines, reporting expenditures as of September 30, 2017 | 11/30/2017 |
|  | Semi-Annual Program Report  Interim Cumulative Variance Report for all SFY 2018 CLIG grant lines  Interim **Progress/Cumulative Variance Report** for all SFY 2018 Supplemental Discretionary grant lines  Interim Cumulative Variance Report #2 for extended SFY 2017 federal | 1/31/2018 |
|  | Grant Budget Amendment Requests for extended SFY 2017 CLIG federal funds grant lines and SFY 2018 CLIG State General Funds ending June 30, 2018. (No later than 45 days from the end of the grant award period) | 5/15/2018 |
|  | Grant Budget Amendment Requests for SFY 2018 Supplemental Discretionary grant lines ending August 31, 2018. (No later than 45 days from the end of the grant award period) | 6/15/18 |
|  | Final date to request payment of SFY 2018 CLIG State General funds awarded on the State grant prior to the IGT reconciliation | 7/10/18 |
|  | Grant Budget Amendment & Grant Extension Requests for SFY 2018 CLIG unexpended federal funds grant lines. (No later than 45 days from the end of the grant award period) | 8/15/2018 |
|  | Final date to request payment of SFY 2018 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 | 9/10/18 |
|  | 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 2017 CLIG federal funds grant lines and SFY 2018 CLIG State General Funds ended June 30, 2017.  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. | 9/30/2018 |
|  | Final **Progress/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 Supplemental Discretionary grant lines ending August 31, 2018.  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. | 10/31/18 |
|  | SFY 2018 Annual LICC Report  SFY 2018 Final Program Report  SFY 2018 Form 400 FISCAL YEAR RERPORT for CLIG-awarded funds expended in SFY 2018 (ALL Lead Agencies submit this report)  SFY 2018 Form 500 FISCAL YEAR REPORT for all non-CLIG awarded funds expended in SFY 2018 (ALL Lead Agencies submit this report) | 11/01/2018 |
|  | 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 2018 CLIG federal funds grant lines ended September 30, 2018  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 for extended SFY 2017 federal funds grant lines, reporting expenditures as of September 30, 2018 | 11/30/2018 |
|  | Second Interim Cumulative Variance Reports for Extended SFY 2018 Federal Grants | 1/31/2019 |
|  | Final Financial Report for Extended SFY 2018 Federal Grants | 9/30/2019 |
| **Data Collection** | | |
|  | Early Intervention Personnel Count (October 1) | 11/20/2017 |
|  | Federal Part C Reporting (October 1) | 11/20/2017 |