



# APPLICATION FOR PARTICIPATION

## Local Application for Federal Funds (LAFF)

### IDEA Part B

### Federal Fiscal Year (FFY) 2023

### State Fiscal Year (SFY) 2024

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

**Deadline**

June 30, 2023

No later than 5:00 p.m. EDT

## MARYLAND STATE DEPARTMENT OF EDUCATION

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### **Mohammed Choudhury**

State Superintendent of Schools  
Secretary-Treasurer, Maryland State Board of Education

### **Deann Collins, Ed.D.**

Deputy Superintendent of Teaching and Learning

### **Wes Moore**

Governor

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## Instructions

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1. Complete this application electronically by typing directly into the fillable fields and charts.
2. Do not alter or remove sections.
3. When finished, save the application document as a PDF to your computer and obtain appropriate signatures.
4. Upload the file to the local program's designated shared folder on the [MSDE Moveit Secure File Transfer Website](#).

## Cover Page

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Jurisdiction: [Identify the Local System.]

Date:

UEI Number:

Expiration Date:

Federal Employer ID number:

Complete mailing address (as it appears in the SAM record):

**Director of Special Education Name:**

Email:

Phone:

**Local School System Finance Officer Name:**

Email:

Phone:

**Chief Financial Officer Name:**

Email:

Phone:

**Special Education Citizen Advisory Committee (SECAC) Chairperson Name:**

Email:

Phone:

**Other Grant Contact Name:**

Email:

Phone:

Insert a screenshot of the active SAM record status below:

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Name of Head of Agency

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Signature of Head of Agency

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Date

## Project Narrative

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

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

[Download and complete the writeable PDF form.](#)

Respond to all questions in the GEPA document. Upon completion attach the fully executed document as an Appendix to the application.

### Maintenance of Effort (MOE) Eligibility

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

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

Source of Funds	Option 1: Total Expenditures, Local Funds Only	Option 2: Per Capita Expenditures Local Funds Only	Option 3: Total Expenditures, State and Local Funds	Option 4: Per Capita Expenditures State and Local Funds
SFY22, Ages – 21, Actual Expenditures				
SFY24, Ages – 21, Budgeted Expenditures				
October 2021 Child Count, Per Capita MOE, Number of Students	N/A			N/A
October 2022 Child Count, Per Capita MOE, Number of Students	N/A			N/A



**LEA LAFF Certifications and Assurances**

The undersigned certifies, to the best of their ability, that all the facts, figures, and representations made for the Local Application for Federal Funds (LAFF) and budget submission, including exhibits and attachments are true and correct. Furthermore, we assure compliance with federal and State regulations and reporting on the proposed expenditures of allocated federal funds to provide a free appropriate public education (FAPE) for students with disabilities. We certify that the LEA has current policies and procedures that are available for review and that those policies and procedures are consistent with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Code of Maryland Regulations (COMAR).

The undersigned further certifies that grantee work products resulting from grant funds must be reviewed and approved by the Maryland State Department of Education (MSDE); all intellectual property rights, records, documents, reports, and other materials shall be the property of MSDE, and no such materials shall be subject to copyright, patent, or trademark, by or on behalf of, any subgrantee.

We further certify that the signatures on all assurance forms submitted as part of the LAFF will apply to all SFY 2024 MSDE awards to the LEA and that the signed State Assurances will be affixed to every Notice of Grant Award (NOGA) issued to the LEA throughout the term of the SFY 2024 awards.

Consistent with COMAR requirements, the LEA local board approved the Special Education Staffing Plan [Enter date here].

NOTE: The Assistant State Superintendent of the Division of Early Intervention/Special Education Services (DEI/SES) must provide written approval to fund permanent positions with federal discretionary grant funds. If using federal discretionary grant funds to support permanent positions, the LEA is aware that discretionary grant awards are subject to the availability of funds and are not a guaranteed source for the continued support of permanent staff positions.

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Local Superintendent of Schools/Agency Director	Signature	Date
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Local Director of Special Education	Signature	Date
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**Lead Agency Representative Assurance**

All infants and toddlers from birth through age two who are participating in programs and projects under Part B receive early intervention services and they and their families are provided all the rights and procedural safeguards under Part C of the IDEA.

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Local Lead Agency Representative

Signature

Date

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Assistant State Superintendent, MSDE, DEI/SES

Signature

Date

## State Assurances

By receiving funds under this grant award, we hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times ([20 U.S.C. §123g](#)).
2. The grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in a fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee complies with ADA. The grantee shall bear sole responsibility for assuring that its programs conform to section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought according to the ADA for all damages, attorneys' fees, litigation expenses, and costs if such action or proceeding arises from the acts of the grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the grantees certifies that they have complied with Federal Executive Order 12549, Debarment and Suspension outlined in [2 CFR §180](#), and that, a signed Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. The grantee shall establish and maintain fiscal control, fund accounting procedures by the fund, as outlined in [2 CFR §200](#), and applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. The grantee shall retain all records of its financial transactions and accounts relating to this grant for five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit per [2 CFR Subpart F 200.500 et. seq.](#)
6. The MSDE may, as it deems necessary, supervise, evaluate, and provide guidance and direction to a grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve the grantee of any liability for failure to comply with the terms of the grant award.
7. The grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until the reports are filed.
8. The grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes for the purposes for which the grant was awarded. Unless a division implements a stricter policy, the grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program, or category of expenditure, whichever is greater. A grantee must support the request with the

reason for the requested change. Budget realignments must be submitted at least 45 days before the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days before the end of the grant period.
10. The grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with [Section 508 of the Federal Rehabilitation Act of 1973](#) as amended and [Section 7-910 of the Education Article, Annotated Code of Maryland](#).
11. The grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due to the grantee.

We further certify that all the facts, figures, and representations made concerning the grant application and grant award, including exhibits and attachments, are true and correct to the best of our knowledge, information, and belief.

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Local Superintendent of Schools/Agency Director	Signature	Date
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Local Director of Special Education	Signature	Date
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## Certifications Regarding Lobbying, Debarment, Suspension, Other Responsibility Matters, and Drug Free Workplace

### Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at [34 CFR Part 82](#), for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections [82.105](#) and [82.110](#), the applicant certifies that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," per its instructions.
3. The undersigned shall require that the language of this certification is included in the award documents for all subawards at all tiers (including subcontracts, subgrants, contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

### Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders 12549 and 12689, Debarment and Suspension, and implemented at [2 CFR Part 3485](#), for prospective participants in primary covered transactions, as defined at [2 CFR Part 3485](#) and [2 CFR Part 180](#), the applicant and its principals:

1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency.
2. Have not within three years preceding this application been convicted of or had a civil judgment rendered against them for the commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, State, or local) transaction or contract under a public transaction; violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
3. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, State, or local) with the commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
4. Have not within three years preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

Where the applicant is unable to certify any of the statements in this certification, he or she shall attach an explanation to this application.

**Drug-Free Workplace (Grantees other than individuals)**

As required by the [Drug-Free Workplace Act of 1988](#), and implemented at [34 CFR Part 84, Subpart F](#), for grantees, the applicant will or will continue to provide a drug-free workplace by:

- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee’s workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- b. Establishing an ongoing drug-free awareness program to inform employees about:
  - 1. The dangers of drug abuse in the workplace.
  - 2. The grantee’s policy of maintaining a drug-free workplace.
  - 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
  - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- c. Making it a requirement that each employee engaged in the performance of the grant be given a copy of the statement required by paragraph (a).
- d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
  - 1. Abide by the terms of the statement; and
  - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to the Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.
- f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), for any employee who is so convicted:
  - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the [Rehabilitation Act of 1973](#), as amended; or
  - 2. Requiring such employees to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, State, or local health, law enforcement, or other appropriate agency.
- g. Making a good faith effort to continue to maintain a drug-free workplace through the implementation of paragraphs (a), (b), (c), (d), (e), and (f).

**Certifications**

The undersigned certify LEA compliance with the Lobbying, Debarment, Suspension, Other Responsibility Matters, and Drug-Free Workplace requirements.

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Local Superintendent of Schools/Agency Director	Signature	Date
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Local Director of Special Education	Signature	Date
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## Plan for parentally Placed Private School Children with Disabilities

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

The Insert LEA Name SFY 2024 Plan for Parentally Placed Private School Children with Disabilities (PPPSCD) identifies the LEA procedures and activities that ensure compliance with [IDEA USC §1412\(a\)\(10\)\(A\)](#) and the federal regulations [34 CFR §§300.130-300.144](#). The following requirements and attestations are addressed as a component of the LEA PPPSCD Plan.

### Requirement 1: The LEA will conduct a thorough and complete Child Find process.

Complete the attestation below for requirement 1:

[Name of LEA] maintains a thorough and complete Child Find Process. The [Name of LEA] Child Find Center(s) is/are located at [Location Name], [Address], [City], MD [Zip-code]. The [Name of LEA] Child Find process includes referral/application, prescreening to determine the need for assessment, the initial evaluation or reevaluation to determine eligibility, and the development of a Service Plan upon eligibility for services. Child Find Services are communicated using strategies such as: [Identify all means of communication including website(s), Family Support Centers and/or SECAC.]. The information is developed and shared at the [Identify, which: Semi-annual/Annual] meeting with parents, and representatives of local private and parochial schools.

### Requirement 2: The LEA will engage in timely and meaningful consultation in determining the delivery of equitable services, including location and transportation, and will receive written affirmation of consultation from the private schools.

Complete the attestation below for requirement 2:

[Name of LEA] meets [Frequency] with parents and representatives of private and parochial schools to discuss, define, and determine the availability and location of special education services. At the time of the meeting, [Name of LEA] identifies the proportionate share of federal IDEA funds required for equitable services to children with disabilities who are privately placed by their parents, and a plan is developed. Meetings took place on [Dates]. This collaborative process ensures accountability and provides for meaningful consultation. [Name of LEA] maintains documentation of the meeting process, attendees, and signed affirmations. Upon consensus, a letter of agreement/Memorandum of Understanding (MOU) is forwarded to representatives of all private and parochial schools in [Name of LEA].

### Requirement 3: The LEA will maintain documentation to show the number of children evaluated and determined to be a child with a disability and the type of services provided.

Complete the attestation below for requirement 3:

[Name of LEA] maintains data relative to the documentation of the number of children: referred, evaluated, determined eligible, and served by way of the Child Find Process. This information is shared as a component of the [Semi-annual / Annual] meeting for informed decision-making. The data is summarized in the [Interim Progress/Cumulative Variance Report](#) and [Final Progress/Cumulative Variance Report](#) submitted to MSDE, DEI/SES.

**Requirement 4: The LEA will obtain parental consent for the delivery of services by the LEA.**

Complete the attestation below for requirement 4:

Parent consent for the delivery of services aligns with COMAR and IDEA. Parents provide consent per Eligibility 2 or Eligibility 3 guidelines. See the [Maryland Statewide Individualized Education Program \(IEP\) Process Guide, January 1, 2021](#).

**Requirement 5: The LEA must expend the determined proportionate share of the federal IDEA Sec. 611 and Sec. 619 funds on equitable services.**

[Name of LEA] expends funding equal to or exceeding the annual proportionate share of federal IDEA funds for the provision of equitable services to students with disabilities who have been parentally placed in private or parochial school settings. The proportionate share for SFY2023 is [Approved amounts for Section 611 and Section 619], representing the minimum required spending for PPPSCD. The LEA utilizes alternate funding by way of [Identify alternate source] to supplement the Part B PPPSCD activities. Funding emphasis supports [Identify the focus area(s) of the LEA - PPPSCD funding.]

**Requirement 6: The LEA must develop and implement complaint procedures for private school officials regarding consultation and for parents regarding failure to meet Child Find requirements.**

Complete the attestation below for requirement 6:

[Name of LEA] follows IDEA and State guidance related to the criteria and processes for failure to meet requirements concerning meaningful and timely consultation and failure to meet Child Find requirements. A private school student has no “individual right to receive some or all of the special education and related services the child would receive if enrolled in a public school.” Any parent complaint alleging that [Name of LEA] has failed to meet the Child Find requirements is filed following State complaint procedures. If the State determines that compensatory services are an appropriate remedy, such services may be ordered by [Name of LEA] if sufficient funds are available from the proportionate share set aside in the LEA for the provision of equitable services. As identified in State and federal law, a private school official has the right to complain to the State, indicating that [Name of LEA] did not engage in consultation that was meaningful and timely or did not give due consideration to the views of the private school official. Under this provision, a complaint is filed, including the basis of the private school official’s belief that the LEA did not comply with consultation requirements. [Name of LEA] forwards appropriate documentation related to the complaint to the State for investigation.

Note: [A signed C-1-25 MSDE budget form](#) and budget detail form must be submitted as an appendix for each Part B, Section 611 and Part B, Section 619. These budget forms must be aligned to the PPPSCD plan submitted above.

PPPSCD Certification

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Local Director of Special Education

Signature

Date

## FEDERAL LOCAL ELIGIBILITY ASSURANCES

The following assurances and provisions are required by Part B of the Individuals with Disabilities Education Act (IDEA) [[20 USC §§1411-1419](#) and [34 CFR §300.200](#)].

A Yes/No response is required for each assurance statement. If the response is NO, the LEA will provide the projected date for implementation/compliance with the assurance.

1. The LEA, in providing for the education of children with disabilities within its jurisdiction, has policies, procedures, and programs in effect that are consistent with State policies and procedures established under [34 CFR §§300.101-300.163](#); [§§300.165-300.174](#) [[20 USC §1413\(a\)\(1\)](#) and [34 CFR §300.201](#)].
 

Yes  No If no, projected date of implementation:
2. Amounts provided to the LEA shall be expended under the applicable provisions of IDEA and shall:
  - i. Be used only to pay the excess costs of providing special education and related services to children with disabilities.
  - ii. Be used only to supplement State, local, and other federal funds and not to supplant such funds; and
  - iii. Not be used to reduce the level of expenditures for the education of children with disabilities made by the local educational agency from local funds below the level of those expenditures for the preceding fiscal year, per [34 CFR §300.202-300.205](#) [[20 USC §1413\(a\)\(2\)](#); [34 CFR §300.202-300.205](#)].
 

Yes  No If no, projected date of implementation:
3. The LEA will comply with [20 USC 1413\(a\)\(2\)\(D\)](#) and [34 CFR §300.206](#) relating to the use of funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA.
 

Yes  No If no, projected date of implementation:
4. The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of [34 CFR §300.156](#) (relating to personnel qualifications) and section 2102(b) of the Elementary and Secondary Education Act (ESEA) of 1965 [[20 USC §1413\(a\)\(3\)](#); [34 CFR §300.207](#)].
 

Yes  No If no, projected date of implementation:
5. Notwithstanding assurance 2 above, or [34 CFR §§300.202, 300.203\(a\)](#), and [300.162\(b\)](#), funds provided to the LEA may be used for the following activities:
  - i. Services and aids that also benefit nondisabled children,
  - ii. Early intervening services,
  - iii. High-cost special education and related services, and
  - iv. Administrative case management [[20 USC §1413\(a\)\(4\)](#); [34 CFR §300.208](#)].
 

Yes  No If no, projected date of implementation:
6. The LEA will comply with [20 USC §1413\(a\)\(5\)](#) and [34 CFR §300.209](#) relating to the treatment of charter schools and their students.



Yes  No If no, projected date of implementation:

7. The LEA will comply with [20 USC §1413\(a\)\(6\)](#), [34 CFR §300.210](#), and [Education Article §8-408](#), Annotated Code of Maryland relating to the purchase of print instructional materials for students with blindness or students with print disabilities and/or coordination with the National Instructional Materials Access Center (NIMAC).

Yes  No If no, projected date of implementation:

8. The LEA shall provide the MSDE with information necessary to enable the MSDE to carry out its duties under this part, including, for paragraphs (15) and (16) of [20 USC §1412\(a\)](#), information relating to the performance of children with disabilities participating in programs carried out under this part [[20 USC §1413\(a\)\(7\)](#); [34 CFR §300.211](#)].

Yes  No If no, projected date of implementation:

9. The LEA shall make available to parents of children with disabilities and the general public all documents relating to the eligibility of the LEA [[20 USC §1413\(a\)\(8\)](#); [34 CFR §300.212](#)].

Yes  No If no, projected date of implementation:

10. The LEA shall ensure the linkage of records about migratory children with a disability to electronically exchange, among the States, health and educational information regarding such children, consistent with section 1308 of the ESEA of 1965 [[20 USC §1413\(a\)\(9\)](#); [34 CFR §300.213](#)].

Yes  No If no, projected date of implementation:

11. The LEA ensures a FAPE is available to all children with disabilities residing in the jurisdiction who are between the ages of 3 and 21, including children with disabilities who have been suspended or expelled from school, under [20 USC §1412\(a\)\(1\)](#) and [34 CFR §§300.101](#) through [300.108](#).

Yes  No If no, projected date of implementation:

12. The LEA ensures all children with disabilities residing in the State, including children with disabilities who are homeless or wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who require special education and related services, are identified, located, and evaluated; and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services following [20 USC §1412\(a\)\(3\)](#) [[34 CFR §300.111\(a\)](#)].

Yes  No If no, projected date of implementation:

13. The LEA ensures that children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under Part B of the IDEA, experience an effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program or, if consistent with [34 CFR §300.323\(b\)](#) and section 636(d), an individualized family service plan, has been developed and is being implemented for the child. The local educational agency participates in transition planning conferences arranged by the designated lead agency under section 635(a)(10). [[20 U.S.C. 1412\(a\)\(9\)](#)].

Yes  No If no, projected date of implementation:

14. The LEA has in effect policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in [34 CFR §300.8](#), [[20 U.S.C 1412\(a\)\(24\)](#); [34 CFR §300.173](#)].

Yes  No If no, projected date of implementation:

15. The LEA ensures an individualized education program (IEP), or an individualized family service plan (IFSP) that meets the requirements of section 636(d), is developed, reviewed, and revised for each child with a disability under [20 USC §1412\(a\)\(4\)](#) and [34 CFR §§300.320-300.324](#) [[34 CFR §300.112](#)].

Yes  No If no, projected date of implementation:

16. The LEA, to the maximum extent appropriate, ensures children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removals of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily per [20 USC §1412\(a\)\(5\)\(A\)-\(B\)](#) and [34 CFR §§300.114-300.119](#).

Yes  No If no, projected date of implementation:

17. The LEA ensures children with disabilities and their parents are afforded the procedural safeguards required by [34 CFR §§300.500-300.536](#) [[20 USC §1412\(a\)\(6\)\(A\)](#); and [34 CFR §300.121](#)].

Yes  No If no, projected date of implementation:

18. The LEA ensure children with disabilities are evaluated per [34 CFR §§300.300-300.311](#) [[20 USC §1412\(a\)\(7\)](#); [34 CFR §§300.122](#)].

Yes  No If no, projected date of implementation:

19. The LEA complies with [34 CFR §§ 300.610](#) relating to the confidentiality of records and information [[20 USC §1412\(a\)\(8\)](#); [20 USC §1417\(c\)](#); and [34 CFR §300.123](#)].

Yes  No If no, projected date of implementation:

20. To the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by an LEA, provision is made for the participation of those children in the program assisted or carried out under this part by providing for such children special education and related services under the requirements found in [34 CFR §§300.130-300.144](#) [[20 USC §1412\(a\)\(10\)\(A\)-\(C\)](#)].

Yes  No If no, projected date of implementation:

21. The LEA maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that personnel have the content

knowledge and skills to serve children with disabilities per [34 CFR §300.156](#) [[20 USC §1412\(a\)\(14\)\(A\)](#)].

Yes  No If no, projected date of implementation:

22. The LEA maintains qualifications to ensure related service personnel are consistent with State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services and have not had certification or licensure requirements waived on an emergency, temporary, or provisional.

Yes  No If no, projected date of implementation:

23. The LEA allows paraprofessionals and assistants who are appropriately trained and supervised, per State law, regulation, or written policy, in meeting the requirements of this part to be used to assist in the provision of special education and related services under the IDEA Part B to children with disabilities [[20 USC §1412\(a\)\(14\)\(B\)\(iii\)](#); [34 CFR §300.156 \(b\)\(2\)\(iii\)](#)].

Yes  No If no, projected date of implementation:

24. The LEA ensures that each person employed as a special education teacher in the public agency who teaches elementary school, middle school, or secondary school is highly qualified by the deadline established in section 1119(a)(2) of the ESEA of 1965 [[20 USC §1412\(a\)\(14\)\(C\)](#)].

Yes  No If no, projected date of implementation:

25. The LEA takes measurable steps to recruit, hire, train, and retain highly qualified personnel to provide special education and related services under the IDEA Part B to children with disabilities [[20 USC §1412\(a\)\(14\)\(A\)-\(C\)](#)], as amended by ESSA, 34 [CFR §300.156](#)].

Yes  No If no, projected date of implementation:

26. The LEA has policies and procedures in effect that are designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 CFR §300.8 [[20 USC §1412\(a\)\(24\)](#); [34 CFR §300.173](#); and [34 CFR §300.646](#)].

Yes  No If no, projected date of implementation:

27. The LEA shall prohibit personnel from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act (21 USC. §801 et seq.) as a condition of attending school, receiving an evaluation under [34 CFR §§300.300-300.311](#), or receiving services under the IDEA [[20 USC §1412\(a\)\(25\)\(A\)-\(B\)](#); [34 CFR §300.174](#)].

Yes  No If no, projected date of implementation:

28. The LEA shall use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds [[34 CFR §76.702](#)].

Yes  No If no, projected date of implementation:



## IDEA PART B PASSTHROUGH

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

Funds under IDEA Part B Passthrough must be:

- Expended in accordance with the applicable provisions of this part, [34 CFR 300.202\(a\)\(3\)](#);
- Used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with [paragraph \(b\)](#) of this section;
- Used to supplement State, local, and other Federal funds and not to supplant those funds; and
- Aligned with the intended populations, they serve:
  - Passthrough: Part B Section 611 Grants-to-States funds must be used to serve children ages 3-21 (CFDA) [#84.02](#) ; and
  - Preschool Passthrough: Part B Section 619 Preschool Grants funds must be used to serve children ages 3 -5 (CFDA) [#84.173](#).

Funds under Part B Passthrough may be used for:

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

Funds under Part B Passthrough may not be used for:

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

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

Note: A signed [C-1-25 MSDE budget form](#) and budget detail form must be submitted as an appendix for each Part B, Section 611 and Part B, Section 619.

The following documents are completed and submitted for approval of the IDEA Part B Passthrough section of the SFY 2024 LAFF Application:

- [SFY 2023 Excel Workbook](#)
  - SFY 2023 – 2024 Comparative Staffing/Funding Data Form
  - SFY 2024 Special Education and Related Services BUDGETED Expenditures
  - C-1-25 and budget detail form providing detailed information related to proposed expenditures.

## **COORDINATED EARLY INTERVENING SERVICES (CEIS)**

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

### **Voluntary Coordinated Early Intervening Services (CEIS) – Optional**

Per 34 CFR §300.226, an LEA may use up to 15% of its IDEA Part B Section 611 and Part B Section 619 allocation to develop and implement CEIS for students in grades K-12 not currently identified as requiring special education or related services, but who need additional academic and behavioral support to succeed in the general education environment.

An LEA opting for voluntary CEIS must contact their MSDE, DEI/SES Grant Liaison before the submission of the SFY 2024 LAFF.

### **Comprehensive Coordinated Early Intervening Services (CCEIS) – Required for Some LEAs**

LEAs that are identified as having significant disproportionality based on race and ethnicity for identification of students as having disabilities, placement of these students in particular education settings, and/or disciplinary actions, including suspensions and expulsions, must complete the [SFY 2024 Maryland CCEIS Plan Template](#), [signed C-1-25 MSDE budget form](#) and budget detail. The completed plan and budget documents are attached as an appendix to the SFY 2023 LAFF Application. The MSDE, DEI/SES provide extensive resources and guidance for the development, implementation, and monitoring of the Maryland CCEIS Plan. See the [SFY 2024 Maryland Comprehensive Coordinated Early Intervention Resource](#) for additional support and background information related to significant disproportionality.

Collaborative Planning with MSDE, DEI/SES personnel is a recommended component of plan development. The SFY 2023 Maryland CCEIS Plan is due to the MSDE on or before June 15, 2023. Plans are uploaded to [MOVEit](#).

LEAs that have not been identified as having significant disproportionality may disregard this section.

## **SPECIAL EDUCATION CITIZENS ADVISORY COMMITTEE (SECAC)**

Each LEA must establish a SECAC to advise the local school system on the needs of students with disabilities within the jurisdiction. The MSDE, DEI/SES shall annually allocate federal funds to each LEA in support of the activities of the local SECAC.

Each LEA shall submit a plan and applicable budget for the use of federal funds, consistent with [COMAR 13A.05.02.13\(1\)\(a\)](#). It is recommended that the local SECAC Plan is completed in collaboration with the local SECAC leadership. The utilization of grant funds is expected to support the operation of the local SECAC. The SECAC operates as a partnership among parents and families, community leaders and organizations, educators, and administrators at the local level. All funds should be fully expended within the grant period.

The LEA SFY 20234Plan for the Special Education Citizens Advisory Committee (SECAC) identifies the LEA's procedures and activities that enable a local director of special education to collaborate with others on local issues to facilitate positive changes in the delivery of special education programs and services to students with disabilities per [COMAR 13A.05.02.13.I](#).

**Requirement 1: The LEA will describe the SECAC membership representation process. Provide a listing of SECAC members, including name and membership category in addition to the names of, contact and term expiration, and information regarding the SECAC leadership.**

Complete the attestation below for requirement 1:

The [LEA Name] strives for a balanced membership of [Percentage] parents of children with disabilities, [Percentage of] LEA personnel, and [Percentage] of community representatives. The membership process includes: [ describe the application process / if no application is required, describe how membership is determined and counted]. A listing of the SECAC members, including names and membership categories, is attached. The listing includes the names of, contact, and term expiration information for SECAC leadership.

**Requirement 2: The LEA will provide SECAC meeting information, including the schedule/frequency of the meetings, time, and location of the meetings. A description of how dates and/or locations are selected and the impact on parent/community participation is required.**

Complete the attestation below for requirement 2:

[LEA Name] SECAC meetings are held on [schedule] from [time] at [location]. To increase parent/community participation the following factors were considered in the determination of meeting dates, times, and locations. [Provide details related to the determination of meeting dates, times, and locations.]

**Requirement 3: The LEA will describe the purpose and/or goal of the local SECAC and identify the advisory process used including details related to the communication hierarchy (Public to SECAC, SECAC to LEA SE, and/or Board of Education (BOE)/LEA SE to SECAC).**

Complete the attestation below for requirement 3:

SECAC advises the [LEA Name] on the needs of children with disabilities within the jurisdiction. Community input is provided to SECAC by [Identify the process for collecting input from the community.] The SECAC Leadership [Describe the process for communicating needs to LEA-SE/BOE.]. The LEA Special Education Director/Supervisor provides [Describe the process for responding to the community/SECAC needs.]. Meeting minutes and related presentation information are shared [Identify the method and frequency of





## FAMILY SUPPORT SYSTEMS (FSS) PLAN

Blueprint for Maryland's Future, through Pillars 1 and 4 prioritize the role and impact of family engagement in improved outcomes for children and students. The SFY 2024 Family Support Systems Plan provides the opportunity for the LEA to construct a plan which fosters strong family partnerships. These partnerships support the school and community personnel in their effort to empower families to make informed decisions and contribute to their children's educational success. Collaboration is essential in promoting family engagement. Family Support Systems funds may be used to support the work of local family partnerships and targeted needs relative to State Action Imperatives: Early Childhood, Secondary Transition, and Access, Equity, and Progress. Targeted strategies for cultivating family partnerships are noted in the DEI/SES State Strategic Plan: Moving Maryland Forward and may be helpful in the development of a local plan. The Family Support Systems Plan is developed using the Team – Analyze – Plan – Implement – Track (TAP-IT) model to identify improvement targets and establish measurable goals and outcomes that reflect progress toward the improvement area(s). LEAs must submit a Family Support Systems Plan.

Complete the FSS Plan Template and submit as an appendix to the SFY 2024 LAFF Application.

## LOCAL IMPLEMENTATION FOR RESULTS (LIR) PLAN

Blueprint for Maryland's Future, through Pillars 1, 3, and 4 prioritize the development of and early access to targeted supports for students with disabilities that prepare students for success in college, career, and life. The LIR grants are a formula-based State priority grant opportunity provided to each LEA serving as a catalyst for addressing systemic change priorities aligned with the three Moving Maryland Forward Strategic Imperatives: Early Childhood, Secondary Transition, and Access-Equity-Progress and focused on child, student, and family outcomes and specific disparities to the federal Indicators (State Performance Plan (SPP) and Annual Performance Results (APR)). Using data-driven decision making the LEA identifies the change actions including, evidence-based practices, strategic collaboration, families as engaged partners necessary to narrow performance gaps for children and youth with disabilities, ages birth through twenty-one and their families.

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

The LEA will receive allocations aligned to the Strategic Imperatives. Flexibility options are available for the reallocation and use of the LIR State-priority funds with the approval of the Assistant State Superintendent. Funding may be realigned to address work across imperatives and/or LEAs. A change in the LEA's allocation document will be made to reflect changes.

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

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

Complete the applicable LIR Plan Template(s) aligned to LEA system change priorities.

- SFY 2024 Early Childhood LIR Plan Template
- SFY 2024 Secondary Transition LIR Plan Template
- SFY 2024 Access, Equity, Progress LIR Plan Template

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

**CONSORTIA PART B SECTION 611 AND SECTION 619**

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

The lead jurisdiction submits a scope of work inclusive of the area of need, the number of students disaggregated by a local school system, age range 3 to 5 years and 3 to 21 years, and service area. The scope of work describes the intended outcomes based on the plan's implementation. The lead LEA provides data summarizing the population of students to be served and the specific services to be provided.

Part B 619 Funds are for the support of children with disabilities age 3 – 5 years.

Part B 611 Funds may be used in support of children with disabilities in a Birth to 21 Framework.

Lead Jurisdiction:	
Identify the Region to be Served by this Consortia	
Passthrough – Consortia Allocated Part B 611 Funds	
Preschool Passthrough – Consortia Allocated Part B 619 Funds	
Consortia Members, Identify all Participating LEAs	
Intended Outcomes	
Scope of Work	

For each LEA, identify the needs to be addressed by student population and service area below:

**LEA Name:**

**Total Number of Children 3 to 5 Years:**

**Check Services to be Provided:**

PT  OT  SLP  Vision  Hearing & Audiology  Other

**Total Number of Students 3 to 21 Years:**

**Check Services to be Provided:**

PT  OT  SLP  Vision  Hearing & Audiology  Other

**LEA Name:**

**Total Number of Children 3 to 5 Years:**

**Check Services to be Provided:**

PT  OT  SLP  Vision  Hearing & Audiology  Other

**Total Number of Students 3 to 21 Years:**

**Check Services to be Provided:**

PT  OT  SLP  Vision  Hearing & Audiology  Other

**LEA Name:**

**Total Number of Children 3 to 5 Years:**

**Check Services to be Provided:**

PT  OT  SLP  Vision  Hearing & Audiology  Other

**Total Number of Students 3 to 21 Years:**

**Check Services to be Provided:**

PT  OT  SLP  Vision  Hearing & Audiology  Other

**LEA Name:**

**Total Number of Children 3 to 5 Years:**

**Check Services to be Provided:**

PT  OT  SLP  Vision  Hearing & Audiology  Other

**Total Number of Students 3 to 21 Years:**

**Check Services to be Provided:**

PT  OT  SLP  Vision  Hearing & Audiology  Other

**LEA Name:**

**Total Number of Children 3 to 5 Years:**

**Check Services to be Provided:**

PT    OT    SLP    Vision    Hearing & Audiology    Other

**Total Number of Students 3 to 21 Years:**

**Check Services to be Provided:**

PT    OT    SLP    Vision    Hearing & Audiology    Other

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Lead Jurisdiction Director of Special Education

Signature

Date

## BUDGET AND BUDGET DETAIL

LEAs must [submit a C-1-25 budget form](#) and budget detail as an appendix for each line of the LEA's FFY 2023/SFY 2024 IDEA Allocation Sheet. The budget detail provides a comprehensive description of the requested funds that will be spent by using the categories listed below.

### IDEA Part B Section 611 funds

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

### IDEA Part B Section 611 State-Targeted Priority funds

- Special Education Citizens Advisory Committee (SECAC)\*
- Family Support Services\*
- Consortia\*
- Local Implementation for Results

### IDEA Part B Section 619 funds

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

\* If applicable to the LEA.

## Appendices

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The following Appendices must be included in the proposal for funding:

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

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



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