

**Maryland State Department of Education
Division of Special Education/Early Intervention Services**



**LOCAL APPLICATION FOR FEDERAL FUNDS (LAFF)
Federal Fiscal Year (FFY) 2014
State Fiscal Year (SFY) 2015**

INSTRUCTIONS

Application Due Date: May 15, 2014

Submission via MSDE Secure Server

Marcella E. Franczkowski, M.S.

Assistant State Superintendent

Division of Special Education/Early Intervention Services

Ronald Boone, M.S.

Branch Chief, Resource Management and Monitoring Branch

Division of Special Education/Early Intervention Services



Division of Special Education/Early Intervention Services



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I. Introduction

Each Maryland local school system (LSS) and public agency (PA) that receives subgrants of federal Individuals with Disabilities Education Act (IDEA) funds granted to the State of Maryland to support its special education or early intervention programs must comply with applicable programmatic and fiscal regulations. The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS), as the grantee of these federal funds, is responsible for ensuring compliance with regulations by all subrecipients. The State Fiscal Year (SFY) 2015 LAFF, and the associated submissions described herein are requirements that are necessary for the MSDE, DSE/EIS to discharge its administrative responsibilities related to its subawards of federal IDEA Part B 611 Passthrough, Part B 619 Preschool Passthrough, and Part B 611 and 619 Preschool Discretionary funds. **However, compliance with the MSDE instructions and procedures does not relieve a subrecipient of federal grant funds from responsibility for compliance with all applicable federal and State regulations.**

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

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

LAFF Submission Due Date and Grant Period

The LAFF submission is due at the MSDE via the Secure Server no later than **May 15, 2014**. Submission by this date is necessary in order to receive a July 1, 2014 approval date that will enable obligation of grant funds for the grant period beginning July 1, 2014 and extending through September 30, 2015. **Submissions after May 15, 2014 may result in a delayed approval date.** This delay may result in the unauthorized use of funds that will constitute a violation of federal regulations and create a possible audit exception, in accordance with [2 CFR §200.458](#), and Office of Budget and Management (OMB) [Circular A-87](#) (Appendix B, #31:Pre-Award Costs).

Content and Mode of LAFF Submission

The required documents for the LAFF submission are attached in the [SFY 2015 LAFF Submissions Workbook](#), which is a tabbed Excel workbook file. The workbook includes a

checklist reflecting the order of all documents that comprise the LAFF submission. The grantee name must be entered on each page to be submitted.

Images of submission documents are presented for convenience in the text of the LAFF Instructions. However, they are for visualization of the forms and information only, and are not intended for any text, signature, or data entry. **The actual forms for user entry are in the [SFY 2015 LAFF Submissions Workbook](#).**

Each LSS/PA must submit all applicable LAFF document submissions in PDF format via the MSDE Secure Server. See [Appendix E](#) for MSDE Secure Server submission procedures. To prepare the LAFF submissions, complete all applicable tabs in the [SFY 2015 LAFF Submissions Workbook](#), print the entire completed workbook, and obtain required signatures. To ensure the completeness of LAFF submissions, the LAFF Submissions Checklist has been provided on the second tab of the [SFY 2015 LAFF Submissions Workbook](#). Please include the completed LAFF Submissions Checklist with the LAFF submission.

To utilize all hyperlinks within the LAFF Instructions, click on the hyperlink.

II. DUNS Number and Grantee Contact List

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. The [SFY 2015 LAFF Submissions Workbook](#) contains the form pictured below for entry of this information. It is the responsibility of the LSS/PA to promptly inform the MSDE, DSE/EIS of any changes to this list.

DUNS Number: _____	Expiration Date: _____
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	NAME/TITLE	PHONE	EMAIL
LOCAL SUPERINTENDENT:			
DIRECTOR OF SPECIAL EDUCATION:			
OTHER SPECIAL EDUCATION CONTACT:			
FINANCIAL OFFICER:			
OTHER GRANT CONTACT:			
SECAC CHAIRPERSON:			
OTHER CONTACT:			

III. Certifications and Assurances

The [SFY 2015 LAFF Submissions Workbook](#) contains signature lines for each certification and assurance document described below. The certification and assurance statements are provided in larger font in these instructions for convenience of grantee review.

LSS/PA Certification

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

The undersigned further certify that grantee work products resulting from grant funds must be reviewed and approved by the 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 signatures on the State and federal assurance forms submitted as part of the LAFF apply to and will be affixed to every NGA issued to an LSS/PA throughout the SFY 2015, and that the LSS/PA local board approved the Special Education Staffing Plan on (DATE) consistent with [COMAR 13A.05.02.13D\(2\)](#).

NOTE: Written approval must be obtained from the Assistant State Superintendent of the DSE/EIS to fund permanent positions with federal discretionary grant funds. If using federal discretionary grant funds to support permanent positions, the LSS is aware that discretionary grant awards are subject to the availability of funds and are not a guaranteed source for continued support of permanent staff positions.

Lead Agency Representative Assurance

(This form is on the same tab in the [SFY 2015 LAFF Submissions Workbook](#) as the LSS/PA certification form above.) 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.

General Education Provisions Act (GEPA), Section 427

[Section 427](#) of the U. S. Department of Education's General Education Provisions Act (GEPA) is applicable to all applicants for new grant awards under Department programs. 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 the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

State Assurances

(The issue of Notice of Grant Awards (NGA) requires indication of LSS/PA agreement to comply with all State grant assurances, as listed below. The signature on the State Assurances form in the [SFY 2015 LAFF Submissions Workbook](#), indicating LSS/PA agreement to abide by all listed assurances, will appear on every NGA issued to the LSS/PA during SFY 2015 by the MSDE, DSE/EIS.)

1. Programs and projects funded in total or in part through this grant shall operate in compliance with the 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. 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 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 is in compliance 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 pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents, or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 34 CFR Part 85, 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. Grantee shall establish and maintain fiscal control, fund accounting procedures by funds, as set forth in 34 CFR Parts 74 & 80 and in 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. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of 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 receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to 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 grantee of any liability for failure to comply with the terms of the grant award.
7. 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 such time as the reports are filed.
8. Grantee 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. Unless a division implements a stricter policy, 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*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. 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. 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 the grantee.

Certifications Regarding Lobbying, Debarment, Suspension, Other Responsibility Matters, and Drug-Free Workplace

(All of the certifications in this section are on the same tab in the [SFY 2015 LAFF Submissions Workbook](#).)

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:

- a. 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. 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," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, 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 Part 3485.22](#),

- A. The applicant certifies that it and its principals:
 - a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
 - b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for 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;
 - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transactions (federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to 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, as defined at [34 CFR Part 84](#), [Part 84.605](#) and [Part 84.610](#),

A. The applicant certifies that it 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 on-going 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 to be 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: 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), with respect to 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 employee 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 implementation of paragraphs (a), (b), (c), (d), (e), and (f).

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](#)].

Directions: One cell must be completed for each listed assurance. In the cells on the left of each assurance, enter either:

- A check in the YES column; or
- A date in the cell in the NO column in the format mm/dd/yy. (The date entered in the NO column is the date on which the LSS/PA will complete the changes in order to provide the assurance.)

YES NO

		1. The LSS/PA, in providing for the education of children with disabilities within its jurisdiction, has in effect, policies, procedures, and programs 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].
		2. Amounts provided to the LSS/PA shall be expended in accordance with the applicable provisions of IDEA and shall: <ul style="list-style-type: none"> 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 [20 USC §1413 (a)(2); 34 CFR §§300.202-300.205].
		3. The LSS/PA shall ensure that all personnel necessary to carry out the IDEA Part B are appropriately and adequately prepared, subject to the requirements of 34 CFR §300.156 (relating to personnel qualifications) and section 2122 of the Elementary and Secondary Education Act (ESEA) of 1965 [20 USC §1413(a)(3); 34 CFR §300.207].
		4. Notwithstanding assurance 2 above, or 34 CFR §§300.202, 300.203(a), and 300.162(b), funds provided to the LSS/PA may be used for the following activities: <ul style="list-style-type: none"> 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

		5. The LSS/PA will comply with 20 USC. §1413(a)(5) and 34 CFR §300.209 relating to treatment of charter schools and their students.
		6. The LSS/PA 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.
		7. The LSS/PA shall provide the Maryland State Department of Education (MSDE) with information necessary to enable the MSDE to carry out its duties under this part, including, with respect to 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].
		8. The LSS/PA shall make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the LSS/PA [20 USC §1413(a)(8); 34 CFR §300.212].
		9. The LSS/PA shall ensure the linkage of records pertaining to migratory children with a disability for the purpose of electronically exchanging, 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].
		10. A free appropriate public education (FAPE) is available to all children with disabilities residing in the jurisdiction of the LSS/PA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled, in accordance with 20 USC §1412(a)(1) and 34 CFR §§300.101 through 300.108.
		11. All children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of 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 in accordance with 20 USC §1412(a)(3) [34 CFR §300.111(a)].

YES NO

		12. 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 in accordance with 20 USC §1412(a)(4) and 34 CFR §§300.320-300.325 [34 CFR §300.112].
		13. To the maximum extent appropriate, 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 removal of children with disabilities from the regular educational environment occurs only when 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 in accordance with 20 USC §1412(a)(5)(A)-(B) and 34 CFR §§300.114-300.119.
		14. Children with disabilities and their parents are afforded the procedural safeguards required by 34 CFR §§300.500-300.536 [20 USC §1412(a)(6); and 34 CFR §300.121].
		15. Children with disabilities are evaluated in accordance with 34 CFR §§300.300-300.311 [20 USC §1412(a)(7); 34 CFR §§300.122].
		16. The LSS/PA complies with 34 CFR §§ 300.610 through 300.626 relating to the confidentiality of records and information [20 USC §1412(a)(8); 20 USC §1417(c); and 34 CFR §300.123].
		17. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under the IDEA Part B, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 USC §1437(a)(9). By the third birthday of such a child, an IEP or an IFSP has been developed and is being implemented for the child. The LSS/PA will participate in transition planning conferences arranged by the designated lead agency under 20 USC §1435(a)(10) [20 USC §1412(a)(9); and 34 CFR §300.124].
		18. 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 LSS, provision is made for the participation of those children in the program assisted or carried out under this part by providing for such children special education and related services in accordance with the requirements found in 34 CFR §§300.130-300.144 [20 USC §1412(a)(10)(A)-(C)].

YES NO

		19. The public agency maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities in accordance with 34 CFR §300.156 [20 USC §1412(a)(14)(A)].
		20. The public agency 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 basis [20 USC. §1412(a)(14)(B)(i-ii); 34 CFR §300.156 (b)(2)(i)-(ii)].
		21. Allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with 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)].
		22. Ensure 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); 34 CFR §300.18].
		23. The LSS/PA will take measurable steps to recruit, hire, train, and retrain highly qualified personnel to provide special education and related services under the IDEA Part B to children with disabilities [20 USC §1412(a)(14)(D)].
		24. The LSS/PA has in effect, consistent with the purposes of the IDEA and with 20 USC §1418(d), policies and procedures designed to prevent the inappropriate over identification 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].
		25. The LSS/PA 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].
		26. The public agency shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for federal funds [34 CFR §76.702].

IV. Individuals with Disabilities Education Act (IDEA)

Maintenance of Effort (MOE)

Regulations

34 CFR §300.203 Maintenance of Effort.

(a) General. Except as provided in §§300.204 and 300.205, funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.

(b) Standard.

(1) Except as provided in paragraph (b)(2) of this section, the SEA must determine that an LEA complies with paragraph (a) of this section for purposes of establishing the LEA's eligibility for an award for a fiscal year if the LEA budgets, for the education of children with disabilities, at least the same total or per capita amount from either of the following sources as the LEA spent for that purpose from the same source for the most recent prior year for which information is available:

(i) Local funds only; or

(ii) The combination of State and local funds.

(2) An LEA that relies on paragraph (b)(1)(i) of this section for any fiscal year must ensure that the amount of local funds it budgets for the education of children with disabilities in that year is at least the same, either in total or per capita, as the amount it spent for that purpose in the most recent fiscal year for which information is available and the standard in paragraph (b)(1)(i) of this section was used to establish its compliance with this section.

(3) The SEA may not consider any expenditures made from funds provided by the Federal Government for which the SEA is required to account to the Federal Government or for which the LEA is required to account to the Federal Government directly or through the SEA in determining an LEA's compliance with the requirement in paragraph (a) of this section. [20 USC §1413(a)(2)(A)].

34 CFR §300.204 Exception to Maintenance of Effort.

Notwithstanding the restriction in §300.203(a), an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

(a) The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

(b) A decrease in the enrollment of children with disabilities.

(c) The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child--

(1) Has left the jurisdiction of the agency;

(2) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or

(3) No longer needs the program of special education.

(d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

(e) The assumption of cost by the high cost fund operated by the SEA under §300.704(c) [20 USC §1413(a)(2)(B)].

34 CFR §300.205 Adjustment to local fiscal efforts in certain fiscal years.

(a) Amounts in excess. Notwithstanding §300.202(a)(2) and (b) and §300.203(a), and except as provided in paragraph (d) of this section and §300.230(e)(2), for any fiscal year for which the allocation received by an LEA under §300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by §300.203(a) by not more than 50 percent of the amount of that excess.

(b) Use of amounts to carry out activities under ESEA. If an LEA exercises the authority under paragraph (a) of this section, the LEA must use an amount of local funds equal to the reduction in expenditures under paragraph (a) of this section to carry out activities that could be supported with funds under the ESEA regardless of whether the LEA is using funds under the ESEA for those activities.

(c) State prohibition. Notwithstanding paragraph (a) of this section, if an SEA determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of section 613(a) of the Act and this part or the SEA has taken action against the LEA under section 616 of the Act and subpart F of these regulations, the SEA must prohibit the LEA from reducing the level of expenditures under paragraph (a) of this section for that fiscal year.

(d) Special rule. The amount of funds expended by an LEA for early intervening services under §300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under paragraph (a) of this section [20 USC §1413(a)(2)(C)].

Technical Assistance Bulletin #30, Revised October, 2013

In October 2013, the MSDE released the revised Technical Assistance Bulletin (TAB) #30 entitled, [Individuals with Disabilities Education Act \(IDEA\) Part B Maintenance of Effort and Excess Cost](#). Each LSS is strongly advised to consult this publication prior to completing the MOE section of the LAFF as this edition of the TAB #30 contains the following three important changes:

- **All types of expenditures for students with disabilities must be included in MOE calculations** - All types of special education expenditures, including, but not limited to, fixed costs, nonpublic placement costs, and transportation costs, must be included in the MOE calculations;
- **All expenditures for students with disabilities, regardless of program categorization, must be included in MOE calculations** - The IDEA requires that all expenditures for students with disabilities be included in the amounts utilized to demonstrate MOE eligibility/compliance. The incorrect categorization of expenses can impact MOE calculations and result in the LSS noncompliance with the MOE requirement; and

- **Demonstration of the MOE figures based upon only local funds must be comprised of expenditures that are identifiable by funding source** - In accordance with 34 CFR §80.20(b)(2), “Grantees must maintain records which identify adequately the source and application of funds for financially-assisted activities....” This means that if an LSS chooses to demonstrate the MOE based upon Local funds only, the total of these funds must be able to be substantiated by a report of actual local expenditures that equal this total. A failure to maintain accounting procedures that delineate State and local funds could place an LSS at risk if maintenance of MOE in a given year must be based upon Local funds only. Since it is impossible to know in advance which calculation method may be required to demonstrate MOE in a given year, the MSDE recommends that, each year, all four (4) methods should be calculated and backup documentation retained should circumstances dictate the need for the use of a calculation method that was not used in the prior year.

Please note that each LSS is responsible for maintaining sufficient documentation to verify eligibility and compliance with the MOE and Excess Cost, consistent with 34 CFR §§300.203-300.205 and related OMB and EDGAR regulations. Federal, State, and independent auditors may require this documentation at any time, and school systems may face penalties if unable to document MOE compliance.

Instructions

Each LSS must submit the:

- SFY 2015 Maintenance of Effort **Eligibility** Template and Certification for the SFY 2015 LAFF no later than **May 15, 2014**; and
- SFY 2015 Maintenance of Effort **Compliance** Template and Certification for the SFY 2015 LAFF no later than **January 31, 2016**.

The [SFY 2015 LAFF Submissions Workbook](#) contains the SFY 2015 Maintenance of Effort **Eligibility** Template and Certification, which must be completed as per the following instructions.

The SFY 2015 Maintenance of Effort (MOE) Eligibility Template is designed to assist local school systems (LSS) in demonstrating 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 [34 CFR §§300.203(b)(2)] for which actual expenditures are available. The MOE compliance is achieved when the actual expenditures for the grant year equal or exceed the actual expenditures of the preceding year. Consistent with 34 CFR §300.203(b)(1) there are four (4) options available to demonstrate compliance:

- Option #1** - Total local funds only;
- Option #2** - Local funds only per capita;

- Option #3** - Total State and local funds; or
Option #4 - State and local funds per capita.

1. All of the cells of one column must be filled in to represent the option chosen for calculating MOE. Report one option **ONLY**.*
2. If either option 2 or option 4 is selected, complete the Child Count Table.
3. Obtain the signatures of the Local Superintendent, Finance Officer, and Director of Special Education and submit the completed template and certification to the MSDE, DSE/EIS by **May 15, 2014**.

*NOTE: The MSDE, DSE/EIS recommends that the LSS 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. However, the LSS is to report only one option to demonstrate the IDEA MOE on this template. **Please note that each LSS is responsible for maintaining sufficient documentation to verify eligibility and compliance with the MOE and Excess Cost, consistent with 34 CFR §§300.202 – 300.205, 300.16, and related OMB and EDGAR regulations. Federal, State, and independent auditors may require this documentation at any time, and school systems may face penalties if unable to document MOE/Excess Cost compliance.**

The SFY 2015 Maintenance of Effort **Compliance** Template and Certification form with embedded instructions may be downloaded at <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/sfy2015gfr.html>.

(NOTE: By **January 31, 2015**, each LSS must submit the SFY 2014 Maintenance of Effort **Compliance** Template and Certification for the SFY 2014 LAFF, utilizing actual amounts for SFY 2014. The SFY 2014 Maintenance of Effort **Compliance** Template and Certification form with embedded instructions may be downloaded at <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/sfy2014gfr.html>.)

V. IDEA Excess Cost (EC)

Regulations

34 CFR §300.16 Excess costs.

Excess costs means those costs that are in excess of the average annual per-student expenditure in an LEA during the preceding school year for an elementary school or secondary school student, as may be appropriate, and that must be computed after deducting--

(a) Amounts received--

- (1) Under Part B of the Act;
- (2) Under Part A of title I of the ESEA; and
- (3) Under Parts A and B of title III of the ESEA and;

(b) Any State or local funds expended for programs that would qualify for assistance under any of the parts described in paragraph (a) of this section, but excluding any amounts for capital

outlay or debt service. (See [Appendix A](#) to Part 300 for an example of how excess costs must be calculated) [20 USC §1401(8)].

Instructions

The SFY 2015 Excess Cost Template and Certification is not submitted with the LAFF. The due date for the submission of this document is **January 31, 2015**. The Excel file containing the SFY 2015 Excess Cost Calculation Template and Certification form with embedded instructions for its completion may be downloaded at <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/sfy2015gfr.html>.

34 CFR §300.202 Use of amounts.

(a) General. Amounts provided to the LEA under Part B of the Act--

- (1)** Must be expended in accordance with the applicable provisions of this part;
- (2)** Must be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with paragraph (b) of this section; and
- (3)** Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

(b) Excess cost requirement.

(1) General.

(i) The excess cost requirement prevents an LEA from using funds provided under Part B of the Act to pay for all of the costs directly attributable to the education of a child with a disability, subject to paragraph (b)(1)(ii) of this section.

(ii) The excess cost requirement does not prevent an LEA from using Part B funds to pay for all of the costs directly attributable to the education of a child with a disability in any of the ages 3, 4, 5, 18, 19, 20, or 21, if no local or State funds are available for nondisabled children of these ages. However, the LEA must comply with the nonsupplanting and other requirements of this part in providing the education and services for these children.

(2)

(i) An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.

(ii) The amount described in paragraph (b)(2)(i) of this section is determined in accordance with the definition of excess costs in §300.16. That amount may not include capital outlay or debt service.

(3) If two or more LEAs jointly establish eligibility in accordance with §300.223, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in §300.16 in those agencies for elementary or secondary school students, as the case may be. [20 USC §1413(a)(2)(A)]

34 CFR Appendix A to Part 300 Excess Costs Calculation.

Except as otherwise provided, amounts provided to an LEA under Part B of the Act may be used only to pay the excess costs of providing special education and related services to children with

disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the preceding school year for an elementary school or secondary school student, as may be appropriate. An LEA must spend at least the average annual per student expenditure on the education of an elementary school or secondary school child with a disability before funds under Part B of the Act are used to pay the excess costs of providing special education and related services.

Consistent with 20 USC §1408 and 34 CFR §300.16, the LEA must compute the minimum average amount separately for children with disabilities in its elementary schools and for children with disabilities in its secondary schools. LEAs may not compute the minimum average amount it must spend on the education of children with disabilities based on a combination of the enrollments in its elementary schools and secondary schools.

The following example shows how to compute the minimum average amount an LEA must spend for the education of each of its elementary school children with disabilities under section 602(3) of the Act before it may use funds under Part B of the Act.

a. First the LEA must determine the total amount of its expenditures for elementary school students from all sources—local, State, and Federal (including Part B)—in the preceding school year. Only capital outlay and debt services are excluded.

Example: The following is an example of a computation for children with disabilities enrolled in an LEA's elementary schools. In this example, the LEA had an average elementary school enrollment for the preceding school year of 800 (including 100 children with disabilities). The LEA spent the following amounts last year for elementary school students (including its elementary school children with disabilities):

(1).....	From State and local tax funds.	\$6,500,000
(2).....	From Federal funds.	600,000
Total expenditures.....		\$7,100,000

Of this total, \$60,000 was for capital outlay and debt service relating to the education of elementary school students. This must be subtracted from total expenditures.

(1).....	Total Expenditures.....	\$7,100,000
(2).....	Less capital outlay and debt...	-60,000
Total expenditures for elementary school students less capital outlay and debt.		\$7,040,000

b. Next, the LEA must subtract from the total expenditures amounts spent for:

- (1) IDEA, Part B allocation,
- (2) ESEA, Title I, Part A allocation,
- (3) ESEA, Title III, Parts A and B allocation,
- (4) State and local funds for children with disabilities, and
- (5) State or local funds for programs under ESEA, Title I, Part A, and Title III, Parts A and B.

These are funds that the LEA actually spent, not funds received last year but carried over for the current school year.

Example: The LEA spent the following amounts for elementary school students last year:

(1).....	From funds under IDEA, Part B allocation.	\$ 200,000
(2).....	From funds under ESEA, Title I, Part A allocation.	250,000
(3).....	From funds under ESEA, Title III, Parts A and B allocation.	50,000
(4).....	From State funds and local funds for children with disabilities.	500,000
(5).....	From State and local funds for programs under ESEA, Title I, Part A, and Title III, Parts A and B.	150,000
Total.....		\$1,150,000
(1).....	Total expenditures less capital outlay and debt.	\$7,040,000
(2).....	Other deductions.....	-1,150,000
Total.....		\$5,890,000

c. Except as otherwise provided, the LEA next must determine the average annual per student expenditure for its elementary schools dividing the average number of students enrolled in the elementary schools of the agency during the preceding year (including its children with disabilities) into the amount computed under the above paragraph. The amount obtained through this computation is the minimum amount the LEA must spend (on the average) for the education of each of its elementary school children with disabilities. Funds under Part B of the Act may be used only for costs over and above this minimum.

(1).....	Amount from Step b.....	\$5,890,000
(2).....	Average number of students enrolled.	800
(3).....	\$5,890,000/800 Average annual per student expenditure.	\$7,362

d. Except as otherwise provided, to determine the total minimum amount of funds the LEA must spend for the education of its elementary school children with disabilities in the LEA (not

including capital outlay and debt service), the LEA must multiply the number of elementary school children with disabilities in the LEA times the average annual per student expenditure obtained in paragraph c above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.

(1).....	Number of children with disabilities in the LEA's elementary schools	100
(2).....	Average annual per student expenditure.	\$ 7,362
(3).....	\$7,362 x 100..... Total minimum amount of funds the LEA must spend for the education of children with disabilities enrolled in the LEA's elementary schools before using Part B funds.	\$736,200

VI. SFY 2015 Projected Child Count

Utilizing the SFY 2015 Projected Child Count form presented in the [SFY 2015 LAFF Submissions Workbook](#), list the projected, unduplicated count of students who are eligible for special education and related services during the 2014-2015 school year. The Developmental Delay count may only include students 3 through 7 years of age, consistent with [COMAR 13A.05.01.03B\(77\)](#).

Each LSS must submit the SFY 2015 Projected Child Count form with the LAFF no later than **May 15, 2014**.

VII. SFY 2015 Plan for Parentally Placed Private School Students (PPPSS)

The [SFY 2015 LAFF Submissions Workbook](#) contains the chart below to demonstrate how the LSS will meet each requirement for the equitable participation of parentally placed private school students in accordance with IDEA 20 USC §1412(a)(10)(A) and the federal regulations [34 CFR §§300.130-300.144](#). As a guide in completing Column II of the SFY 2015 “Plan for Parentally Placed Private Schools Students,” see the MSDE Monitoring Instrument: *Ensuring Equitable Participation of Parentally Placed Private School Students (PPPSS)*, which may be downloaded at: <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/State>, including listed Code of Federal Regulations. Please note that the PPPSS monitoring instrument requests information on how an LSS has previously met PPPSS requirements. However, for the SFY 2015 LAFF the answers/information must reflect how the LSS proposes to meet PPPSS requirements in SFY 2015.

NOTE: As per [34 CFR §300.133\(a\)](#), administrative costs may not be included in the amount each LSS must spend to meet the PPPSS requirement (See the Office of Special Education and

Rehabilitation Services [Questions and Answers on Serving Children with Disabilities Placed by Their Parents at Private Schools, Revised April 2011](#), question H-9).

I. Requirement:	II. SFY 2015 LSS Activities to Ensure Compliance:
The LSS will conduct a thorough and complete Child Find process:	See PPPSS Monitoring Instrument, Item 3.
The LSS will engage in timely and meaningful consultation in making its determination regarding the delivery of equitable services, including location and transportation, and will receive written affirmation of consultation from the private schools:	See PPPSS Monitoring Instrument, Item 1.
The LSS will meet data collection requirements:	See PPPSS Monitoring Instrument, Item 3.1.
The LSS will ensure development of a services plan for each parentally placed private school child with a disability served:	See PPPSS Monitoring Instrument, Item 6.
The LSS will obtain parental consent for delivery of services by the LSS:	See PPPSS Monitoring Instrument, Items 2.1. and 4.1.
The LSS must expend the determined proportionate share of the federal IDEA Sec. 611 and Sec. 619 funds on equitable services:	See PPPSS Monitoring Instrument, Item 5.
The LSS must develop and implement complaint procedures for private school officials regarding consultation and for parents regarding failure to meet Child Find requirements:	See PPPSS Monitoring Instrument, Items 2.2-2.4.

VIII. Coordinated Early Intervening Services (CEIS)

Required CEIS

In accordance with [34 CFR §300.646](#), an LSS that is identified as having significant disproportionality based on race and ethnicity with respect to identification of students as having disabilities, placement of these students in particular education settings, and/or disciplinary actions, including suspensions and expulsions, must use 15% of Part B 611 and Part B Preschool Passthrough funds for CEIS. An LSS that is identified as having significant disproportionality will find 15% of its Part B Passthrough and Preschool Passthrough allocations set aside for CEIS on its SFY 2015 Estimated Allocation Sheet. Instructions regarding required CEIS will be provided to school systems by the MSDE, DSE/EIS.

Voluntary CEIS

In accordance with [34 CFR §300.226](#), an LSS may use up to 15% of its IDEA Part B 611 and Part B 619 Passthrough allocation to develop and implement CEIS for students in grades K-12 not

identified as needing special education or related services, but who need additional academic and behavioral support to succeed in the general education environment. School systems opting for voluntary CEIS must contact their MSDE Grant Liaison immediately upon making that determination, and prior to submission of the LAFF. The MSDE Grant Liaison and Programmatic Contacts List is available for download at <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/State.html>.

The completion of the SFY 2015 CEIS Grant Proposal and interim and final progress reports is mandatory for participation in CEIS, either on a required or voluntary basis. These forms are available for download at <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/sfy2015gfr.html>.

IX. Instructions for Completing the SFY 2014 - SFY 2015 Comparative Staffing/Funding Data Form

The [SFY 2015 LAFF Submissions Workbook](#) contains the SFY 2014 - SFY 2015 Comparative Staffing/Funding Data Form. In completing this form, use the [MSDE Financial Reporting Manual for Maryland Public Schools, Revised 2009](#), which may be downloaded at <http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/State.html>.

This form are is designed to show the staffing patterns by position and funding source for the current and projected years. This chart should include salaries for personnel on payroll.

A. Indicate the total current number of positions in each category. The figures in the SFY 2014 column are actual positions for the current fiscal year. The figures in the SFY 2015 column are those budgeted for the coming fiscal year.

B. Clarifications:

- The term “Classroom Teachers” includes home and hospital teachers and resource teachers.
- Speech Pathologists may be instructional personnel or related service personnel. Include contractual positions in the footnote commentary.
- “Other” may include physical education instructors, vocational education instructors, educational assistants, clerks, etc.

C. Use full-time equivalent (FTE) for those positions which are assigned part-time or full-time to special education and are paid from special education funds.

D. Report the amount of salaries budgeted for the FTE positions in the Salary column.
Note: There is no salary column funded from State/local sources.

X. Discretionary Funds



Regulations

All discretionary funds must be used to build capacity and/or provide innovations to improve the delivery of services to improve results for infants, toddlers, children, and youth with disabilities, and their families [34 CFR 300.704(b)(4)(viii)]. Discretionary funds are made available to support LSS/PAs in addressing State identified priorities related to creating and maintaining a birth through 21 comprehensive and coordinated system of services to improve results for Maryland's infants, toddlers, children, and youth with disabilities, and their families.

Introduction

As per the DSE/EIS decision in SFY 2014 to realign the focus of discretionary grant funding and further facilitate local flexibility in the use of discretionary fiscal resources, the State directed College and Career-Readiness (CCR) and Partners for Success (PFS) funds remain within the Local Priority Flexibility (LPF) process and allocation. The LSS/PAs should align their identified focus area(s) of need within the context of a birth through 21 comprehensive and coordinated system of services. There should be clear linkages to the State Performance Plan.

However, to stress the importance of focusing on CCR and PFS initiatives, the MSDE DSE/EIS requires that each LSS/PA receiving LPF funding must budget a minimum amount to support the CCR and PFS initiatives. Maryland School for the Blind (MSB) and Maryland School for the Deaf (MSD) are not required to submit a minimum amount for CCR. Separate Grant Budget C-1-25 forms are no longer required for CCR or PFS. Expenditures for CCR and PFS will be monitored only within the review of overall LPF expenditures.

The MSDE will be focusing resources and strategies on improved services and results for children with disabilities, birth through 21, based on four key initiatives:

- Aligned Early Childhood services provided by effective, highly qualified providers;
- Training programs for all teachers and service providers focused on children with disabilities, birth through 21;
- Access for all students with disabilities to rigorous instruction, interventions, and assessments; and
- Transition services enabling students with disabilities to attain their stated post-secondary goals.

To enhance results for these four key initiatives, the State will utilize evidence-based practices, strategic collaboration, data informed decisions, and family partnerships. All proposed State strategies will be examined for their inclusion of these four components.

In determining the use of discretionary funds, each LSS/PA will examine the unique characteristics and needs of its child and youth population. The above four strategic initiatives for children with disabilities present an exceptional opportunity for grantees to focus their efforts through the use of discretionary funds on meaningful, game-changing areas. Innovative strategies and increased capacity in these four areas, especially when implemented through evidence-based practices, strategic collaboration, data informed decisions, and family partnerships, will significantly impact results and the achievement gap for children with disabilities. The MSDE, DSE/EIS invites its LSS/PA partners to collaborate in strategic planning toward these results and has designed the LPF discretionary grant process to facilitate each LSS/PA's ability to respond effectively through these four imperative areas to the unique data for its children and youth with disabilities.

Eligibility

The LSSs may only participate in the SFY 2015 discretionary funding opportunities within the LAFF if they met the "Maintenance of Effort" requirement for SFY 2013. (Effective SFY 2014, PAs are no longer required to document MOE.)

Grant Period

The period of availability of SFY 2015 LAFF discretionary funds is July 1, 2014 through September 30, 2015. The July 1, 2014 start date is dependent upon a LAFF submission date of May 15, 2014. The use of the LPF discretionary funds may not be extended.

Use of Discretionary Funds

- An outcome of the use of discretionary funds should be a reduction in the achievement gap for students with disabilities.
- Use of funds must align with the State Performance Plan (SPP) Indicators, with results data confirming focus and progress on indicators.
- Acceptance and use of discretionary grant funds must comply with all applicable federal and State statutes and regulations related to fiscal management.
- All discretionary funds must supplement State and local funding sources to support services for infants, toddlers, children, and youth with disabilities, and their families.
- Federal funds may not be used to supplant the use of local and State funds that are currently or have been used to support services for infants, toddlers, children, and youth with disabilities, and their families.
- The LPF Discretionary funds may be used to fund permanent staffing positions once the LSS/PA has received written approval from the Assistant State Superintendent, DSE/EIS of the LSS/PA proposal for this use of funds. The proposal must include communication of the temporary, grant-based nature of the position.

Discretionary Funds may not be used for:

- Construction or renovation;
- Indirect or administrative costs;
- Food (for exceptions refer to [Memorandum to ED Grantees Regarding the Use of Grant Funds for Conferences and Meetings](#))
- Alcoholic beverages;
- Promotional items, memorabilia, including models, gifts and souvenirs; and
- Entertainment costs.

Each LSS/PA is responsible for compliance with federal regulations for allowable expenditures of federal funds. Refer to [2 CFR §§200.420-200.475](#) (and [OMB Circular A-87](#); Attachment B-State, Local and Indian Tribal Governments), for a list of allowable costs.

Notice of Grant Award Discretionary Grant Lines

For the SFY 2015, discretionary funds are allocated for the following local and State initiatives:

- Special Education Citizens' Advisory Committee (SECAC) described in [Section XI](#);
- Consortia, described in [Section XII](#) (applicable jurisdictions only); and
- LPF to address priorities identified through local data to improve results for students with disabilities and their families. The use of funds for Local Priority Flexibility must be documented in the LPF Plan described in [Section XIII](#).

XI. Special Education Citizens Advisory Committee (SECAC)

The [SFY 2015 LAFF Submissions Workbook](#) contains the chart below and is required to demonstrate how the LSS will meet each requirement to 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 in accordance with the [COMAR 13A.05.02.13.I](#).

I. Requirement:	II. SFY 2015 LSS Activities to Ensure Compliance:
Projected dates and locations of SECAC meetings and summary of planned activities wherein the SECAC will advise the LSS on the needs of students with disabilities within the jurisdiction:	
Projected SFY 2015 members by category (parents, community members, other interested parties):	
Description of how the LSS will inform the public about the special education program:	

XII. Consortia

Existing consortia must comply with the application requirements described for discretionary funds within the LAFF. The lead LSS must submit an aggregate budget and scope of work/plan for the use of funds. Additionally, consortia are required to adhere to the established reporting timeline of the LAFF.

The scope of work/plan must include:

- A description of the services and/or activities to be provided;
- Expenditures listed on the Grant Budget C-1-25 form;
- Budget detail to include staffing, consultants, travel, professional development, etc.; and
- Data related to program improvement based on the identified area(s) of focus.

The [SFY 2015 LAFF Submissions Workbook](#) contains the chart below for submitting required information related to consortia grant requests, as well as the Grant Budget C-1-25 and budget detail forms.

I. Requirement:	II. LSS Activities to Ensure Compliance:
Provide a description of the needs to be addressed by the Consortium that cannot be addressed through Passthrough, Preschool Passthrough or existing Discretionary Funds, including data supporting the existing needs. This data should include the number of students to be served in each jurisdiction.	

Provide a description of the services and/or activities to be provided.	
Provide a description of the intended outcomes based on the services/activities provided.	
Provide a list of consortium partners.	

XIII. Local Priority Flexibility (LPF) Discretionary Grant Funds

The LPF funds are to address priorities identified through local data to improve results for students with disabilities and their families by:

- Focusing on **locally determined priorities** to narrow the school readiness and achievement gaps between students with disabilities and their nondisabled peers;
- Ensuring students are **college and career ready** by:
 - Providing students with disabilities with improved access and success in the secondary education curriculum,
 - Supporting the implementation of the State Toolkit for Examining Post School Success (STEPSS),
 - Assisting students with disabilities to access the network of State services that they will need to successfully transition from secondary education to postsecondary college and/or careers,
 - Supporting the Local Transition Coordinator,
 - Providing educational programs for students and their families on the topic of transition, and/or
 - Providing transition services and activities that will assist the students with disabilities to become independent in their communities;
 - Providing professional development to staff on the use of community based employment training internships,
 - Providing community based training internships that will prepare students for post school careers, and
- Increasing family partnerships. The Family Partnerships/Partners for Success initiative works with families and school system staff to increase family involvement. This is accomplished by expanding the skills and knowledge that enable families of children and youth with disabilities, ages 3 through 21, and professionals to function as equal partners in the special education decision-making process. The Family Partnerships services should include:
 - Special education resources, information and referral or linkage to other agencies;
 - Assistance with the Individualized Education Program (IEP) process;
 - Workshops, newsletters, resource library;
 - Information about local, state and national partner organizations; and/or
 - Facilitation of parent support groups.

Local Priority Flexibility Plan

The use of LPF funds must be documented in the Local Priority Flexibility Plan utilizing the LPF Plan templates that are contained in the [SFY 2015 LAFF Submissions Workbook](#). In addition to the required College and Career-Readiness and Family Partnerships (Partners for Success) priorities, an LSS/PA must identify at least one local priority. Complete a separate LPF Plan template spreadsheet for each priority. As a convenience, the [SFY 2015 LAFF Submissions Workbook](#) contains LPF Plan template spreadsheet tabs for the required priorities and five (5) additional blank LPF Plan template spreadsheet tabs for locally identified priorities, as needed. If additional priorities are identified, the existing template spreadsheet tabs can be duplicated.

Each priority (College and Career-Readiness, Family Partnerships [Partners for Success], and locally determined priorities) must have the following included in the plan:

- **Priority Based on Need**

The LSS/PA will provide a description of the need for the discretionary funds and the data used to identify the need. **Data and analysis MUST be included** (e.g., school readiness, child outcomes, family outcomes, State and local performance data, etc). Data analysis to determine root cause is strongly recommended and could be accomplished through a systemic needs assessment. A summary of this analysis is to be included.

- **Intended Outcome(s)**

The outcome(s) should address the need identified through relevant local data analysis and be specific, measurable, achievable, relevant, and time specific (SMART). It should support the creation and maintenance of a birth through 21 comprehensive and coordinated system of services to improve results for Maryland's infants, toddlers, children, and youth with disabilities, and their families. It must also relate to one or more of the indicators of the Maryland State Performance Plan. If the outcome(s) is part of a larger project, provide a brief description of the project and the role of the outcome.

- **Related Indicator(s)**

Discretionary grants are designed to support implementation of the specific Indicators of the Maryland State Performance Plan (SPP). Indicate the specific SPP Indicator(s) related to the outcome(s).

- **Strategies to Achieve Intended Outcome**

Strategies are the means to achieve the intended outcome(s) and should include the target audience and evidence-based activities. Professional development is critical to the implementation of strategies to improve outcomes. **At least one outcome in the plan must include at least one strategy or activity addressing professional development.** The professional development should align with *The Standards for Professional Learning* published by Learning Forward, which can be accessed at: <http://www.learningforward.org/>.

These involve professional learning that increases educator effectiveness and results for all students and:

- Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment (**Learning Communities**).
 - Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning (**Leadership**).
 - Requires prioritizing, monitoring, and coordinating resources for educator learning (**Resources**).
 - Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning (**Data**).
 - Integrates theories, research, and models of human learning to achieve its intended outcomes (**Learning Designs**).
 - Applies research on change and sustains support for implementation of professional learning for long term change (**Implementation**).
 - Aligns its outcomes with educator performance and student curriculum standards (**Outcomes**).
- **Resources**
Adequate resources and their effective use are necessary to implement the specific strategies to achieve intended outcome(s). Resources may include human capital (i.e. consultants), fiscal and organizational resources and infrastructure (e.g., technologies, data systems, etc.). Attention should be given to sustainable and efficient leveraging of resources.
 - **Evaluation**
Describe the quantitative and/or qualitative data and collection methodology to be used to measure the progress, completion and effectiveness of each strategy in reaching the identified outcome.
 - **Timeline**
Include a realistic timeline to accomplish each strategy and its evaluation.
 - **Budget Detail**
Provide budget detail associated with each priority, noting the minimum amounts required for CCR and PFS as outlined below. Please refer to [Section XVI](#), Budget Information for guidelines. **NOTE: Budget detail for the LPF line should NOT be provided on the separate Budget Detail form utilized for all other grants lines. LPF budget detail must be included on the LPF Plan Template.** The total of expenses for each category/object across all priorities of the LPF Plan must equal the corresponding category/object total entered on the single LPF Grant Budget C-1-25. The total of expenses for each category/object on the Budget Detail form for grant lines other than the LPF must equal the corresponding category/object total entered on the Grant Budget C-1-25.

As previously noted, CCR and PFS have been incorporated in the LPF. However, in planning for these initiatives, please note that minimum amounts still apply. **The required minimum funding will be increased for SFY 2015 to \$11,000 for CCR and \$16,000 for PFS.** The budgeted amounts reflected in the LPF Plan must reflect at least this minimum targeted funding. To facilitate completion of the LPF Plan template, a LPF Plan Rubric (See [Appendix B](#)) and an Example LPF Plan (See [Appendix C](#)) are provided. Please note that the Example LPF Plan is an actual SFY 2014 exemplar demonstrating two local priority initiatives. The content and components presented in this example should be reflected in all initiatives presented in your LPF Plan, including the CCR and PFS initiatives.

Programmatic Support and Technical Assistance for Results

Programmatic support and technical assistance for results with the LPF funds will be provided twice during the grant period, or as needed, by the MSDE, DSE/EIS staff. An onsite visit will occur between February and March of 2015 following the submission of the required interim progress report. A second onsite support visit will occur between August and September of 2015, prior to the submission of the required final progress report. Additional onsite support visits may be conducted in the event an extension is granted. During 2014, a statewide model will be implemented for data-informed decision making: Team, Analyze, Plan, Implement, Track (TAP-IT), which includes a universal, evidence-based delivery system for improved results through the DSE/EIS Differentiated Framework: *Tiers of General Supervision and Engagement*. Details regarding the components of TAP-IT are included in the Grants Webinar.

XIV. Preschool Special Education and Related Services Expenditures

During the 2011 General Assembly Session, the Senate Budget and Taxation Committee and the House Appropriations Committee charged the MSDE with gathering data on the level of State and local funds, including transportation funds, expended for the provision of special education and related services to prekindergarten age children with disabilities. Through the preschool budget and expenditure reporting, the MSDE has established a process for comparing the level of funding from each category or source over fiscal years and across jurisdictions/public agencies, as well as providing the basis for examining the proportionate share of the total program costs among the federal, State, and local funding sources.

Each LSS/PA receiving preschool funds must submit the:

- SFY 2015 Preschool Special Education and Related Services BUDGETED Expenditures Report, utilizing budgeted amounts for SFY 2015, to be submitted with the LAFF no later than **May 15, 2014**.
- SFY 2015 Preschool Special Education and Related Services ACTUAL Expenditures Report, utilizing actual amounts for SFY 2015, no later than **November 30, 2015**.

The SFY 2015 Preschool Special Education and Related Services BUDGETED Expenditures Report is included in the [SFY 2015 LAFF Submissions Workbook](#). The SFY 2015 Preschool Special Education and Related Services ACTUAL Expenditures Report forms with embedded instructions

may be downloaded at <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/sfy2015gfr.html>.

Reporting Requirements

Budgeted Expenditures: The initial submission of the budgeted expenditures form should include funds budgeted to support three, four and five year olds with disabilities served under an Extended IFSP or IEP. Beginning with the SFY 2014 submission, extended funds from the previous fiscal year should also be included. This completed form must be submitted with the LAFF no later than **May 15, 2014**.

Actual Expenditures: The actual expenditures form should be completed as part of final fiscal reporting and submitted in November of each year, in accordance with the schedule for fiscal reporting.

Children Served:

- **Children Served Under an IEP** should be reported as two groups under the appropriate column. Both columns should total the number of 3 through 5 year olds served under an IEP in the jurisdiction:
 - Ages three and four; and 5 year old children participating in a preschool program and not enrolled in kindergarten; may include children on a kindergarten waiver
 - 5 year olds enrolled in their kindergarten year (e.g., kindergarten class in a general education setting, self-contained special education kindergarten, attending a special education center, etc.)
- **Children ages three and four served under an Extended IFSP.**

Funding Sources:

- **Federal IDEA Part B, Section 619, Preschool Passthrough (Ages 3 through 5):** These funds are awarded annually and included as a separate funding source in the letter of estimated allocations and on the Notice of Grant Award (NGA). (Do not include 619 funds awarded through the CLIG.)
- **Federal IDEA Part B, State Passthrough (Ages 3 through 21):** Includes funding from the Local Part B State Grant that supports staff salaries, costs of contractual services, purchase of materials and supplies and professional development, for the provision of services to 3 through 5 year olds eligible for special education and served under an IEP or Extended IFSP. (Do not include 611 funds awarded through the CLIG.)
- **Other Federal Funds** from sources other than Medical Assistance, Part B 619 Preschool Passthrough or Part B 611 Passthrough.
- **Medical Assistance** - Includes MA funds generated through billing for Service Coordination, Related Services, Health Related Services, and Transportation.
- **State Funding** - Includes State Bridge to Excellence funding.
- **Local Funding** - Includes local education funds and other local government funds.

NOTE: Do not include discretionary funds awarded under a competitive grant program, e.g., Building Bridges, as well as funds awarded under the annual non-competitive MMSR/ECAS Professional Development Grant Program, or LPF funds.

Costs:

- **Administrative and Direct Services** should be reported as combined totals under the appropriate age population and service delivery model (e.g., 3 and 4 under an IEP; 5 under an IEP; 3 & 4 under an Extended IFSP).
- **Transportation Costs** should be identified, as applicable, under the appropriate funding source(s).
- **System-wide Operational Costs**, specifically for building maintenance, structural renovations, or new construction **SHOULD NOT** be included in calculating the costs of providing services to 3 through 5 year olds, regardless of service delivery model.

NOTE: By **November 30, 2014**, each LSS must submit from the SFY 2014 LAFF, the SFY 2014 Preschool Special Education and Related Services ACTUAL Expenditures Report, utilizing actual amounts for SFY 2014. The SFY 2014 Preschool Special Education and Related Services ACTUAL Expenditures Report form with embedded instructions may be downloaded at <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/sfy2014gfr>.

XV. Medicaid Forms

The [SFY 2015 LAFF Submissions Workbook](#) contains the forms, Medicaid - Federal Funds SFY 2015 and MSDE Grant Budget C-1-25, which are utilized to submit the required information presented below. For detailed instructions to ensure accurate entries on these two forms, see [Appendix F - Directions for Completing the LAFF Medicaid Forms](#).

Medicaid - Number of Positions and Total Salaries (Medicaid – Federal Funds SFY 2015 Form)

- Identify the actual number of full time equivalent (FTE) positions supported by federal funds in the current fiscal year.
- Identify the number of full time equivalent (FTE) positions that are budgeted through federal Medicaid funds in the column labeled Number of Positions. Do not include positions paid with State general funds.
- Use the staffing categories as indicated in the *MSDE Financial Reporting Manual for Maryland Public Schools*, Revised 2009. Add additional lines if needed. Identify the dollar amount of federal Medicaid funds that will support the identified positions in the Total Salaries column.

Medicaid Proposed Budget (MSDE Grant Budget C-1-25 Form)

- The MSDE [Financial Reporting Manual for Maryland Public Schools, Revised 2009](#), should be used as a guide for the Category and Budget line items. Utilize the MSDE

Grant Budget C-1-25 form to provide budget documentation for approval of federal Medicaid funds. Entries must reflect the total amount of federal Medicaid funds for each budgeted line item. This budget does not include State general funds.

XVI. Budget Information

MSDE Grant Budget C-1-25

To enable a LSS or PA to develop a SFY 2015 LAFF, the DSE/EIS releases allocations for the IDEA, Part B Section 611 State Grants, and Part B Section 619 Preschool Grants. A separate MSDE Grant Budget C-1-25 must be completed for each of the grant lines listed on the allocation sheet:

The MSDE [Financial Reporting Manual for Maryland Public Schools, Revised 2009](#), should be used as a guide for Category and Object line items. Refer to pages 65 through 70 for a detailed description of the object classifications.

Budget Object Codes on the Grant Budget C-1-25:

Object Code 01 – Salaries & Wages	Object Code 02 – Contract Services
Object Code 03 – Supplies & Materials	Object Code 04 – Other Charges
Object Code 05 – Equipment (See Appendix D - i-ii, <i>Financial Reporting Manual for MD Public Schools, Revised 2009</i>)	
Object Code 08 – Transfers	

Budget Detail Form

A separate Budget Detail Form is required for each Grant Budget C-1-25 with the exception of the LPF award. The LPF budget detail must be included on the LPF Plan Template (**see page 30**). The Budget Detail Form captures the detailed expenses for the amounts that appear on the MSDE Grant Budget C-1-25. The Budget Detail total must equal the total entered on the Grant Budget C-1-25. The total of expenses for each category/object on the Budget Detail form for grant lines other than the LPF must equal the corresponding category/object total entered on the Grant Budget C-1-25. The total of expenses for each category/object across all priorities of the LPF Plan must equal the corresponding category/object total entered on the single LPF Grant Budget C-1-25. Enter only whole numbers on the Grant Budget C-1-25, Budget Detail form and the LPF Plan Template.

On the Budget Detail form, enter:

1. The grant name/line initiative (may be selected from the drop down menu);
2. The Category/Program (refer to the Grant Budget C-1-25);
3. The Object (may be selected from the drop down menu); and

4. A description of each item. Include a unit cost and number of units if applicable in the description. Include any explanations that will facilitate approval.

NOTE: Indirect Costs may be charged only to the Part B Passthrough and Part B Preschool Passthrough grant lines. Indirect Costs may not be charged to discretionary grant funds. Indicate the approved indirect cost rate in the description column of the Budget Detail form. Indirect costs are to be entered under Budget Object 8, Transfers. Refer to Appendix F-iv of the MSDE [*Financial Reporting Manual for Maryland Public Schools, Revised 2009*](#).

XVII. Grant Reports

The previously utilized MSDE Interim Progress Report (C-1-25-C) and the Final Progress Report (C-1-25-D) have been replaced by the:

- Interim Progress/Cumulative Variance Report for IDEA Part B 611, 619; and
- Final Progress/Cumulative Variance Report for IDEA Part B 611, 619.

These forms have been designed to report progress toward measurable outcomes to improve results for Maryland's infants, toddlers, children, and youth with disabilities, and their families. The Excel file containing the Interim Progress/Cumulative Variance Report for IDEA Part B 611, 619 and Part D Grant Lines and Discretionary Grant Lines is available at <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/sfy2015gfr.html>.

Adherence to dates for the submission of data and reports is required. Reporting dates specific to SFY 2015 LAFF are below. Refer to [Appendix D](#) for a comprehensive listing of all SFY 2014 and SFY 2015 submission dates.

SFY 2015 LAFF Submission Due Dates

SFY 2015 Submissions	Due Date
SFY 2015 LAFF	May 15, 2014
Interim Progress/Cumulative Variance Report for all SFY 2015 grants, CEIS Interim Progress Report, if applicable	January 31, 2015
SFY 2015 LSS Excess Cost Calculation Template and Certification	January 31, 2015
Grant amendment/extension submission deadline for SFY 2015 grants ending 9/30/15	August 15, 2015
Final Progress/Cumulative Variance Report and Final Financial Report, or Non-LSS Final Financial Report (PAs) for SFY 2015 grants ending 9/30/15, CEIS Final Progress Report, if applicable. For all LSS/PAs on Payment Code 0, the Final Invoice must be submitted no later than this date and must accompany the Final Financial Report.	November 30, 2015

SFY 2015 Preschool Special Education and Related Services ACTUAL Expenditures Report	November 30, 2015
Interim Progress/Cumulative Variance Report for all extended SFY 2015 grants	January 31, 2016
SFY 2015 Maintenance of Effort Compliance Template and Certification	January 31, 2016
Grant amendment submission deadline for SFY 2015 extended grants ending 6/30/2015	May 15, 2016
Final Progress/Cumulative Variance Report and Final Financial Report (Non-LSS Final Financial Report for PAs) for SFY 2015 extended grants ending 6/30/2015, including LPF line. For all LSS/PAs on Payment Code 0, the Final Invoice must be submitted no later than this date and must accompany the Final Financial Report.	September 30, 2016

XVIII. Grant Amendments/Extensions

Grant amendments are required for all changes to the original grant, including, but not limited to, programmatic changes and any budgetary realignments of \$1,000 or 15% of total object and/or total category of expenditures, whichever is greater ([34 CFR §80.30](#) and [State Assurances 8 and 9](#)). An LSS/PA must receive written MSDE approval prior to expending funds in accordance with the requested budgetary realignment. An LSS/PA is required to file requests using the MSDE C-1-25 (Grant Budget), C-1-25 A (Request for Budget Amendment), and C-1-25 B (Grant Change Request) forms. 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. For a grant ending September 30, a grant amendment must be submitted no later than August 15.

Beginning with the SFY 2014 grants, Carryover grants are longer utilized to extend the availability of unexpended grant funds. All unexpended grant funds will be addressed through grant extension amendments.

SFY 2015 Part B Passthrough and Preschool Passthrough funds are intended to be obligated during the 2014-2015 school year. However, an LSS/PA may request to extend the grant period for LAFF grant lines that are funded by IDEA Part B Passthrough or Preschool Passthrough funds. For each grant line extension request, the LSS/PA must submit the MSDE Grant Change Request, Form C-1-25 B. The submitted C-1-25 B extension request must include in Section B of the form a programmatic explanation for each grant line as to why the extension is necessary. The use of the LPF discretionary funds may not be extended.

Note: First-in/First-out liquidation of grants funds is an expected practice for all Maryland recipients of federal IDEA grant funds. In general, funds issued in prior years and/or due to expire in the current year must be expended before more recently issued funds are accessed.

Specifically, local operating funds and SFY 2015 Passthrough 619 and 611 funds (including the LPF line) should not be expended on an object/category until any extended SFY 2014 funds have been fully depleted in those objects/categories.

XIX. Subrecipient Monitoring

Consistent with the provisions of the Education Department General Administrative Regulations (EDGAR), the Office of Management and Budget (OMB) [Circular A-133 Compliance Supplement](#), and the [Single Audit Act Amendment of 1996](#), the MSDE, DSE/EIS is required to review each subrecipient's use of federal funds. In accordance with the above citations, the MSDE, DSE/EIS will, on an ongoing basis throughout the grant period, monitor and review the progress and compliance of all awarded federal grant funds. In addition to this oversight, the MSDE, DSE/EIS will conduct onsite visits to ensure compliance with requirements. Subrecipient grant monitoring will focus on the implementation by subrecipients of requirements outlined in the EDGAR, program regulations, 2 CFR §200 and applicable OMB Circulars, including [A-87](#), Cost Principles, [A-102](#), Administrative Requirements, and [A-133/A-133 Compliance Supplement](#), Audit Requirements.

Appendix A - Downloadable Files

Local Application for Federal Funds Related Submissions

The following SFY 2015 LAFF related forms are available at <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/sfy2015gfr.html> and must be submitted according to published timelines via the MSDE Secure Server. These documents are not submitted with the LAFF (other than the Grant Budget C-1-25). See [Appendix E](#) for Secure Server Submission Procedures.

Document
SFY 2015 IDEA Maintenance of Effort Compliance Template and Certification and Instructions (Excel)
SFY 2015 Preschool Special Education and Related Services Actual Expenditures Report and Instructions (Excel)
SFY 2015 Interim Progress/Cumulative Variance Report (Excel) SFY 2015 Final Progress/Cumulative Variance Report (Excel)
SFY 2015 Non-LSS Final Financial Report (for subrecipients on payment code 0) (Excel)
SFY 2015 IDEA Excess Cost Calculation Template and Certification (Excel)
MSDE, DSE/EIS Standardized Invoice Form (for subrecipients on payment code 0) (Excel)
SFY 2015 CEIS Grant Proposal SFY 2015 CEIS Interim Progress Report SFY 2015 CEIS Final Progress Report

The following SFY 2014 LAFF related forms are also available for download at <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/sfy2014gfr.html> and must be submitted, as applicable, by the required due dates:

SFY 2014 Preschool Special Education and Related Services ACTUAL Expenditures Report and Instructions (Excel)
SFY 2014 IDEA Maintenance of Effort Compliance Template and Certification (Excel)

Resource Documents Available for Download

The following documents are available for download at <http://www.marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/State.html>.

State Resources
Monitoring Instrument - Ensuring Equitable Participation of Parentally Placed Private School Students (PPSS)

MSDE Grant Liaison and Programmatic Contacts List
MSDE Financial Reporting Manual, Revised 2009
LSS/PA Grant Submission Procedures

The following documents are available for download at
<http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/Federal.html>.

Federal Resources
US Office of Management and Budget (OMB) Circulars
IDEA Part B Regulations
IDEA Part C Regulations
Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations
Index of the Office of Special Education Programs (OSEP) Policy Documents Regarding the Education of Infants, Toddlers, Children and Youth with Disabilities
GEPA Section 427 Information
Memorandum to ED Grantees Regarding the Use of Grant Funds for Conferences and Meetings
Letter from the US Department of Education regarding the use of Grant Funds to Support Innovative Technology-Based Strategies to Personalize Learning

Appendix B - Local Priority Flexibility Plan Rubric

Rubric for Discretionary Grant Plans

Required Elements	Insufficient	Adequate	Superior
<i>Need and Data Used to Determine the Need</i> What data-informed decision making process and data sources were used and analyzed to identify the problem or need?	Need is not or minimally described and/or did not include data and analysis.	Need is described and justified through data and analysis.	The problem is clearly and succinctly described so the reader has an understanding of the scope, content and structure and included data analysis to identify actionable root causes.
<i>Intended Outcome(s)</i> What outcome(s) is expected (i.e., levels of performance or achievement, changes in professional practice) to address the need identified?	Outcome(s) is not constructed in measurable terms and it was unclear if they would lead to intended outcome(s).	Measurable outcome(s) is provided and generally linked to the identified need for narrowing the achievement gap.	Measurable outcome(s) is clearly specified, addresses the identified need and demonstrate a clear linkage to narrowing the achievement gap.
<i>Related Indicator(s)</i>	No indicators are included.	An indicator relating to the outcome(s) is included.	Multiple indicators relate to outcome(s).
<i>Strategies to Achieve Outcome</i> What strategies were selected to achieve the outcome(s)?	Strategies are not specific, scientific or evidence-based, or do not align or support outcome(s).	Strategies are specific, scientific or evidence-based and support achievement of outcome(s).	Strategies clearly support achievement of outcome(s) and specific, scientific or evidence-based reference is provided.
What criteria were used to select the initiative, intervention, and/or scientific or evidenced based practices?	Specified criteria used to select the initiative, intervention, and/or scientific or evidenced based practices are not included.	The rationale or specified criteria used to select the initiative or intervention show alignment with scientific or evidenced based practices.	The rationale or comprehensive criteria used to select the initiative or intervention is clearly based on scientific or evidenced based practices and included in the proposal.
Who are the targeted recipients of the initiative/intervention (e.g., students, general and/or special educators, administrators, para-educators, related service providers, parents)?	Targeted recipients have not been specified or targeted recipients are not aligned with the need.	Some of the targeted recipients who will benefit from the project or intervention are specified or targeted recipients do not align with the need or problem.	The number and types of all individuals who will benefit from the project or intervention are clearly specified and are aligned to the problem or need.
What criteria were used to identify recipients?	No criteria for selection of participants are included in the proposal or information was vague.	General criteria for selection of participants are specified in the proposal.	Detailed criteria for selection of participants are based upon data and specified in the proposal.
<i>Professional Development</i>	A professional development strategy is not included.	A professional development strategy is included for one objective.	Multiple professional development strategies are included.
Are professional development activities aligned to the <i>Standards of Professional Learning</i> (Learning Forward http://learningforward.org/standards)	The professional development activities do not align with the <i>Standards of Professional Learning</i> .	A description is included demonstrating that professional development activities align with one professional development standard.	Detailed description is provided that demonstrates professional development activities aligned with multiple professional development standards.

Required Elements	Insufficient	Adequate	Superior
What behaviors/practices are you planning to change or enhance?	There is no description of the professional development and what behaviors/practices are to be changed.	A general plan for differentiated professional development that promotes inquiry and specifies behaviors or practices to be changed or enhanced is included.	A plan for universally designed professional development that incorporates adult learning principles in a collaborative community that promotes inquiry and specifies behaviors or practices to be changed or enhanced is included.
What evidence based professional development strategies will be included?	There is limited evidence that the professional development is based on scientific or evidenced based practices.	The professional development is based on scientific or evidenced based practices and included.	The professional development training, support and content are clearly based on scientific or evidenced based practices and included.
Resources What resources are available or will be made available for this initiative/intervention (fiscal, human, and organizational)?	No resources, inappropriate resources or insufficient resources are specified in the proposal.	A brief list of resources needed to achieve the desired outcome(s) is provided.	An inclusive list of appropriate and sufficient resources needed to achieve the desired outcome(s) is clearly specified.
Evaluation How are baseline and evaluative data collected (quantitative and qualitative)?	No information or insufficient information is provided to describe method or process for collecting quantitative and qualitative data was specified.	A general description of methods and processes for the collection of both quantitative and qualitative data is described and appeared to support the achievement of desired outcome(s).	Methods and processes for the collection of both quantitative and qualitative data are specified and support the achievement of desired outcome(s).
Timeline Is a specific reasonable timeline provided for completing strategies?	Timeline is not provided or insufficient.	A reasonable timeline is included for all strategies.	A detailed, reasonable timeline is included for all strategies.
Budget Is budget included and detailed for each strategy? Does it adequately support achieving the intended outcome(s)? Does it follow the State and federal guidelines on appropriate use of federal discretionary funds?	Budget is incomplete, not included or includes items not allowed.	Budget is complete, meets requirements and supports the outcome(s).	Budget is detailed, complete, meets requirements and fully supports accomplishing strategies and outcome(s).

Grantee: Sample County Public Schools

LOCAL PRIORITY FLEXIBILITY PLAN

Family Partnerships (Partners for Success) – required minimum of \$16,000

If the description requires additional space, change the row height by dragging the boundary below the row heading until the row is the desired height.

Priority based on Need (Data, Analysis of Data, Source of Data, and Identified Need must be included)

The Sample County 2012-2013 Special Education Family Survey (Survey Monkey attached) was completed by 572 families which is 24% of the 2383 students with disabilities in the Sample County school system. Sample County Family Engagement received 210 parent contacts/requests for resources, during the 2012-2013 school year. Data from the 2012-2013 Special Education Family Survey found that:

- A. 87% of the family's surveyed feel it is important to continue to have support and resources available for families of children with disabilities.

3. 78% of families would like to attend a workshop relating to special education.

C. 53% of families would like to have the IEP document e

0.41% of families do not understand special education.

i. 36% of families feel comfortable expressing their concerns and opinions in their IEP Team meeting.

48% of families were aware of the Family Engagement Center.

intended Outcome(s)

Related Indicator(s)

Strategies to Achieve Outcome		Resources	Evaluation	Timeline	Budget Detail		
					Budget Object, Category/Program	Detail	Budget \$
<p>To provide resources to families of children with disabilities and to increase the parent contacts by 5% (F,G)</p> <p>. 85% of workshop participants will have a better understanding of special education after attending the "What is Special Education?" workshop. (D,B)</p> <p>. 85% of workshop participants will have a better understanding of the IEP document after attending the "A Closer Look at the IEP" workshop. (C)</p> <p>. 85% of workshop participants will feel comfortable expressing their concerns and opinions in their IEP Team meeting. (E)</p>	<p>1. Parent Coordinator will maintain the Family Engagement Center. The Family Engagement Center will have a local school system location, an internet accessible computer, dedicated phone line, and Lending Library.</p>	<p>1. Contract for Parent Coordinator</p> <p>a. Lending library books from educational publishers.</p> <p>b. School PTAs. Facility, computer, internet phone, printing brochures (no cost)</p>	<p>1. The Family Engagement Center Biannual Data. This is collected July 1- December 31, 2014 and January 1-June 31, 2015. The data is submitted to the Maryland State Department of Education, Division of Special Education/Early Intervention Services, Family Support and Dispute Resolution Branch.</p>	<p>1. September 2014 – June 2015</p>	<p>a. 2-206-16</p> <p>b. 3-206-16</p> <p>c. 3-206-16</p> <p>d. 3-206-16</p>	<p>a. Coordinator 20 hours a week, \$15/hr x 38 weeks = \$11,400</p> <p>b. 25 books @ \$20 ea. = \$500</p> <p>c. Office Supplies including folders for families (50/pkg. - 5 pgs. @ \$50 ea. = \$250), color print cartridges (6@ \$70 ea. = \$420), laminating paper (50/pkg. - 5 @ \$66 ea. = \$330)</p> <p>d. Technology including Mayer-Johnson Board Maker (\$600), a new color printer (\$500), a</p>	<p>a. \$11,400.00</p> <p>b. \$500.00</p> <p>c. \$1,000.00</p> <p>d. \$1,260.00</p>
	<p>4. The Coordinator will work with the Family Engagement/Center Special Educator to plan the professional development calendar for the year.</p>						
	<p>7. The Family Engagement Center Coordinator and Special Educator will meet with the local Director of Special Education at least twice a year to discuss the MSDE, DSE/EIS, Family Support and Dispute Resolution Branch data. Increase the e-newsletters distribution by reaching out to school PTAs to share information.</p>						
	<p>2. To provide the workshop "What is Special Education for Your Child?" this workshop explains how to go through the Special Education Process, the key vocabulary for Special education and resources available.</p>	<p>2. MSDE Family Support Staff (free speaker)</p> <p>a. Facility is free. Cost for Custodian</p> <p>b. Partnership with disability organization partner for Respite providers. (Braiding funds)</p> <p>c. Shopping Grocery Store donated water and refreshments</p>	<p>2. What is Special Education for Your Child workshop documents included:</p> <p>a. Flyers</p> <p>b. Agenda/s</p> <p>c. Sign-In</p> <p>d. Evaluation</p>	<p>2. October – December 2014</p>	<p>a. 2-211</p> <p>b. 2-213</p>	<p>Custodian \$40 for the Saturday Respite Providers to receive \$40 each. 6 Respite providers for a total of \$240 (Prorated based upon child attendees)</p> <p>Invoices are attached</p>	<p>a. \$40.00</p> <p>b. \$240.00</p>

Grantee: Sample County Public Schools

5. To provide the workshop "A Closer Look at the IEP." During this workshop participants receive instruction for each page of the Maryland State IEP form.	3. Sample County Special Education Central Office Staff (free speaker) a. Facility is free. Cost for Custodian b. Partnership with disability organization partner for Respite providers. (Braiding funds) c. Shopping Grocery Store donated water and refreshments	3. A Closer Look at the IEP workshop documents included: a. Flyers b. Agendas c. Sign-In d. Evaluation	3. January – March 2015	a. 2-211 b. 2-213	Custodian \$40 for the Saturday Respite Providers to receive \$40 each. 6 Respite providers for a total of \$240 (Prorated based upon child attendees) Invoices are attached	a. \$40.00 b. \$240.00
6. To provide Conflict Management Skill Training to help families, local school system staff, and community partners build positive relationships and effective communications within the IEP team.	4. Community Mediation of Maryland (free speaker) a. Facility is free. Cost for Custodian b. Partnership with disability organization partner for Respite providers. (Braiding funds) c. Shopping Grocery Store donated water and refreshments	4. Conflict Management Skill Training documents included: a. Flyers b. Agendas c. Sign-In d. Evaluation	4. April 2015	a. 2-211 b. 2-213	Custodian \$40 for the Saturday Respite Providers to receive \$40 each. 6 Respite providers for a total of \$240 (Prorated based upon child attendees) Invoices are attached	a. \$40.00 b. \$240.00

LOCAL PRIORITY FLEXIBILITY PLAN

Locally Determined Priority #1: Decreasing the Achievement Gap

If the description requires additional space, change the row height by dragging the boundary below the row heading until the row is the desired height.

Priority based on Need (Data, Analysis of Data, Source of Data, and Identified Need must be included)

Locally Determined Priority #1: Decrease the achievement gap between students receiving Special Education services and Regular Education students.

An unacceptable achievement gap between children with disabilities and their nondisabled peers is evident at all levels, beginning with school readiness. The 2012-2013 Maryland School Kindergarten's were fully ready, whereas only 50% of Kindergarten's with disabilities were fully ready.

The 2012 Maryland Report Card reveals that significant achievement gaps continue at all grade levels in all assessed areas: LSS' MSA Results (% at Proficient + Advanced) for reading/English Language Art (RELA): Grade 3 General Education 80.5% Special Education 61.8% GAP 18.7 percentage points; Grade 7 General Education 62.1% GAP 23.7 percentage points; Grade 5 General Education 74.3% Special Education 36.1% GAP 38.2 percentage points. "LSS" MSA Results (% at Proficient + Advanced) for Math: Grade 3 General Education 82.9% Special Education 54.3% GAP 28.6 percentage points; Grade 4 General Education 85.8% Special Education 62.1% GAP 23.7 percentage points; Grade 5 General Education 78.6% Special Education 52.9% GAP 25.7 percentage points; Grade 6 General Education 80.1% Special Education 51.5% GAP 28.6 percentage points; Grade 7 General Education 64.3% Special Education 36.7% GAP 27.6 percentage points; Grade 8 General Education 54.3% Special Education 21.9% GAP 32.4 percentage points. "LSS" MSA Results (% at Proficient + Advanced) for Science: Grade 5 General Education 61.9% Special Education 28.8% GAP 33.1 percentage points; Grade 8 General Education 55.2% Special Education 15.4% GAP 39.8 percentage points. "LSS" HSA 2012 Test Performance Status - Grade 12 Students Who Have Taken the Test: English: All Students 78.6% passed. Special Education Students 46% passed. Algebra/Data Analysis: All Students 73.4% passed. Special Education Students 35.7% passed. GAP 37.7 percentage points. Biology: All Students 70.3% passed. Special Education Students 38.2% passed. GAP 32.1 percentage points. Government: All Students 77.6% Special Education Students 46.3% passed. GAP 31.3 percentage points.

Informal classroom observations done by Special Educators, particularly at the middle and high school level indicate that Universal Design for Learning principles are not being incorporated into daily classroom instruction and that many co-teaching teams are not implementing best practices for collaboration and co-teaching.

Data displayed above points to a particularly urgent need to improve math and science instruction at the middle and high school levels, where most of the gaps exceed 30 percentage points. A group of nine schools has been targeted to receive intensive professional development and support with focus on science and mathematics from "An Educational Partner". These targeted schools (which take into account feeder patterns) are: 1) "High School #1", Strand 3, SPI 9769. Algebra GAP 44 points. English GAP 43 points, Biology GAP 41 points 2) "Middle School #1", Strand 4, SPI 9305. RELA GAP 47 points. Math GAP 47 points. Math GAP 41 points. Science GAP 60 points. 4) "High School #2", Strand 2, SPI 1.0185. Algebra GAP 47 points. English GAP 38 points. Biology GAP 31 points. Biology GAP 31 points. Science GAP 35 points. Math GAP 35 points. Science GAP 35 points. 5) "Middle School #3", Strand 2, SPI 1.047. RELA GAP 41 points. Math GAP 22 points. Science GAP 43.7 points. 6) "High School #3", Strand 3, SPI 39886. Algebra GAP 41 points. English GAP 31 points. Biology GAP 23 points. Biology GAP 23 points. 7) "Middle School #4", Strand 2 SPI 917. RELA GAP 46 points. Math GAP 35 points. Science GAP 35 points. 8) "Middle School #5", Strand 5, SPI. 8948. RELA GAP 56.7 points. Math GAP 36 points. Science GAP 50 points. 9) "High School #4", Strand 3, SPI. 9958. Algebra GAP 37 points. English GAP 31 points. Biology GAP 33 points.

Intended Outcomes(s)

The 2013-14 Maryland School Readiness Report will show that the school readiness gap between "All Students" and students with disabilities will decrease by at least 5 percentage points. Central IEP Team referral data will show that 80 % of students with disabilities receiving services in SEFEL Kindergarten classroom were able to maintain successfully in general education.

The Maryland School Report Card will show that the achievement gaps between General Education Students and Special Education Students will decrease by at least 3 percentage points in all subjects at all grade levels.

The 2014 Maryland School Report Card will show that the achievement gaps between General Education Students and Special Education Students in schools targeted for intensive training with "an educational partner" will decrease by at least 5 percentage points in math/algebra and science/biology.

Survey data will demonstrate that 75% of teachers participating in professional learning for UDL and co-teaching best practices will indicate increased knowledge and understanding of how to meet the needs of students with IEPs.

Classroom observation data collected by "an educational partner" consultants will reflect that best practices are being implemented with fidelity in 90% of targeted classrooms.

Related Indicator(s)

Part B Indicators 1, 3a, 3e, 7a, 7b & 7c

Strategies to Achieve Outcome	Resources	Evaluation	Timeline	Budget Detail		
				Budget Object, Category/Program	Detail	Budget \$
1.1 Provide a two-day Universal Design for Learning (UDL) institute for district-level administrators and supervisors (representing Curriculum and Instruction, ESOL, Talent Development, and Special Education) to ensure that they are knowledgeable about how to incorporate UDL into materials selection, curriculum documents and lesson plans and what observers should expect to see when UDL is implemented into daily classroom instruction. Training will highlight how UDL strategies support the Maryland College and Career-Ready Standards and Local School System (LSS) educator effectiveness work will be delivered by "an educational partner."	Maryland Learning Links Website CAST Website LSS Itinerant Resource Teachers	Participants will complete and evaluation at the conclusion of the two-day UDL institute.	Sep-13	02-206-09	28 participants X \$835 each =\$23,380 total inclusive cost for "an educational partner" consultants (2) for two days	\$23,380

Grantee: Sample County Public Schools

1.2 The LSS Educator Access Website will be updated to incorporate current information linking UDL to College and Career-Ready Standards, assessment and newly-developed technologies.	Maryland Learning Links LSS Educator Access Website UDL Itinerant Resource Teachers Assistive Technology Team	LSS Educator Access Website usage will be tracked, and users will be provided with a means to evaluate the usefulness of the site and provide feedback.	September - November 2013	02-206-04	Contractual web designer = 200 hours @ \$50 per hour = \$10,000	\$10,000
1.3 Intensive training will be provided for selected middle and high school co-teaching, flexible grouping, differentiated instruction, and using data to inform instruction. Training will include workshops, online learning events, job-embedded coaching, and participation in an online professional learning community. Training will be delivered by "an educational partner".	Maryland Learning Links Special Education Supervisor for Middle and High Schools	The following SY 2014 data will be analyzed for each selected school and compared to previous performance MSA reading, math and science; HSA English, algebra and biology. School Performance Index, and Strand classification.	September 2013 - May 2014	02-206-09	46 days of "an educational partner" consultants @ \$1,500 per day (planning, training, fidelity checks, project review data analysis) = \$69,000; 2 Professional Development website licenses \$10,000 classroom materials \$2,492; staff development materials \$1,750	\$83,242
1.4 The MD SEFEL (Social Emotional Foundations of Early Learning) initiative will be expanded to train a new cohort of 10 preschool teachers and to provide job-embedded coaching for the cohort of Kindergarten teachers trained to establish Kindergarten SEFEL classrooms in SY 2013.	Special Education Early Childhood Supervisor Special Education K - 8 Supervisor Exiting SEFEL model classrooms	Maryland Model of School Readiness results Work Sampling Pre-K and K referrals to more restrictive placements will be tracked Classroom observations	September 2013 - May 2014	02-206-09	Initial SEFEL training for pre-K teachers 4 days x \$1,500/day x 2 trainers = \$12,000; SEFEL coaching for Kindergarten teachers (10 half-days x \$300/half-days x 10 teachers = \$30,000)	\$42,000
				03-206-04	SEFEL materials for 20 classrooms @ \$300 each = \$6,000	\$6,000
				03-206-09	20 sets of SEFEL teacher materials @ \$50 each = \$1,000	\$1,000

LOCAL PRIORITY FLEXIBILITY PLAN

Locally Determined Priority #2: Addressing Challenging Behaviors

If the description requires additional space, change the row height by dragging the boundary below the row heading until the row is the desired height.

Priority based on Need (Data, Analysis of Data, Source of Data, and Identified Need must be included)

LOCAL PRIORITY #2: Increase staff capacity to address challenging behaviors effectively.

- Although disciplinary removals have been declining consistently over the past three years, Local School System (LSS) continues to exhibit evidence of a culture of suspension, particularly with respect to students with IEPs. Disciplinary removal data disaggregated for students with disabilities shows that this group is removed at significantly higher rate than their nondisabled peers. The March 30, 2013 Notice of Performance for the Period July 1, 2011-June 30, 2012 (prepared by MSDE) reveals that "LSS" is significantly discrepant (> 2.0) in two areas. The weighted risk ratio for Multiple Suspensions (10 days) Disabled v. Nondisabled is 3.95. The weighted risk ratio for Rate of Suspensions and Expulsions of Students with IEPs by Race Ethnicity is 4.39 for Black/African American students. Discipline data tracked on a monthly basis shows an overall decline from 2012 to 2013 in assigned days of removal for students with IEPs, but the number of days is still unacceptably high. A comparison of the number of assigned days of disciplinary removal from August 2011 through the end of March in 2012 to the number of assigned days for the current year (August 2012 through the end of March 2013) show the following: Area 1-2, 118 days (2,123 days in SY 2012). Area 2-1,003 days (1,391 days in SY 2012); Area 3 High School Performance - 6,112 days (7,362 days in SY 2012); Imagine Schools - 11 days (5 days in SY 2012); Turnaround Schools - 990 days (968 days in SY 2012); Total August through March 2013 - 10,234 days (11,849 days in SY 2012). Systemwide, this represents a decline of 1,615 days of removal for students with IEPs. (Data Source: "LSS" Data Dashboard)

- The number of students identified with autism in "LSS" has increased steadily and significantly in recent years. Special Services Information System (SSIS) Student Count data from 2005 to 2012 illustrates the increasing need for both general and special educators to be able to provide appropriate behavioral supports for students on the autism spectrum:

- * FFY 2005: 719 students identified with autism (4.68% of total SSIS count)
- * FFY 2006: 798 students identified with autism (5.23% of total SSIS count)
- * FFY 2007: 845 students identified with autism (5.94% of total SSIS count)
- * FFY 2008: 1,122 students identified with autism (7.66% of total SSIS count)
- * FFY 2009: 1,196 students identified with autism (8.25% of total SSIS count)
- * FFY 2010: 1,319 students identified with autism (9.17% of total SSIS count)
- * FFY 2011: 1,396 students identified with autism (9.75% of total SSIS count)
- * FFY 2012: 1,308 students identified with autism (9.09% of total SSIS count)

- Providing appropriate and effective school-based services for students with autism is a priority for "LSS". Ten schools with significant numbers of students with autism have been targeted for intensive technology-based professional development and support: "Elementary School #1" (10 students); "K-8 Academy #1" (58 students); "Elementary School #2" (10 students); "Elementary School #3" (47 students); "Regional School #1" (46 students); "Middle School #1" (35 students); "Middle School #2" (10 students); "Elementary School #4" (34 students); "Elementary School #5" (83 students), and "Elementary School #6" (57 students).

- Between July 1, 2012 and April 30, 2013 there were 93 referrals of students with a Code 14/Autism to the "LSS". Central IEP Team for a more restrictive placement. Of these, 41 were placed in a nonpublic school or facility.

Intended Outcome(s)

The 2013-14 Maryland School Readiness Report will show that the school readiness gap between "All Students" and students with disabilities will decrease by at least 5 percentage points. Central IEP Team referral data will show that 80 % of students with disabilities receiving services in SEFEL Kindergarten classroom were able to maintain successfully in general education.

The Maryland School Report Card will show that the achievement gaps between General Education Students and Special Education Students will decrease by at least 3 percentage points in all subjects at all grade levels.

The 2014 Maryland School Report Card will show that the achievement gaps between General Education Students and Special Education Students in schools targeted for intensive training with "an educational partner" will decrease by at least 5 percentage points in math/algebra and science/biology.

Survey data will demonstrate that 75% of teachers participating in professional learning for UDL and co-teaching best practices will indicate increased knowledge and understanding of how to meet the needs of students with IEPs.

Classroom observation data collected by "an educational partner" consultants will reflect that best practices are being implemented with fidelity in 90% of targeted classrooms.

Related Indicator(s)

Part B Indicators 1, 2, 3a, 3c, 4a, 4b, 5a, 5b, & 5c

Strategies to Achieve Outcome	Resources	Evaluation	Timeline	Budget Detail	
				Budget Object, Category/Program	Budget \$
2.1 Provide behavioral and family support counseling to support children with challenging behaviors. Services will be provided by a contractor selected through an open bid process in SY 2013. Service providers will identify treatment plans/strategies to be implemented based on specific behaviors, provide individual and group therapy, advise classroom teaching staff, provide classroom observations and feedback to teachers and administrators, provide family counseling to support student success in school, conduct parent/student interaction sessions, and support infant/toddler children within home and natural environments.	* Early Childhood Special Education Supervisor * K-8 and Designated Programs Special Education Supervisor * High School Special Education * Itinerant Crisis Intervention Resource Teacher	The following types of data will be analyzed for each child/student receiving behavioral and/or family support counseling services. Report cards, IEP progress reports, disciplinary removal data, and classroom observations. In addition, referrals for more restrictive placements will be monitored to determine whether the behavioral supports provided have enabled students to be successful.	September 2013-June 2014	02-206-04	Services to be delivered per terms of open bid contract award RFP 025-13. Licensed Behavioral Specialist \$50/hour. 667 LCSW hrs x \$75/hr = \$50,025 + 1,000 Licensed Behavioral Specialist hrs x \$50/hr = \$50,000 Total: \$100,025

Grantee: Sample County Public Schools

2.2 Strengthen school-wide behavior supports by expanding the "educational partner" training provided in previous years. Train 80 additional "LSS" staff (2 cohorts of 40 each) to be certified. "Research-based Program #1" training to be provided by a certified trainer from "an educational partner".	* K-8 and Designated Programs * Trained Special Education Instructional * Training space at a school	Disciplinary removal data for buildings that have certified "Research-based Program #1" staff will be tracked on a monthly basis throughout SY 2014 and compared with disciplinary removal data for buildings that not have have "Research-based Program #1" certified staff. Also, referrals to the Central IEP Team will be monitored to determine whether or not strategies are making a positive impact with respect to maintaining students successfully in the general	September 2013-June 2014	02-206-02	Consultant fee for two 4-day LSCI workshops at \$1,500/day = \$12,000	\$12,000
2.3 Strengthen school-wide behavior supports by providing "Research-based Program #2" certification training for two additional "LSS" staff members, which will bring the total number of "Research-based Program #2" certified trainers to six. "Research-based Program #1" and "Research-based Program #2" are complementary programs, with "Research-based Program #2" being the "proactive" component of support -- designed to help youth develop belonging, mastery, independence, and generosity. Grounded in brain research, "Research-based Program #2" focuses on three interventions characteristic of resilient human brains: connecting, clarifying, and restoring. Certification Trainer of Trainers (TOT) training to be provided by "an educational partner". "LSS" certified "Research-based Program #2" trainers will continue training school-based staff.	* 4 "LSS" Certified "Research-based Program #2" trainers * K-8 and Designated Programs Special Education Supervisor * Training space at a school	Disciplinary removal data for buildings that have implemented the "Research-based Program #2" strategies will be tracked on a monthly basis throughout SY 2014 and compared with disciplinary removal data for buildings that have not implemented "Research-based Program #2" strategies. School climate survey data will also be monitored in schools implementing "Research-based Program #2" strategies in SY 2014 and compared to previous school climate survey data for those schools.	September 2013-June 2014	04-206-09	Conference registration and nonlocal travel for 2 staff members to become certified RAP trainers. Registration fees 2 x \$900 = \$1,800; airfare 2 x \$700 = \$1,400; hotel 2 x \$125/night x 5 nights = \$1,250; meals (dinner only) 2 x \$20 x 5 dinners = \$200	\$4,650
2.4 Strengthen school-wide behavior supports by continuing to expand "Research-based Program" training for selected staff. Train 200 additional "LSS" staff in "Research-based Program" strategies. "Refresher" training will be provided for staff trained in previous years. Both initial and refresher training to be provided by "LSS" staff who are certified "Research-based Program" trainers.	* 5 "LSS" staff who are certified "Research-based Program" trainers * K-8 and Designated Programs Special Education Supervisor * Training space at a School	Disciplinary removal data for buildings that have staff trained in "Research-based Program" strategies and techniques will be tracked on a monthly basis throughout SY 2014 and compared to disciplinary removal data for buildings that do not have "Research-based Program" trained staff.	September 2013-May 2014	03-206-09	RAP training materials to be used to be train PGCPs school-based staff (100 sets x \$61.35/ea = \$6,135. RAP training DVDs 2 x 106 = \$212	\$6,347
2.5 Provide a web-based training and data system (aligned to the College and Career-Ready Standards) that provides comprehensive support for students with autism and their teachers. A "Research-based Program" site license will be purchased to provide access to 1,500 brief video-based exercises, data tracking, and automated progress reports for 350 students with the disability of autism receiving services in designated programs. Initial training and online technical support will be provided by "Research-based Program".	* Special Education K-8 and Designated Programs Supervisor * "LSS" Autism Specialists * Laptops assigned to each teacher * iPads assigned to selected staff	Analysis of "Research-based Program" automated progress reports, IEP progress reports, and referrals to more restrictive placements.	September 2013-June 2014	02-206-04	Annual CPI certified trainer fee 750 (\$150 x 5 trainers = \$750) Nonviolent Crisis Intervention initial training materials - 200 sets x \$13 each = \$2,600; Nonviolent Crisis Intervention refresher training materials - 200 sets x \$9 each = \$1,800	\$750 \$4,400
					Rethink site license for 350 students with autism annual cost \$24,500 (per company quote)	\$24,500

Grantee: Sample County Public Schools

2.6 Continue to provide "Research-based Program #3" training for families of students with autism. Two new autism specialists will be certified in "Research-based Program #3" to expand the capacity of the system to provide this training to families.	* Special Education K-8 and Designated Programs Supervisor * "JLSS" Autism Specialists * Three "JLSS" "Research-based Program #3" certified trainers	A "Research-based" online Functional Behavior Assessment (FBA) system for evaluating the social, emotional, behavioral and cognitive competence of students, will be utilized to assess the effectiveness of "Research-based Program #3" strategies.	September 2013-June 2014	RDI fee for 18 families (\$540 x 18 families = \$9,720)	\$9,720
			02-206-09	RDI certification training fee for 2 specialists (\$5,000 x 2 = \$10,000)	\$10,000
			04-206-09	Nonlocal travel expenses for 2 staff to be trained at RDI Connect in Houston, TX. Airfare 2 x \$800 x 2 trips = \$3,200; hotel \$150 x 2 x 16 days = \$4,800; per diem \$36/day x 16 days x 2 = \$1,152	\$9,152
			02-206-04	DTORF-r training course -- 27 participants = \$150 each = \$4,050; DTORF-r textbook/training protocol - 27 x \$100 each = \$2,700; administrator/supervisor access - 10 x \$100 each = \$1,000	\$7,750

Appendix D - Comprehensive Listing and Checklist for Part B SFY 2014 and SFY 2015 Grants Submission Dates

**LSS/PA Part B SFY 2013 Extended Grants, SFY 2014 and SFY 2015 Grant
Application and Reporting Dates from May 15, 2014 through September 30, 2016**

	Grant Budget C-1-25 and Budget Detail Form for the SFY 2015 One-Time Supplemental Discretionary Grant	4/1/2014
	<ul style="list-style-type: none"> SFY 2015 Local Application for Federal Funds Grant amendment submission deadline for SFY 2013 extended grants, ending 6/30/14 	5/15/2014
	Grant amendment/extension submission deadline for SFY 2014 grants ending 9/30/13, including LPF line	8/15/2014
	Second Round of Programmatic Support and Technical Assistance visits for SFY 2014 Comprehensive LPF, Expanding Bridges, and Building Bridges grants	8/15 - 9/15/2014
	<ul style="list-style-type: none"> Final Progress/Cumulative Variance Report and Final Financial Report (Non-LSS Final Financial Report for PAs) for SFY 2013 extended grants and SFY 2014 MOE Redistribution grants. For all LSS/PAs on Payment Code 0, the Final Invoice and the Final Financial Report must be submitted no later than this date. Final Progress/Cumulative Variance Report for Expanding Bridges Grants ending 8/31/14 	9/30/2014
	Final Financial Report for the Expanding Bridges Grant and One-Time Discretionary Supplement (Sequestration) Grant ending 8/31/14	10/31/14
	<ul style="list-style-type: none"> Final Progress/Cumulative Variance Report, Final Financial Report (Non-LSS Final Financial Report for PAs) for SFY 2014 grants ending 9/30/14. For all LSS/PAs on Payment Code 0, the Final Invoice and the Final Financial Report must be submitted no later than this date. SFY 2014 Preschool Special Education and Related Services ACTUAL Expenditures Report 	11/30/2014
	<ul style="list-style-type: none"> Interim Progress/Cumulative Variance Reports for all extended SFY 2014 grants and all SFY 2015 grants SFY 2015 CEIS Interim Progress Report, if applicable SFY 2014 Maintenance of Effort Compliance Template and Certification SFY 2015 LSS Excess Cost Calculation Template and Certification 	1/31/2015

	Programmatic Support and Technical Assistance visits for SFY 2015 Comprehensive LPF, Expanding Bridges, and Building Bridges grants	2/15 – 3/15/2015
	Grant amendment submission deadline for SFY 2014 extended grants ending 6/30/2015	5/15/2015
	Grant amendment submission deadline for SFY 2015 One-Time Supplemental Discretionary Grants	6/16/2015
	Grant amendment/extension submission deadline for SFY 2015 grants ending 9/30/15, including LPF line	8/15/2015
	Programmatic Support and Technical Assistance Visits for SFY 2015 Comprehensive LPF, Expanding Bridges, and Building Bridges grants	8/15 - 9/15/2015
	<ul style="list-style-type: none"> Final Progress/Cumulative Variance Report and Final Financial Report (Non-LSS Final Financial Report for PAs) for SFY 2014 extended grants ending 6/30/2014, including LPF line. For all LSS/PAs on Payment Code 0, the Final Invoice and the Final Financial Report must be submitted no later than this date. 	9/30/2015
	Final Progress/Cumulative Variance Report and Final Financial Report (Non-LSS Final Financial Report for PAs) for SFY 2015 One-Time Supplemental Discretionary Grants. For all LSS/PAs on Payment Code 0, the Final Invoice and the Final Financial Report must be submitted no later than this date.	10/31/2015
	<ul style="list-style-type: none"> Final Progress/Cumulative Variance Report and Final Financial Report (Non-LSS Final Financial Report for PAs) for SFY 2015 grants ending 9/30/15. For all LSS/PAs on Payment Code 0, the Final Invoice and the Final Financial Report must be submitted no later than this date. SFY 2015 CEIS Final Progress Report, if applicable SFY 2015 Preschool Special Education and Related Services ACTUAL Expenditures Report 	11/30/2015
	<ul style="list-style-type: none"> Interim Progress/Cumulative Variance Report for all extended SFY 2015 grants ending 6/30/16 SFY 2015 Maintenance of Effort Compliance Template and Certification 	1/31/2016
	Grant amendment submission deadline for SFY 2015 extended grants ending 6/30/2016	5/15/2016
	<ul style="list-style-type: none"> Final Progress/Cumulative Variance Report and Final Financial Report (Non-LSS Final Financial Report for PAs) for SFY 2015 	9/30/16

	extended grants ending 6/30/2016, including LPF line. For all LSS/PAs on Payment Code 0, the Final Invoice and the Final Financial Report must be submitted no later than this date.	
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NOTE: LSS/PA staff should always confirm report submission dates on each Notice of Grant Award.

Appendix E - Local School System (LSS)/Public Agency (PA) Grant Submission Procedures

These procedures are available for download at <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/State.html>.

Each LSS/PA must submit the Local Application for Federal Funds (LAFF), and Discretionary Grant Applications and related submissions in PDF format via the MSDE secure server. The MSDE site uses https technology to encrypt and transfer files. This is a common interface that can be embedded into a number of programming languages to automate the uploading process.

MSDE Secure Server

The MSDE has designated each LSS/PA Director of Special Education as the Grants Submission Coordinator for their LSS/PA. Each LSS/PA has an assigned username and password to access the MSDE secure server at <https://sst.msde.state.md.us>. The LSS/PA Director of Special Education may change the designated LSS/PA Grants Submission Coordinator by contacting Bambi Montanez at bmontane@msde.state.md.us. **Contact Bambi Montanez at 410-767-0557 or bmontane@msde.state.md.us for assistance with issues related to using the MSDE secure server.**

Each Grants Submission Coordinator has access to the LSS/PA folder on the secure site that is located in the "Part B Grants" Directory and which corresponds to the LSS or PA code listed below.

Submission Procedure

1. Navigate to the MSDE Secure Server at this URL: <https://sst.msde.state.md.us>.
2. Click on the LSS/PA folder that is coded according to the LSS/PA Codes listed below.
3. Click on the Part B Grants folder.
4. Click on the "To MSDE" folder.
5. Click on the 'Browse' button to locate the PDF formatted file for submission when your computer's directory is displayed and highlight it.
6. Click, "Open" and the file name appears in the upload window.
7. Click, "Upload."

LSS/PA CODES

01 = Allegany	09 = Dorchester	17 = Queen Anne's	27 = MSDE/JSE
02 = Anne Arundel	10 = Frederick	18 = St. Mary's	28 = DJS
03 = Baltimore County	11 = Garrett	19 = Somerset	29 = Adult Correctional Facilities (State Prisons)
04 = Calvert	12 = Harford	20 = Talbot	30 = Baltimore City
05 = Caroline	13 = Howard	21 = Washington	32 = SEED School
06 = Carroll	14 = Kent	22 = Wicomico	33 = MD School for Blind
07 = Cecil	15 = Montgomery	23 = Worcester	34 = MD School for Deaf
08 = Charles	16 = Prince George's		

File Naming Convention

For all **grant applications**, the name of the file must begin with the letters “LSS” followed by the assigned two digit LSS/PA code (which should also match the folder name), followed by an underscore; the State Fiscal Year (SFY), followed by an underscore; the Grant Name Code from the list below, followed by an underscore; the letters “APP”, followed by the file extension, “.pdf.”

PBG_LSS##_SFY_GrantNameCode_APP.pdf

PBG	LSS##	SFY	GrantNameCode	APP
Part B Grants required prefix	## is replaced with the LSS/PA Code from list above	4-digit State Fiscal Year	GrantNameCode is replaced with the Grant Name Code from the list below.	This code indicates that the submission is an application.

Example: **PBG_LSS02_2015_LAFF_APP.pdf** (This would be the file name for Anne Arundel County’s submission of the SFY 2015 Local Application for Federal Funds.)

Example: **PBG_LSS33_2015_BRIDGES_APP.pdf** (This would be the file name for Maryland School for the Blind’s submission of the SFY 2015 Building Bridges Grant application.)

For all **grant amendment requests and progress reports**, the name of the file must begin with the letters “LSS” followed by the two digit LSS/PA code (which should also match the folder name), followed by an underscore; the State Fiscal Year (SFY), followed by an underscore; the Grant Name Code from the list below, followed by an underscore; the Grant Number with the Line Number from the Notice of Grant Award, followed by an underscore; the Type Code from the list below, followed by the file extension, “.pdf.”

PBG_LSS##_SFY_GrantNameCode_Grant #_TypeCode.pdf

PBG	LSS##	SFY	GrantNameCode	Grant #	Type
Part B Grants required prefix	## is replaced with the LSS/PA Code from list above	4-digit State Fiscal Year	GrantNameCode is replaced with the Grant Name Code from the list below.	Submissions of Amendment Applications and Progress Reports must include the Grant Number and Line Number from the Notice of Grant Award	Type of submission is indicated as follows: Application - APP Amendment – AMD Interim Progress Report – IPR Final Progress Report – FPR

Example: **PBG_LSS19_2015_LAFF_15945607_AMD.pdf** (This would be the file name for Somerset County's submission of a request to amend the SFY 2015 Local Application for Federal Funds with hypothetical grant number 159456, Line 07.)

Example: **PBG_LSS08_2014_BRIDGES_14471001_FPR.pdf** (This will be the file name for Charles County's submission of its final progress report for the SFY 2014 Building Bridges grant with grant number 144710, Line 01.)

Grant Name Codes

SFY 2014 and SFY 2015 GRANT CODES

Local Application for Federal Funds	LAFF
Building Bridges	BRIDGES
Expanding Bridges	XBRIDGE
MOE Redistribution	MOEREDIST
SFY 2014 One-Time Discretionary Supplement	1TIME
SFY 2015 One-Time Supplemental Discretionary	1TIMESUP

Appendix F – Directions for Completing the LAFF Medicaid Forms

- Medicaid - Federal Funds SFY 2015
- Grant Budget C-1-25—Federal Medicaid Funds 93 778

Directions: Submit both forms. Show the expenditure of funds recovered from Medicaid for all categories that fit your LSS's intent including salaries, contract services, supplies, materials and other charges. Include staff development as appropriate.

Include comments to clarify positions and total salaries, e.g., "201 Administration includes hourly employees not included in FTE; 206 special education funds are for hourly special education assistants for students; 208 Health funds are for hourly health assistants

Grantee: _____

MEDICAID - Federal Funds SFY 2014
Planned Expenditures of Medicaid funds included as an addendum to the plan.

Number of Positions and Total Salaries

Staff by Budget Category	Number of Positions (FTEs) Actuals FY13	Number of Positions (FTEs) Budgeted	Total Budgeted Salaries
201 Administration-Other			
202 Mid-Level Administration			
203 Instructional Salaries			
Classroom Teachers			
Aides			
Guidance Services			
Psychologists			
Other (Please specify in comment box)			
206 Special Education Instructional Programs			
Classroom Teachers			
Speech Pathologists			
Aides			
Physical Therapists			
Occupational Therapists			
Audiologists			
Recreational Therapists			
Principals, Vice Principals			
Directors, Coordinators, Supervisors			
Other (Please specify in comment box)			
207 Student Personnel services			
Pupil Personnel Workers			
School Social Workers			
208 Health Services - Nurses			
Other (Please specify in comment box)			
209 Student Transportation			
Bus Drivers			
Aides			
214 Community Services			
Interagency Specialists			
Other (Please specify in comment box)			
Column Totals:	0.0	0.0	\$0
Comments:			

Show clerical positions to support billing
Do not include benefits

These amounts should match

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET # _____ AMENDED BUDGET # _____ REQUEST DATE _____

GRANT NAME: Federal Medicaid Funds 93,778

GRANT # _____ RECIPIENT GRANT # _____

REVENUE SOURCE: _____ RECIPIENT AGENCY NAME: _____

FUND SOURCE CODE: _____ GRANT PERIOD: FROM _____ TO _____

CATEGORY/PROGRAM	01-SALARIES & WAGES	02-CONTRACT SERVICES	03-SUPPLIES & MATERIALS	04-OTHER CHARGES	05-EQUIPMENT	06-TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							0.00
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Superv.							0.00
203-205 Instruction Categories							0.00
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							0.00
Prog. 04 Public Sch. Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							0.00
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							0.00
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Finance Official Approval: _____ Signature: _____ Date: _____ Telephone #: _____

Supt./Agency Head Approval: _____ Signature: _____ Date: _____ Telephone #: _____

MSDE Grant Manager Approval: _____ Signature: _____ Date: _____ Telephone #: _____

Attachment D (Rev. 10)

Medicaid - Grant Budget C-1-25 Rev. 11/2007

Reflect staff development here.
Priority area for SFY 2015

The amount should reflect the funds recovered from Medicaid during SFY 2014 plus any carryover from the prior year.

Appendix G - Important and New Components of the SFY 2015 Local Application for Federal Funds

Important Continuing Components

1. Hyperlinks are provided with the LAFF Instructions to access specific sections directly from the table of contents. Hyperlinks are provided within the LAFF Instructions for direct access to websites containing referenced documents.
2. All required LAFF submission documents have been compiled into a [SFY 2015 LAFF Submissions Workbook](#) (Excel file) in the order in which they are to be submitted. Reference to each document in the LAFF Instructions will hyperlink directly to the LAFF Submissions Workbook. The workbook is designed to allow users to complete the LAFF and submit it without pages that contain instructions. Both a MAC and a PC version are provided.
3. College and Career-Readiness (CCR) and Family Partnerships/Partners for Success (FE/PFS) funds remain incorporated within the Local Priority Flexibility (LPF) process and allocation. The required minimum funding for CCR is \$11,000 and \$16,000 for FE/PFS). A separate Grant Budget C-1-25 is not required for CCR or FE/PFS funding. During monitoring, actual expenditures to these initiatives will not be required, with expenditures monitored only within the overall LPF budget detail.
4. The budget detail for the LPF allocation remains incorporated in the LPF Plan Template. It should clearly reflect the targeted funding and the total of expenses for each category/object across all priorities of the LPF Plan must equal the corresponding category/object total entered on the single LPF Grant Budget C-1-25.
5. At least one outcome in the Local Priority Flexibility Plan must include a strategy or activity addressing professional development and that strategy or activity should align with *The Standards for Professional Learning* published by Learning Forward, which can be accessed at: <http://www.learningforward.org/>.
6. The SFY 2015 Maintenance of Effort (MOE) Eligibility Form is due with the SFY 2015 LAFF (May 15, 2014). The 2014 MOE Compliance Form is due on January 31, 2015.
7. Beginning with the SFY 2014 grants, Carryover grants are no longer to be utilized to extend the availability of unexpended Passthrough grant funds. All unexpended grant funds must be addressed through grant extension amendments. In all cases, the submitted C-1-25 B extension request must include in Section B of the form a programmatic explanation for each grant line as to why the extension is necessary.
8. A rubric and exemplar are provided for the LPF Plan. Content has been updated.
9. A comprehensive timeline of all grant submission dates is provided as an appendix to the LAFF. Submission dates specific to the SFY 2015 LAFF are provided within the text of the LAFF in Section XVII.

New Components

1. A revised Interim Progress/Cumulative Variance Report and Final Progress/Cumulative Variance Report have been designed to report progress toward measurable outcomes to improve results for Maryland's infants, toddlers, children, and youth with disabilities, and their families. Progress and Cumulative Variance Reports have been combined for convenience of use. These documents are available at <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/sfy2015gfr.html>. **Reports submitted on obsolete forms will require resubmission on the correct forms.**

2. The Medicaid - Federal Funds SFY 2015 form includes a column to report the actual number of full-time equivalent (FTE) positions. A new appendix with specific, visual examples for completion of this form has been provided.
3. During 2014, a statewide model will be implemented for data-informed decision making: Team, Analyze, Plan, Implement, Track (TAP-IT), which includes a universal, evidence-based delivery system for improved results through the DSE/EIS Differentiated Framework: *Tiers of General Supervision and Engagement*.
4. For all extended SFY 2014 grant lines, a second Interim Progress/Cumulative Variance report will be due January 31, 2015. This reporting will apply to extended grants each year.
5. The [SFY 2015 LAFF Submissions Workbook](#) now contains a separate worksheet tab for each initiative of the LPF for ease of reference and printing.
6. The LPF exemplars provided in the LAFF Instructions appendices now include an exemplar for Family Partnerships/Partners for Success.

