

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



LOCAL APPLICATION FOR FEDERAL FUNDS (LAFF)
Federal Fiscal Year (FFY) 2015 State Fiscal Year (SFY) 2016

INSTRUCTIONS and Appendix A – G

Application Due: **May 15, 2015** via the MSDE Secure Server

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I. Introduction

Each Maryland local school system (LSS) and public agency (PA) that receives subawards 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) 2016 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 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 to the MSDE no later than May 15, 2015. Submission by this date is necessary in order to receive and enable obligation of grant funds for the grant period beginning July 1, 2015 and extending through September 30, 2016. **Submissions after May 15, 2015 may result in a delayed approval date.** See **Appendix A** for the Timeline for Submissions. A comprehensive timeline can be accessed at: <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/PartBSFY20152016Calendar.html>.

In accordance with 2 CFR §200.458, preaward costs are those incurred prior to the effective date of the award directly pursuant to the negotiation and in anticipation of the award where such are necessary to comply with the proposed delivery schedule or period of performance. Such costs are allowable only to the extent that they would have been allowable if incurred after the date of the award and only with the written approval of the awarding agency.

Content and Mode of LAFF Submission

To prepare the LAFF submission:

- Complete all applicable tabs in the [SFY 2016 LAFF Submissions Workbook](#);
- Complete a [Discretionary Priority Template](#) for all required and locally identified priorities;
- Complete applicable worksheets in the [Braided Discretionary Funds Budget Workbook](#); and
- Print all documents, obtain required signatures, and scan as a single PDF file.

The [SFY 2016 LAFF Submissions Workbook](#) includes the Cover Page (**Attachment 1**) and the LAFF Submissions Checklist (**Attachment 2**). The name of the LSS/PA must be entered at the top of each attached document.

Each LSS/PA must submit all applicable LAFF documents, including the checklist, in PDF format via the MSDE Secure Server. (See [Appendix B](#) for the MSDE Secure Server submission procedures.)

II. Data Universal Numbering System (DUNS) Number/Grantee Contact List and System for Award Management (SAM)

Grantees must obtain a Data Universal Numbering System (DUNS) number and maintain active status on the federal government's System for Award Management (SAM) website: <http://www.sam.gov>. Include the completed *DUNS Number/Grantee Contact List/Mailing Information Chart (Attachment 3)*, located in the [SFY 2016 LAFF Submissions Workbook](#). Enter the unique nine-digit DUNS number, its expiration date, contact information for all individuals to be copied on grant related correspondence, the entity name as it appears on the Active SAM Record Status website, and the entity mailing address with 9 digit zip code. Also, include a screenshot of the Active SAM Record Status (see [Appendix C](#) for directions).

III. Certifications and Assurances

The signed certifications, assurances, and GEPA Statement will apply to all SFY 2016 DSE/EIS grants that may be awarded to the LSS/PA and will be included on ALL Notice of Grant Award (NGAs) documents issued in connection with these awards.

LSS/PA Certification

Include the completed *Certifications and Assurances (Attachment 4)*, located in the [SFY 2016 LAFF Submissions Workbook](#). This form is to certify 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.

Special Education Staffing Plan

Each LSS/PA must upload to the MSDE Secure Server the Board approved *SFY 2016 Special Education Staffing Plan* no later than **September 30, 2015** consistent with COMAR [13A.05.02.13D\(2\)](#).

General Education Provisions Act (GEPA), Section 427

Include the completed *General Education Provisions Act (GEPA)* statement (**Attachment 5**), located in the [SFY 2016 LAFF Submissions Workbook](#). The GEPA is applicable to all LSS/PAs for new grant awards under Department programs.

State Assurances

Include the completed *State Assurances* (**Attachment 6**), located in the [SFY 2016 LAFF Submissions Workbook](#)

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

Include the completed *Certifications Regarding Lobbying, Debarment, Suspension, Other Responsibility Matters, and Drug-Free Workplace* (**Attachment 7**), located in the [SFY 2016 LAFF Submissions Workbook](#).

Federal Local Eligibility Assurances

Include the completed *Federal Local Eligibility Assurances* (**Attachment 8**), located in the [SFY 2016 LAFF Submissions Workbook](#). The Federal Local Eligibility Assurances are required by Part B of the IDEA [[20 USC §1413](#)] and [34 CFR §300.200](#).

IV. Individuals with Disabilities Education Act (IDEA) Maintenance of Effort (MOE)

Instructions

Include the completed *State Fiscal Year 2016 Maintenance of Effort (MOE) Eligibility Template & Certification* (**Attachment 9**), located in the [SFY 2016 LAFF Submissions Workbook](#).

The SFY 2016 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 for which actual expenditures are available [[34 CFR §300.203\(b\)\(2\)](#)]. Maintenance of Effort 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.

All of the cells of one column must be filled in to represent the option chosen for calculating MOE. Report one option **ONLY**.*

*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.

Each LSS must submit the SFY 2016 Maintenance of Effort Compliance Template and Certification no later than January 31, 2017. Download this form at <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/PartBSFY20152016Calendar.html>.

Regulations Regarding Maintenance of Effort (MOE)

- [34 CFR §300.203](#) Maintenance of Effort;
- [34 CFR §300.204](#) Exception to Maintenance of Effort; and
- [34 CFR §300.205](#) Adjustment to local fiscal efforts in certain fiscal years.

Consistent with [2 CFR §§200.333](#) and [200.336](#), each LSS is responsible for maintaining sufficient documentation to verify eligibility and compliance with the MOE and Excess Cost ([34 CFR §§300.202 – 300.205](#)).

Clarification Regarding Consequence of Not Meeting MOE

A provision in the Consolidated Appropriations Act, 2014 signed by the President on January 17, 2014 states:

That the level of effort a local educational agency must meet under section 613(A)(2)(A)(iii) of the IDEA, in the year after it fails to maintain effort, is the level of effort that would have been required in the absence of that failure and not the LEA's reduced level of expenditures.

The correspondence from the Office of Special Education Programs regarding this provision can be downloaded at: [OSEP Letter to CCSOs on LEA MOE 3-13-14](#).

Technical Assistance Bulletin #30, Revised October, 2013

In October 2013, the MSDE released the revised Technical Assistance Bulletin #30 entitled, [Individuals with Disabilities Education Act \(IDEA\) Part B Maintenance of Effort and Excess Cost](#). Consult this updated Bulletin prior to completing the MOE section of the LAFF as it contains three important changes.

V. SFY 2016 Excess Cost

Instructions

The due date of the SFY 2016 Excess Cost Template and Certification is **January 31, 2016**. Download this form at: <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/PartBSFY20152016Calendar.html>.

NOTE: Complete the SFY 2016 Excess Cost Template and Certification using the SFY 2015 actuals and finalized Child Count. Since the SFY 2016 Excess Cost calculation determines required levels for SFY 2016 expenditures, the MSDE recommends that the SFY 2016 Excess Cost calculation be performed preliminarily based upon the most recent SFY 2015 projected expenditures in order to ensure Excess Cost compliant non-federal expenditure levels are included in the SFY 2016 school budget.

Regulations Regarding Excess Cost

- [34 CFR §300.16](#) Excess Cost;
- [34 CFR §300.202](#) Use of amounts; and
- [34 CFR Appendix A to Part 300](#) Excess Costs Calculation.

Consistent with [2 CFR §§200.333](#) and [200.336](#), each LSS is responsible for maintaining sufficient documentation to verify eligibility and compliance with the MOE and Excess Cost ([34 CFR §§300.202 – 300.205](#)).

VI. SFY 2016 Plan for Parentally Placed Private School Students (PPPSS)

Include the *SFY 2016 Plan for Parentally Placed Private School Students (PPPSS)* (**Attachment 10**), located in the SFY 2016 LAFF Submissions Workbook. As a guide in completing Column 2 of the SFY 2016 PPPSS see the MSDE [Monitoring Instrument: Ensuring Equitable Participation of Parentally Placed Private School Students](#).

Regulations Regarding Parentally Placed Private School Students (PPPSS):

- [34 CFR §§300.130-300.144](#)

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).

SFY 2016 PPPSS funds may be extended to June 30, 2017 for PPPSS purposes. If the LSS determines that it cannot fully expend its PPPSS funds in the SFY 2016, the LSS may request an extension from DSE/EIS to reallocate the PPPSS funds for allowable Passthrough expenditures. Follow the grant amendment/extension procedures, [Section XIII](#).

VII. Coordinated Early Intervening Services (CEIS) (if applicable)

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 Passthrough 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 2016 Estimated Allocation Sheet*. Instructions regarding required CEIS will be provided to the LSSs 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 Passthrough and Part B 619 Preschool 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. An LSS opting for voluntary CEIS must contact the MSDE Grant Liaison prior to the 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 2016 CEIS Grant Proposal, the interim progress report, and the final progress report are mandatory for participation in CEIS, whether required or voluntary. The CEIS Proposal and the reports are available for download at <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/sfy2016gfr.html>.

VIII. Instructions for Completing the SFY 2015 - SFY 2016 Comparative Staffing/Funding Data Form

Include the completed *SFY 2015 - SFY 2016 Comparative Staffing/Funding Data Form (Attachment 11)*, located in the [SFY 2016 LAFF Submissions Workbook](#). To complete this form use the [MSDE Financial Reporting Manual for Maryland Public Schools, Revised 2009](#). Download the Manual at: <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/State.html>.

This *SFY 2016 Comparative Staffing/Funding Data Form* is designed to show the staffing patterns by position and funding source for the current and projected years and should include salaries for personnel on payroll.

A. Indicate the total current number of positions in each category. The figures in the SFY 2015 column are actual positions for the current fiscal year. The figures in the SFY 2016 column are those budgeted for the SFY 2016.

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: Do not include positions funded with State/local funds.

IX. Preschool Special Education and Related Services Expenditures

Introduction

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 LSS/PAs, as well as providing the basis for examining the proportionate share of the total program costs among the federal, State, and local funding sources.

Include the completed *SFY 2016 Special Education & Related Services BUDGETED Expenditures Report (Attachment 12)*, located in the [SFY 2016 LAFF Submissions Workbook](#).

Instructions

SFY 2016 Special Education & Related Services BUDGETED Expenditures: The budgeted expenditures form should include funds to support three, four and five year olds with disabilities served under an Extended IFSP or IEP. Beginning with the SFY 2015 submission, extended funds

from the previous fiscal year should also be included.

SFY 2016 Special Education & Related Services ACTUAL Expenditures: This form should be completed as part of the final fiscal report and submitted before or by November 30, 2016.

Download at: <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/PartBSFY20152016Calendar.html>.

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/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 and non-competitive grant, 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, 4, and 5 under an IEP and 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.

X. Medicaid Forms

Include the completed *Medicaid – Federal Funds SFY 2016* form (**Attachment 13**), and the *MSDE Grant Budget C-1-25* (**Attachment 14**), located in the [SFY 2016 LAFF Submissions Workbook](#). For detailed instructions to ensure accurate entries on these two forms, see [Appendix E Directions for Completing the LAFF Medicaid Forms](#).

Medicaid - Number of Positions and Total Salaries

(Medicaid – Federal Funds SFY 2016 form (Attachment 13))

- Identify the actual number of full time equivalent (FTE) positions supported by federal funds in the current fiscal year.
- Identify the number of budgeted full time equivalent (FTE) positions 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)

(Attachment 14)

- 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* 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. Do not include positions paid with State general funds.

XI. Budget Information for SFY 2016 LAFF

Include the completed *MSDE Grant Budget C-1-25* (**Attachment 17**), and the *Budget Detail* form (**Attachment 18**), located in the [SFY 2016 LAFF Submissions Workbook](#). A separate *MSDE Grant Budget C-1-25 and Budget Detail* must be completed for each grant line listed on the *SFY 2016 Estimated Allocation Sheet*. Enter only whole numbers on the Grant Budget C-1-25 and Budget Detail.

Instructions

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

On the Budget Detail, 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.

NOTE: Indirect Costs may be charged only to the Part B Passthrough and Part B Preschool Passthrough grant lines. If charged, 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](#). Do not include indirect costs to discretionary funds.

XII. Progress Reporting

The Interim Progress/Cumulative Variance Report and the Final Progress/Cumulative Variance Report are available at: <http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/PartBSFY20152016Calendar.html>. Reports submitted on incorrect forms will not be processed. They will be returned for resubmission.

XIII. Grant Amendments/Extensions

An LSS/PA is required to submit a Request for Budget Amendment, C-1-25 A, for all changes to the original grant, including, but not limited to, programmatic changes and budgetary realignments of \$1,000 or 15% of total object and/or total category of expenditures, whichever is greater ([2 CFR §200.308](#) and State Assurances 8 and 9). 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.

SFY 2016 Part B Passthrough and Preschool Passthrough funds are intended to be obligated during the 2015-2016 school year. However, an LSS/PA may request to extend the grant period for Part B Passthrough and/or Preschool Passthrough funds. Prior to each grant line extension request, the LSS/PA must complete the Annual Financial Report marked "A" in the AFR System and Grant Change Request Form, (C-1-25 B). To extend the end date of the grant and reallocate funds, the LSS/PA must complete the Annual Financial Report marked "A" in the AFR System, and the Grant Budget C-1-25, the Budget Detail Form, C-1-25 A and the C-1-25 B.

Note: First-in/First-out liquidation is an expected practice for all subrecipients of federal IDEA grant funds.

XIV. Payment Schedule Codes

Payment Schedule Code "0" - Grants on Payment Schedule **Code "0"** (manual payment) indicates that payments will be based upon actual expenditures as reported through the submission of a monthly invoice directly to the assigned DSE/EIS Grant Liaison and without which no payments shall be made.

Payment Schedule Code "1" - Grants on Payment Schedule **Code "1"** indicates that a 15% payment will be made upon approval of the grant and future payments will be made on a monthly basis and based upon actual monthly expenditures as reported by the grantee to the MSDE Accounts Payable Department. Maintenance of Payment Schedule Code "1" is dependent upon prompt submission of progress and financial reports.

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

The final grant payment will not be made until the grantee has marked the Final Financial Report in the Annual Financial Report (AFR) System Final "F". This applies to all grantees on automatic payment (Code 1) or manual payment (Code 0). (PAs submit the paper version of the Final Financial Report).

XV. Discretionary Funds

Introduction

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.

State-level activities:

All discretionary funds must be used to address State identified priorities related to creating and maintaining a birth through 21 comprehensive and coordinated system of services, building capacity and/or providing innovations for the delivery of services to improve results for infants, toddlers, children, and youth with disabilities, and their families.

Regulations Regarding discretionary funds

- [34 CFR 300.704\(b\)\(4\)\(i-xi\)](#)

Regulations regarding allowable expenditures of federal funds:

- 2 CFR §200.400-200 Subpart E – Cost Principles

Eligibility

An LSS may only participate in the SFY 2016 discretionary funding opportunities within the LAFF if the "Maintenance of Effort" requirement for SFY 2014 is met.

Grant Period

The period of availability of SFY 2016 LAFF discretionary funds is July 1, 2015 through September 30, 2016. The July 1, 2015 start date is dependent upon a LAFF submission date of May 15, 2015.

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.
- 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 LAFF discretionary funds may not be extended.
- The LPF and One-time Discretionary funds may be used to fund permanent staffing positions ONLY with written approval from the Assistant State Superintendent, DSE/EIS. The proposal must include communication of the temporary, grant-based nature of the position.

Additional Guidance on the Use of Discretionary Funds

1. Mobile devices can be purchased with Discretionary Grant Funds (Local Priority Flexibility Funds (LPFF) and/or One-Time Supplemental) only.
2. Request to purchase mobile devices must provide a written justification including:
 - A training plan with follow up coaching for the use of the mobile devices for teachers and/or paraeducators;
 - An impact statement for direct use by students and/or teachers and paraeducators with measurable outcomes; and
 - A Sustainability and Maintenance Plan
 - Demonstrated alignment with the Local Technology Plan
3. Mobile devices cannot exceed more than 20% of the LPF and/or One-Time Supplemental grant award. Requests to use more than 20% of the grant award to purchase mobile devices must receive prior written approval from the Assistant State Superintendent, DSE/EIS.
4. The LSS/PA must include the local written policies and procedures for the use of electronic devices for authorized purposes.
5. The LSS/PA must maintain written policies and procedures for the inventory management and information maintenance of sensitive items, acquired in whole or part with federal grant funds. Policies must include:
 - Description, manufacture serial #, model number, award number, acquisition date, cost, location;
 - Physical location of the equipment; and
 - Control system to ensure adequate safeguards to prevent loss, damage or theft

6. The LSS/PA shall ensure that federal funds are used to supplement not supplant when purchasing electronic devices.

Refer to the Local School System/Public Agencies/Lead Agencies – Subrecipient Grant Monitoring Instrument (Section 5) – Revised 9/4/2013.

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.

All applications for discretionary grants require documentation to support the programmatic scope and budgeted expenditures of the proposal. The submission requirements vary for each of the discretionary grants as follows:

SECAC & Consortia Grants (Grant Period 7/1/15 – 9/30/16)

SECAC

Resources are allocated through the grant process to provide each local director of special education with meaningful input as to the needs of students with disabilities within the local jurisdiction through a **Special Education Citizen’s Advisory Council (SECAC)**. SECAC operates as a partnership between parents and families, community leaders and organizations, educators, and administrators at the local level. On September 28, 2004 the Maryland State Board of Education adopted regulations for each local school system to establish a SECAC to advise the local school system on the needs of students with disabilities within the jurisdiction [COMAR 13A.05.02.13.I](#).

Include the completed Special Education Citizens Advisory Committee (SECAC) form (**Attachment 15**) located in the [SFY 2016 LAFF Submissions Workbook](#).

Consortia (Mid-Shore/Western)

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.

Include the completed Consortia form (**Attachment 16**), located in the [SFY 2016 LAFF Submissions Workbook](#). The scope of work/plan must include:

- A description of the services and/or activities to be provided;
- Data related to program improvement based on the identified area(s) of focus.

SECAC and **Consortia** documentation must include:

- Program Templates from the [SFY 2016 LAFF Submissions Workbook](#)
- C-1-25 Grant Budget Form
- Budget Detail Form (including staffing, consultants, travel, professional development, etc.)

NASDSE Grant (Grant Period 7/1/15 – 8/31/16)

The National Association of State Directors of Special Education (NASDSE) focuses on improving educational services and outcomes for youth with disabilities throughout the United States. Their goal is to help state education agencies ensure that every student with a disability is prepared to make a successful transition to post-high school education, employment and independent living. The NASDSE Annual Conference and Business Meeting are scheduled in Baltimore from October 4-6, 2015. As the honored host State, each LSS, Maryland School for the Blind, and Maryland School for the Deaf are each provided \$600 in this grant to support participation at the Conference. Registration details will be provided closer to the date.

The following must be provided with the **NASDSE** application submission:

- C-1-25 Grant Budget Form
- Budget Detail Form

SFY 2016 One-Time Supplemental Grant (3-21) (Grant Period 7/1/15 – 8/31/16)

These grant funds are to be laser focused on results. These grant funds must be used specifically to support innovative, evidence-based practices to narrow the gap between children/students ages 3-21, with disabilities and their non-disabled peers. This one-time fiscal resource is provided to support LSS/PAs to enhance or improve efforts that will achieve results in narrowing the gap. Grant proposals must be based on data-informed decisions, involve strategic collaboration, and support strong family partnerships. Improved outcomes for child/student achievement and/or Secondary Transition and/or graduation rate; and/or drop-out rate are required.

SFY 2016 One-Time Supplemental Grant (3 to K) (Grant Period 7/1/15 – 8/31/16)

These grant funds are to be laser focused on results. They must be used specifically for narrowing the school readiness gap for results for children ages 3 to Kindergarten served under an IEP. They are to be used for the differentiation of instruction to ensure access to the regular early childhood curriculum, implementation of evidence-based practices, embedded professional learning, including reflective coaching that support children making progress across early childhood settings.

If either of the One-Time grants is used for a single priority, the submission consists of a:

- Discretionary Priority Template
- C-1-25 Grant Budget Form
- Budget Detail Form

If either of these grants is combined with any other for a programmatic priority, see the section entitled, "[Braiding of Funds.](#)"

Note: the grant awards for NASDSE and both One-Time Supplemental Grants will be reflected on a second, separate Notice of Grant Award (NGA) given the different grant end dates from those of the Passthrough and LPF.

SFY 2016 Local Priority Flexibility (LPF) Grant (Grant Period 7/1/15 – 9/30/16)

The LPF Grant is intended to support innovative, evidence-based practices at the local level that focus on achieving results for students with disabilities that narrow the gap. These funds must be used for one or more local priorities that employ any of the four Action Imperatives to improve results for children and youth with disabilities: Early Childhood, Professional Learning, Secondary Transition, and Access, Equity, and Progress. A funding allotment is prescribed for Secondary Transition and Family Engagement. Identification of priorities must be supported by data, analysis of data, and the source(s) of data. The intended outcomes, strategies to achieve the outcomes, resources, evaluation, and a timeline are to be included in the application.

Each priority (Secondary Transition, Family Partnerships, 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 referencing a previously completed systemic needs assessment. A summary of this analysis is to be included. Grantees are asked to consider the components of the TAP-IT Model for Data Informed Decision Making to guide their work.

- **Intended Outcome(s)**

The outcome(s) should results-driven address the need identified through relevant local data analysis. Outcome(s) need to be specific, measurable, achievable, relevant, and time specific (SMART). It should support the creation and maintenance of a birth through 21 comprehensive and coordinated systems 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/activities are the means to achieve the intended outcome(s) and should include the target audience and evidence-based activities. High-quality professional learning with coaching 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 learning.** The professional learning 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, parent/family 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**).

Coaching to support full implementation of content in the classroom should be a part of any professional learning.

- **Resources**

Adequate resources and their effective use are necessary to implement the specific strategies to achieve intended outcome(s). Resources may include contractual employees, consultants, fiscal and organizational resources and infrastructure (e.g., technologies, data systems, etc.). Attention should be given to sustainable and efficient leveraging of resources. The braiding of funds to support services is encouraged. To provide a complete picture of braided grant proposals, and to allow grant reviewers to understand how the work at the LSS/PA level is connected, please provide a brief mention of the sources for braided funds to support services that may be outside the scope of this grant submission in “defined need” section of the grant application.

- **Evaluation**

Describe the quantitative and/or qualitative data and collection methodology to be used to measure the progress, completion and effectiveness of each strategy/activity in reaching the identified outcome/result.

- **Timeline**

Include a realistic timeline to accomplish each strategy and its evaluation.

The LPF Grant must be targeted for a minimum of three programmatic priorities relating to:

- State Focus Areas: Family Engagement & Secondary Transition
- Local Focus Area(s): A minimum of one locally identified priority. No maximum for locally identified priorities within the allocated funding

Each programmatic priority requires a [Discretionary Priority Template \(DPT\) \(Word format\)](#) that details the programmatic scope and strategies. The LPF Grant documentation will consist of a(n):

- DPT for each priority
- Priority Budget Worksheet from the [Braided Discretionary Funds Budget Workbook](#) corresponding to each DPT
- Auto-Aggregating C-1-25 from the [Braided Discretionary Funds Budget Workbook](#) (See samples of all these completed documents in [Appendix G.](#))

Braiding of Funds

Flexibility is provided to combine any or all of the following grant funds for priorities of State or Local Focus:

- Local Priority Flexibility (LPF) Grant
- One-Time Supplemental Grant (3-21)
- One-Time Supplemental Grant (3 to K)

If any of these grants is combined with any other for a programmatic priority, the submission consists of a(n)

- Discretionary Priority Template for each priority
- Priority Budget Worksheet for each priority
- Auto-Aggregating C-1-25 from the Braided Funds Budget Workbook (See samples of all these completed documents in [Appendix G.](#))

XVI. Accountability

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

All SFY 2016 DSE/EIS subawards of federal funds must be used and accounted for consistent with all program requirements, State and federal statutes and regulations, grant conditions, and the new Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ([2CFR §200](#)).

Resources related to the new Uniform Guidance are available at: <https://cfo.gov/cofar/>.

Subrecipient Monitoring

In accordance with [2 CFR §§200.328](#) and [§200.331](#), the DSE/EIS will monitor the activities of subrecipients of federal funds as necessary to ensure the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved. Monitoring activities may include, but are not limited to, the provision of training and technical assistance and on-site reviews of operations. Monitoring activities must include:

- Review of required financial and programmatic reports;
- Follow-up to ensure timely and appropriate action on all deficiencies pertaining to the DSE/EIS subaward detected through audits, on site reviews and other means; and
- Issuance of management decisions for audit findings pertaining the DSE/EIS subaward, as required by [2 CFR §200.521](#).

XVII. System for Award Management (SAM)

See [Appendix C](#) for the System for Award Management (SAM) and Sample Active SAM Record Status instructions

XVIII. State and Federal Resources

See [Appendix D](#) for State and Federal Resources

Appendix A - Timeline for IDEA Part B SFY 2015 and SFY 2016 Submissions

**NOTE: Refer to the Notice of Grant Award for all reporting due dates.
A calendar with ALL submissions, due dates and links to required forms can be
downloaded at [http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/
PartBSFY20152016Calendar.html](http://marylandpublicschools.org/MSDE/divisions/earlyinterv/fmb/PartBSFY20152016Calendar.html).**

Appendix B - LSS/PA Secure Server Grant Submission Procedures

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

An LSS/PA must submit the SFY 2016 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.

MSDE Secure Server Access

The MSDE has designated an LSS/PA Director of Special Education as the Grants Submission Coordinator. Use the assigned username and password to access the MSDE secure server at <https://sst.msde.state.md.us>. To change the Grants Submission Coordinator or for assistance with using the Secure Server contact Bambi Montanez at: Bambi.Montanez@Maryland.gov or 410-767-0557

The LSS/PA folder on the secure site is located in the “Part B Grants” Directory and corresponds to the LSS/PA code listed below.

01 = Allegany	09 = Dorchester	17 = Queen Anne's	27 = MSDE/JSE
02 = Anne Arundel	10 = Frederick	18 = St. Mary's	28 = Not in Use by Part B Grants
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		

Submission Procedures:

1. Navigate to the MSDE Secure Server at: <https://sst.msde.state.md.us>.
2. Click on the LSS/PA folder, and choose the appropriate code.
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 the file.
6. Click, “Open”. The file name will appear in the upload window.
7. Click, “Upload.”

If the upload is successful, a submission date and time will appear next to the uploaded filename in the “To MSDE” file. A screenshot of this listing will serve as a time-stamped filing receipt for the submission. To ensure efficient processing of grant submissions, notify the assigned Grant Liaison that the file has been uploaded.

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_2016_LAFF_APP.pdf** (This would be the file name for Anne Arundel County’s submission of the SFY 2016 Local Application for Federal Funds.)

Example: **PBG_LSS33_2016_BRIDGES_APP.pdf** (This would be the file name for Maryland School for the Blind’s submission of the SFY 2016 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_2016_LAFF_1645607_AMD.pdf** (This would be the file name for Somerset County’s submission of a request to amend the SFY 2016 Local Application for Federal Funds with hypothetical grant number 169456, Line 07.)

Example: **PBG_LSS08_2015_BRIDGES_15471001_FPR.pdf** (This will be the file name for Charles County’s submission of its final progress report for the SFY 2015 Building Bridges grant with grant number 154710, Line 01.)

GRANT NAME/ CODES for SFY 2015 and SFY 2016

Local Application for Federal Funds	LAFF
Building Bridges	BRIDGES
Expanding Bridges	XBRIDGE
SFY 2015 One-Time Discretionary Supplement	1TIME15
SFY 2016 One-Time Supplemental Grant (3-21)	1TIME3-21
SFY 2016 One-Time Supplemental Grant (3 to K)	1TIME3K
R4K	R4K

Appendix C - System for Award Management (SAM) and Sample Active SAM Record Status

The U.S. federal government's System for Award Management (SAM) validates the Taxpayer Identification Number (TIN) and Taxpayer Name of each new and updating registrant with the Internal Revenue Service (IRS).

This is one step in the process. The registration will NOT be considered Active until a Commercial And Government Entity (CAGE) Code is validated or assigned by the Defense Logistics Agency (DLA), if applicable.* Please note that the registration must be in Submitted status in order for a CAGE Code to be assigned or validated.

Follow the instructions below to check the status of your registration and to submit your record, if you have not already done so.

- 1.) Log into SAM with your username and password
- 2.) Click on Register/Update Entity
- 3.) Click on Incomplete Registrations
- 4.) Select the entity
- 5.) Click on View to view the status of your registration
- 6.) Click on Update to complete the process and submit. Please note that federal regulation requires review of every page in the registration in order to submit. So, start at the beginning, review/update the content as required and click Save and Continue on each page. At the end, be sure to click Submit. You will see a "congratulations" message on the screen when you successfully submit your registration.

You will receive a confirmation email once the registration is activated. You may check your status at any time by following steps 1 through 5 above. If your registration does not reach the Active status within 7 business days, you may contact the SAM help desk, the Federal Service Desk, at www.fsd.gov or by telephone at 866-606-8220 (toll free) or at 334-206-7828 (international).

*The Commercial And Government Entity (CAGE) Code is a five-character ID number used extensively within the federal government. The Defense Logistics Information Service (DLIS), who administers the CAGE Code system, has a CAGE Code Search feature on the internet (the link is below) that will help you determine if a code has been previously assigned to your organization: http://www.logisticsinformationservice.dla.mil/BINCS/begin_search.aspx For those not listed in the database, the CAGE request process is incorporated into the SAM registration. Therefore, your entity will be assigned a CAGE Code during the processing of your registration. Once your registration is active, you can view your CAGE Code on the web by logging into your SAM account.

Note: Foreign organizations that perform work outside the United States are required to register in SAM in order to receive a contract. They must first obtain a North Atlantic Treaty Organization (NATO) CAGE (NCAGE) Code from the appropriate source. The NCAGE Code can be obtained directly from the Codification Bureau in their country. Please view the up-to-date list

of countries and the information necessary to contact the Codification Bureau by visiting their web site at http://www.dlis.dla.mil/Forms/Form_AC135.asp.

For assistance, please contact the Federal Service Desk at www.fsd.gov or by telephone at 866-606-8220 (toll free) or at 334-206-7828 (international).

The System for Award Management (SAM) Administrator: <https://www.sam.gov>

Sample Active SAM Record Status:

Clear Search Save Search Saved Searches

TOTAL RECORDS: 1 Save PDF Export Results Print
Result page 1 of 1 Sort by Modified Date Order by Descending

FILTER RESULTS Your search returned the following results...

By Record Status Entity **AGENCY NAME WILL SHOW HERE** Status: Active

Active DUNS: CAGE Code:

Inactive Has Active Exclusion?: DoDAAC:

By Functional Area Expiration Date: Delinquent Federal Debt?

Entity Management Purpose of Registration: **Federal**

Performance Information **Assistance Awards Only**

Filters for Performance

Information

Appendix D - State and Federal Resources (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
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
Letter from the US Department of Education Regarding LEA Level of Effort Required in the Year Following a Failure to Meet MOE

Appendix E - Directions for Completing the LAFF Medicaid Forms

- Medicaid Federal Funds SFY 2016
- 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 SpecEd funds are for hourly speced. 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	Number of	Total Budgeted
	Positions (FTEs)	Positions (FTEs)	
	Actuals FY13	Budgeted	
203 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 TEAM	Federal Medicaid Funds 93.778	GRANT RECEIPT NAME			
MEDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE		RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD			

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT. PROG.
	01-SALARIES & WAGES	02-CONTRACT SERVICES	03-SUPPLIES & MATERIALS	04-OTHER CHARGES	05-EQUIPMENT	06-TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Adm. & Supv.							0.00
203-205 Instruction Categories							
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							
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. Adm. & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Dist.							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							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Renovation							0.00
Total Expenditures By Object	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Finance Official Approval: _____
Supt./Agency Head Approval: _____
MSDE Grant Manager Approval: _____

Reflect staff development here.
Priority area for SFY 2016

The amount should reflect the funds recovered from Medicaid during SFY 2016 plus any carryover from the prior year.

Appendix F – Local Priority Flexibility Plan Rubric Rubric for Discretionary Grant Plans

Required Elements	Insufficient	Adequate	High-Quality
What behavior/practices are you planning to change or enhance?	There is no description of the professional learning and what behaviors/practices are to be changed.	A general plan for differentiated professional learning that promotes inquiry and specifies behaviors or practices to be changed or enhanced is included.	A plan for universally designed professional learning 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 learning strategies will be included?	There is limited evidence that the professional learning is based on scientific or evidenced based practices.	The professional learning is based on scientific or evidenced based practices and is included.	The professional learning 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.
Strategies to Achieve Outcome 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.
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, includes items not allowed or does not support the outcome(s).	Budget is complete, meets requirements and supports the outcome(s).	Budget is detailed, complete, meets requirements and fully supports accomplishing strategies and outcome(s).

Rubric for Discretionary Grant Plans

Required Elements	Insufficient	Adequate	High-Quality
Identified (SPP/APR Data) Need, data and analysis What data-informed decision making process and relevant data sources were used and analyzed to identify the problem or need?	Need is not stated or is 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 includes data analysis to identify actionable root causes.
Intended Outcome(s) 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.
Related SPP/APR Indicator(s)	No indicators are included.	An indicator relating to the outcome(s) is included.	Multiple indicators relate to outcome(s).
Strategies to Achieve Outcome 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 evidence-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 participant are based upon data and specified in the proposal.
Professional Learning	Professional learning strategies are not included.	Professional learning strategies are included for some objectives.	Each strategy includes professional learning that is outlined in a professional learning plan.
Are professional learning activities aligned to the <i>Standards of Professional Learning</i> (Learning Forward http://learningforward.org/standards)	The professional activities do not align with the <i>Standards of Professional Learning</i> .	A description is included in the plan demonstrating that professional activities align with one professional development standard.	Detailed description is provided that demonstrates professional activities aligned with multiple Professional Learning standards.

Appendix G – Discretionary Priority Template & Priority Budget Worksheet SAMPLES

MARYLAND STATE DEPARTMENT OF EDUCATION

Division of Special Education/Early Intervention Services (DSE/EIS)

SFY 2016 LPF/One-Time (3-21)/One-Time (3 to K) - Discretionary Priority Template

Grantee: *Sample Medium LSS/PA*

Priority: Local - Early Childhood

Defined Need: (Data, analysis of data, source of data and identified need must be included. Consider the components of the [TAP-IT](#) model for data informed decision making.)

The Cross Functional Team (*a standing team from divisions across the system that includes stakeholders and IHE representatives*) observed, through analysis of data that the system is currently below the state target on the 3-5 Outcome Indicators. In the area of Social Emotional Skills, the system has 57.6% of the students exit with substantial growth when the state target is 68.3% and 70.4% exit within age expectations when the state target is 74.5%. In the area of Use of Knowledge and Skills, the system has 61.4% exit with substantial growth when the state target is 68.6% and 57.4% exit within age expectation when the state target is 59.3%. In the area of use of Appropriate Behaviors, the system has 50% exit with substantial growth when the state target is 63.7% and 55.6% exit within age expectation when the state target is 66.2%. Limited data will also be available for children with initial IEPs as of July 1, 2015 who participate in the COS process.

Parent survey on school readiness indicated that only 35% of parents surveyed were familiar with school readiness expectations for children entering kindergarten; only 20% were aware of strategies that could be implemented at home to benefit their child.

Teacher observation and survey indicated that only 40% of teachers and related service providers were aware of the Integrated Therapy Model and only 20% implementing it.

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 Division of Special Education/Early Intervention Services (DSE/EIS)
SFY 2016 LPF/One-Time (3-21)/One-Time (3 to K) - Discretionary Priority Template
Grantee: *Sample Medium LSS/PA*

Priority: Early Childhood

Intended Outcome(s):

By September 2016 every child with an IEP will have demonstrated progress in school readiness as measured through the Child Outcome Summary (COS) process and Work Sampling System (WSS) exit data for those children who had WSS entry data as of June 30, 2015

<i>Strategy #</i>	<i>Strategies to Achieve Outcome</i>	<i>Resources</i>	<i>Evaluation</i>	<i>Timeline</i>
#1	Establish a co-teaching program within the Judy Center that will include 10 students ages 3 and 4 as well as at least 10 typical peers to address school readiness skills. This co-taught (general and special educator) program will provide an inclusive learning opportunity for children, with the intent of improving child outcomes and narrowing the school readiness gap.	The Judy Center partnership Staff development on Early Learning Standards and differentiating instruction	SPP Indicator 7, child outcomes Early Learning Assessment (ELA) Work Sampling System COS	August 2015-June 2016
#2	Building a Partnership: Family Support Evening. The goal of the evening will be to build a partnership between school and home to foster school readiness expectations.	LSS reflective coaches Website-family portfolio Tech trainer Custodian	Data from the website Knowledge of School Readiness pre and post survey	March 2016-August 2016
#3	Professional Learning Institute on the evidence based practice of Integrated Therapy (Robin McWilliam model). 20 staff members.	Combined Face to Face and Webinar Series	Checklist Video sampling Observation	August 2015-May 2016

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Special Education/Early Intervention Services

SFY 2016 LPF/1-Time 611/1-Time Preschool - Priority Budget Worksheet

Grantee

Priority

Local - Early Childhood

CATEGORY/PROGRAM	BUDGET OBJECT							BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS		
211 Plant Maintenance		2,250.00						2,250.00
								0.00
								0.00
203-205 Instruction Categories	SFY 2016 LPF Grant Auto-Aggregating Section							
Prog.								0.00
Prog.								0.00
Prog 07 Non Public Transfers								0.00
206 Special Education								
Prog 04 Public Sch Instr. Prog.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prog 09 Instruction Staff Dev.	0.00	18,000.00	1,500.00	0.00	0.00	0.00	0.00	19,500.00
Prog 15 Office of the Principal	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prog 16 Inst. Admin & Superv.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
207 Student Personnel Serv.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
208 Student Health Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
209 Student Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
212 Fixed Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
214 Community Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditures By Object	0.00	20,250.00	1,500.00	0.00	0.00	0.00	0.00	21,750.00

CATEGORY/PROGRAM	BUDGET OBJECT							BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS		
								0.00
								0.00
								0.00
203-205 Instruction Categories	SFY 2016 One-Time Supplemental Grant (3-21)							
Prog.								0.00
Prog.								0.00
Prog 07 Non Public Transfers								0.00
206 Special Education								
Prog 04 Public Sch Instr. Prog.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prog 09 Instruction Staff Dev.	0.00	900.00	0.00	0.00	0.00	0.00	0.00	900.00
Prog 15 Office of the Principal	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prog 16 Inst. Admin & Superv.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
207 Student Personnel Serv.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
208 Student Health Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
209 Student Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
212 Fixed Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
214 Community Services	0.00	0.00	1,440.00	0.00	0.00	0.00	0.00	1,440.00
Total Expenditures By Object	0.00	900.00	1,440.00	0.00	0.00	0.00	0.00	2,340.00

CATEGORY/PROGRAM	BUDGET OBJECT							BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS		
								0.00
								0.00
								0.00
203-205 Instruction Categories	SFY 2016 One-Time Supplemental Grant (3 to K)							
Prog.								0.00
Prog.								0.00
Prog 07 Non Public Transfers								0.00
206 Special Education								
Prog 04 Public Sch Instr. Prog.	0.00	0.00	3,400.00	0.00	0.00	0.00	0.00	3,400.00
Prog 09 Instruction Staff Dev.	0.00	0.00	1,000.00	0.00	0.00	0.00	0.00	1,000.00
Prog 15 Office of the Principal	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prog 16 Inst. Admin & Superv.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
207 Student Personnel Serv.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
208 Student Health Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
209 Student Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
212 Fixed Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
214 Community Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expenditures By Object	0.00	0.00	4,400.00	0.00	0.00	0.00	0.00	4,400.00

Budget Detail Section

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.

FUND Source	STRATEGY	CATEGORY/ PROGRAM	OBJECT	DESCRIPTION	AMOUNT
1 Time 3toK	1	20604	3 - Supplies & Materials	Paper Consumables, Finger Paints, Manipulatives, Books, Blocks - 20 children; @ \$50/child	\$1,000
1 Time 3toK	1	20604	3 - Supplies & Materials	PD in EI Standards @ \$20/copy x 20 teachers = \$400; Evidence based approaches to differentiate instruction - Resource materials for 20 staff @ \$50 ea. for 2 days = \$2,000	\$2,400
LPF	1	20609	2 - Contracted Services	PD in co-Teaching: 1 x / month @ \$1000; 9 sessions	\$9,000
LPF	2	20609	3 - Supplies & Materials	Tablet Technology: 2 tablets @ \$750 ea. = \$1,500	\$1,500
1 Time 3 21	2	214	3 - Supplies & Materials	1 meeting per month for 9 mos. (Sept. - May) \$8/familyx 20 familiesx 9 events = \$1,440	\$1,440
1 Time 3 21	2	20609	2 - Contracted Services	Webmaster/Trainer - 1 day/month @ \$100/day for 9 months=\$900	\$900
LPF	2	211	2 - Contracted Services	Custodian - 9 nights @ \$250/night = \$2,250	\$2,250
LPF	3	20609	2 - Contracted Services	Consultant for 1 day face-to-face @ \$5,000 = 4 webinar sessions @ \$2,000 ea. = \$9,000	\$9,000
1 Time 3toK	3	20609	3 - Supplies & Materials	Handouts/Materials for 20 teachers @ \$50/teacher for Face-to-face & webinar series	\$1,000
Choose from Menu	3				
TOTAL:					\$28,490

