



FFY 2022 / SFY 2023
Local Application for Federal Funds [LAFF]
Information Session 2

MSDE, Division of Early Intervention & Special Education Services

May 10 , 2022

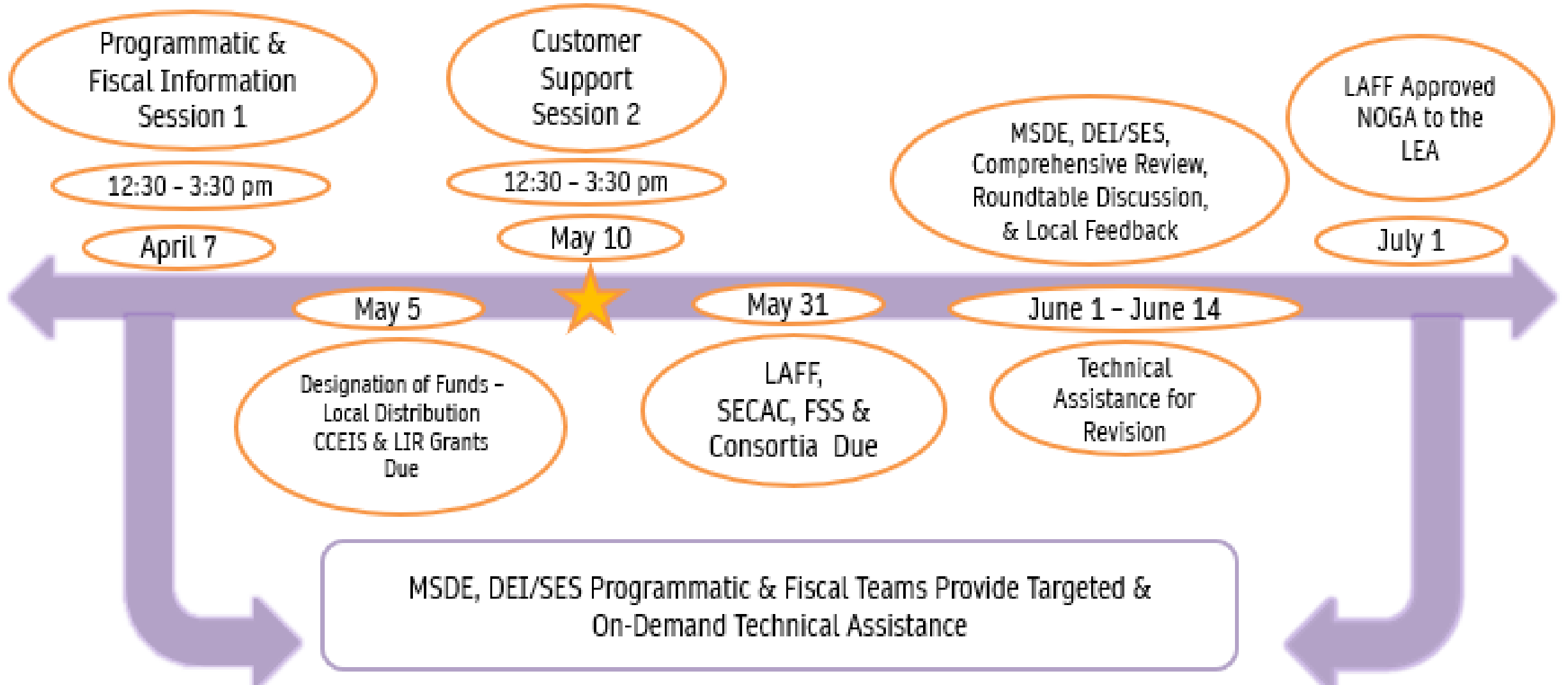
Gary Richardson, Chief for Resource Management and Monitoring

Alicia Palmer, Section Chief for Grants

Jamalden Gowans, Fiscal Liaison

Jacqueline Woodruff, Fiscal Liaison

LAFF TIMELINES



WEB PAGE RESOURCES



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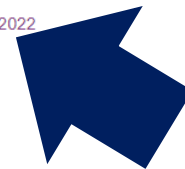
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April 7 / May 10
Meeting Page



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MARYLAND STATE Department of Education

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- Early Intervention and Special Education Services
- Maryland's Infants and Toddlers Program
- Preschool Special Education
- Specially Designed Instruction & Transition Planning
- Family Support Services
- Maryland's Autism Waiver
- Hearing Aid Loan Bank
- Maryland Nonpublic Special Education
- Interagency Collaboration Branch
- Interagency Rates Committee

Local School Systems (LSS) / Public Agencies (PA) - Part B Grants Submissions Timeline

IDEA Part B Federal Fiscal Years (FFY) 2021 and 2022 / State Fiscal Years (SFY) 2022 and 2023

Each Maryland local education agency (LEA) and public agency (PA) receiving federal Individuals with Disabilities Education Act (IDEA) funds are required to develop and submit an application for the expenditure of federal funds in support of special education or early intervention programs in order to provide a free appropriate public education (FAPE) for children and students with disabilities.

All LEA/PA Part B applications, budget, and post-application submissions must comply with applicable programmatic and fiscal regulations.

The Part B Grants Submission Timeline provides guidance related to the timely application and reporting process. To ensure the use of the correct submission documents, download the forms just prior to completing them by

Division of Early Intervention and Special Education Services

- Overview

Resource Management and Monitoring Branch

- Overview
- Non-Public Special Education Section

Grant Submissions Calendars

- LSS/PA Part B
- LSS/PA Part C
- Non-LSS/IHE
- Home Visiting Agencies

Resources

- Federal
- State

Meetings

- April 7, 2022

PART B DOCUMENTS AND RESOURCES

- › Preschool Special Education
- › Specially Designed Instruction & Transition Planning
- › Family Support Services
- › Maryland's Autism Waiver
- › Hearing Aid Loan Bank
- › Maryland Nonpublic Special Education
- › Interagency Collaboration Branch
- › Interagency Rates Committee

Part B

- Agenda
 - April 7, 2022 - SFY 223 Annual Programmatic and Fiscal Meeting [PowerPoint]
- FFY 2022 / SFY 2023 Local Application for Federal Funds (LAFF)
 - Grants Information Guide (GIG)
 - Grants Application (May 31)
 - Family Support Services Template (May 31)
 - Local Implementation for Results (LIR) (August 15)
 - Early Childhood LIR Template
 - Secondary Transition LIR Template
 - Access, Equity, Progress LIR Template
- FFY 2022 / SFY 2023 LAFF Application Budget Documents
 - EXCEL Workbook including
 - Comparative Staffing/Funding Data Form (May 31)
 - FFY 2022 / SFY 2023 Special Education & Related Services BUDGETED Expenditures (May 31)
 - C - 1- 25 and Budget Detail
- FFY 2022 / SFY 2023 LAFF Review Tool
- FFY 2022 / SFY 2023 Comprehensive Coordinated Early Intervening Services Plan Template (June 15)
 - C - 1- 25 and Budget Detail

› Non-Public Special Education Section

Grant Submissions Calendars

- › LSS/PA Part B
- › LSS/PA Part C
- › Non-LSS/IHE
- › Home Visiting Agencies

Resources

- › Federal
- › State

Meetings

- › April 7, 2022

Downloads work best with:



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SUBMISSION CHANGES



<https://msde.sftp.md.gov/>

Folders

Home > Distribution > PBG-LSS > PBG-LSS

Find: Drop files to upload.

| <input type="checkbox"/> | Name | <input checked="" type="checkbox"/> | Size/Contents | Creator | Created | <input type="checkbox"/> | Actions |
|--------------------------|-----------------|-------------------------------------|---------------|---------|----------------------|--------------------------|---------|
| | ↑ Parent Folder | | | | | | |
| <input type="checkbox"/> | Folder FromMSDE | | 4 | | 3/23/2022 9:28:52 AM | <input type="checkbox"/> | ✕ ⚙ |
| <input type="checkbox"/> | Folder ToMSDE | | 3 | | 3/23/2022 9:28:03 AM | <input type="checkbox"/> | ✕ ⚙ |

How & Why?

GRANT INFORMATION GUIDE

Local Application for Federal Funds (LAFF)

Federal Fiscal Year (FFY) 2022

State Fiscal Year (SFY) 2023

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

Deadline
May 31, 2022
No later than 5:00 pm EST



What?

APPLICATION

Local Application for Federal Funds
(LAFF)

Federal Fiscal Year (FFY) 2022

State Fiscal Year (SFY) 2023

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

Deadline
May 31, 2022
No later than 5:00 pm EST

How Many & How Much?

LOCAL APPLICATION FOR FEDERAL FUNDS (LAFF)

Federal Fiscal Year (FFY) 2022 State Fiscal Year (SFY) 2023



Submissions Workbook (EXCEL)



Due: May 31,
2022

CLOSER LOOK



APPLICATION

Local Application for Federal Funds
(LAFF)
Federal Fiscal Year (FFY) 2023
State Fiscal Year (SFY) 2023

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

Deadline
May 31, 2022
No later than 5:00 pm EST

SFY 2023 Local Application for Federal Funds (LAFF)

April 7 - May 31, 2022

IDEA Maintenance of Effort (MOE) Eligibility Template

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

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

| Source of funds | <input type="checkbox"/> Option 1 Total expenditures Local funds only | <input type="checkbox"/> Option 2 Per capita expenditures Local funds only | <input type="checkbox"/> Option 3 Total expenditures State & local funds | <input type="checkbox"/> Option 4 Per capita expenditures State & local funds |
|--|---|--|--|---|
| SFY 2021 Ages 3 - 21 Actual expenditures | | | | |
| SFY 2023 Ages 3 - 21 Budgeted expenditures | | | | |
| October 2020 child count Per capita MOE Number of students | n/a | | n/a | |
| October 2021 child count Per capita MOE Number of students | n/a | | n/a | |

LEA IDEA Eligible (MSDE ONLY) YES NO

Note: Each LEA is responsible for maintaining sufficient documentation to verify eligibility and compliance with the MOE, consistent with [34 CFR §§ 300.203 - 300.205](#) and any related Office of Management and Budget (OMB) guidance.

CLOSER LOOK



APPLICATION

**Local Application for Federal Funds
(LAFF)
Federal Fiscal Year (FFY)
State Fiscal Year 2023**

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

Deadline
May 31, 2022
No later than 5:00 pm EST

Application Cover Page

Jurisdiction: [Identify the Local System.]

Date:

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

Director of Special Education Name:

Email:

Phone:

Local School System Finance Officer Name:

Email:

Phone:

Chief Financial Officer Name:

Email:

Phone:

Special Education Citizen Advisory Committee (SECAC)

Chairperson Contact Name:

Email:

Phone:

Other Grant Contact Name:

Email:

Phone:

Federal Employer ID number:

UEI number:

Expiration Date:

SAMPLE COUNTY PUBLIC SCHOOLS • Active Registration

DUNS Unique Entity ID
115725410

CAGE Code
6XXX2

Physical Address 1234
Main AVE, BALTIMORE,
MD 21201 USA

SAM Unique Entity D
ZA 2MQXRE2GYF5

Entity **7**

Expiration Date
Feb 23, 2023

Purpose of Registration
Federal Assistance Awards

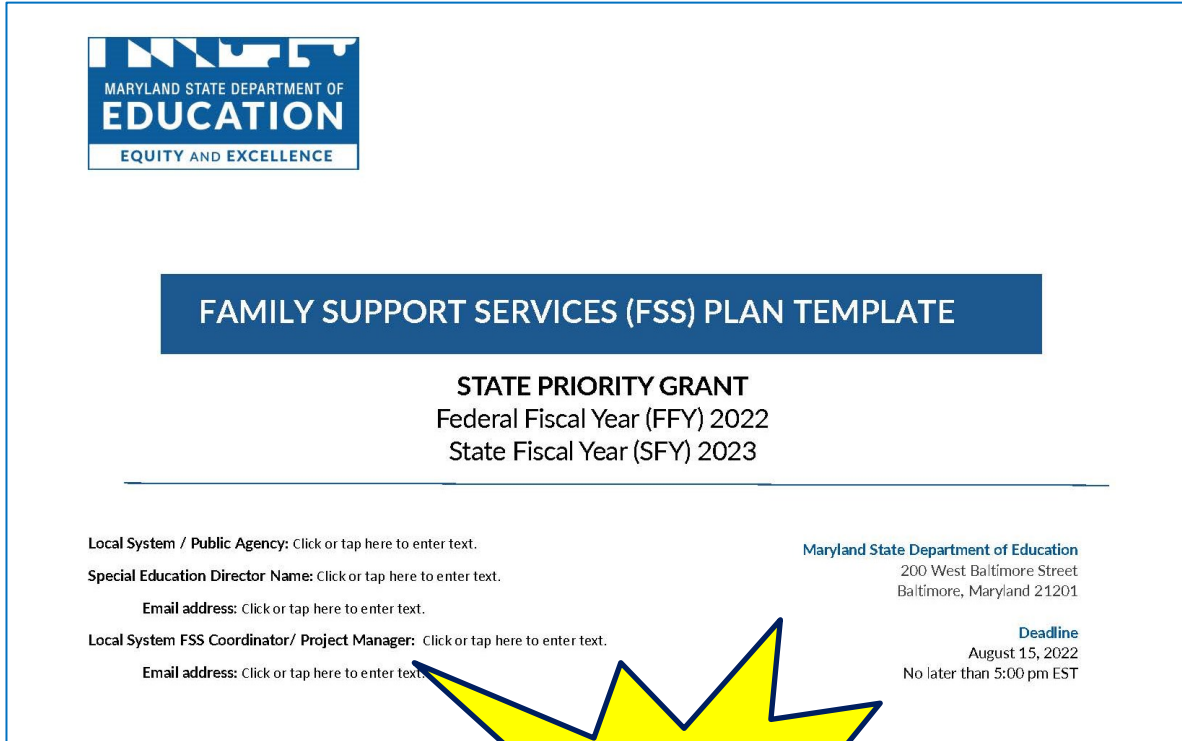


STATE PRIORITY FOCUS AREAS



- **Family Support Services [FSS]**
 - Building strong supports for children and youth with disabilities and their families
 - Parent Participation data used to inform local decisions
 - Meaningful collaboration to promote improved access and outcome for children with disabilities
 - Capacity building for families related to active & informed IEP decisions
- **Local Implementation for Results [LIR]**
 - Early Childhood – School Readiness
 - Secondary Transition – Outcomes for Youth ages 14 – 21
 - Access, Equity, Progress – Narrowing the Gap

KEY CONSIDERATIONS



The screenshot shows a form titled "FAMILY SUPPORT SERVICES (FSS) PLAN TEMPLATE" under the heading "STATE PRIORITY GRANT Federal Fiscal Year (FFY) 2022 State Fiscal Year (SFY) 2023". The form includes several input fields: "Local System / Public Agency", "Special Education Director Name", "Email address", "Local System FSS Coordinator/ Project Manager", and another "Email address". On the right side, contact information for the Maryland State Department of Education is provided, along with a "Deadline" of August 15, 2022, with a note "No later than 5:00 pm EST".

**Due: May 31,
2022**

- Emphasis on the 3 Priority Areas – Pick 1, 2 or 3
- Use a range of data for plan development
- Collaborate with Local and State Family Support Service representative

STATE PRIORITY FOCUS: LOCAL IMPLEMENTATION FOR RESULTS (LIR)

Due: AUGUST
15, 2022



Elevating School Readiness through

- Natural & Inclusive Environments
- Effective IFSPs and IEPS
- Cross-Disciplinary Teaming Practices & Family Partnerships
- Job-embedded, Inclusive Professional Learning & Coaching
- Evidence-Based Intervention Practices

Building a Comprehensive Secondary Transition System through

- Effective IEP Secondary Transition Planning [ages 14 – 21]
- Evidence-Based Practices & Predictors with Fidelity
- Stakeholder Linkages & Implementation
- Job-embedded, Inclusive Professional Learning & Coaching related to CTE, Work-based Learning, Community & Higher Education Outcomes

Narrowing the Gap through

- Effective SDI within an Integrated Tiered System of Supports
- Access to General Education with Outcomes
- SEL & Behavioral Supports with Fidelity
- Job-embedded, Inclusive Professional Learning & Coaching
- Cross-Disciplinary Teaming Practices & Family Partnerships Practices

STATE PRIORITY FOCUS: LOCAL IMPLEMENTATION FOR RESULTS (LIR)



Enter your LSS/PA.

EARLY CHILDHOOD (EC) PLAN TEMPLATE

**LOCAL IMPLEMENTATION FOR RESULTS (LIR)
STATE PRIORITY GRANT**
Federal Fiscal Year (FFY) 2022
State Fiscal Year (SFY) 2023



SECONDARY TRANSITION (ST) PLAN TEMPLATE

**LOCAL IMPLEMENTATION FOR RESULTS (LIR)
STATE PRIORITY GRANT**
Federal Fiscal Year (FFY) 2022
State Fiscal Year (SFY) 2023



ACCESS, EQUITY, PROGRESS (AEP) PLAN TEMPLATE

**LOCAL IMPLEMENTATION FOR RESULTS (LIR)
STATE PRIORITY GRANT**
Federal Fiscal Year (FFY) 2022
State Fiscal Year (SFY) 2023



BEST PRACTICES FOR PLANNING Local Implementation for Results



EARLY CHILDHOOD – SECONDARY TRANSITION – ACCESS, EQUITY, PROGRESS

Grant Period: October 1, 2022-September 30, 2024 (24 months)

The LIR grants are a formula-based State priority grant opportunity provided to each LEA serving as a catalyst for addressing systemic change priorities aligned with the three *Moving Maryland Forward* Strategic Imperatives: Early Childhood, Secondary Transition, and Access-Equity-Progress and focused on child, student, and family outcomes and specific disparities to the federal Indicators (State Performance Plan (SPP) and Annual Performance Results (APR)). Using data-driven decision making the LEA identifies the change actions including, evidence-based practices, strategic collaboration, families as engaged partners necessary to narrow performance gaps for children and youth with disabilities, ages birth through twenty-one and their families.

SFY 2023 LIR Plans are due to MSDE on or before August 15, 2022. Plans are uploaded to [MOVEit](#).

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

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

BEST PRACTICES FOR LIR PLAN DEVELOPMENT

- Collaborate with your MSDE Liaisons for the development and implementation your plan. Consider sharing a draft of the plan before getting signatures to share ideas and feedback.
- Plan activities that consider lessons learned from previous plans to continue building and sustaining a comprehensive system.
- Plan for sustainability from the beginning and revisit throughout the grant period.
- Consider both the current infrastructure factors (includes consistent messaging about evidence-based practices and allocation of resources and supports) and professional learning factors (includes staff selection, training, coaching, performance assessment/fidelity) that facilitate or impede implementation of evidence-based practices.
- Ensure that internal and external partners critical to the successful implementation of the local plan are included on the local team, with roles and expectations for participation in the plan implementation clearly articulated for all members



COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES [CCEIS]

34 CFR § 300.226, 34 CFR § 300.646



- Reserves mandatory 15% of Part B 611 & 619
- Identifies and addresses factors contributing to system level significant disproportionality
- Provides support to children with or without IEPs, age 3 through grade 12 (cannot be used fully on SWD or IEP Services)
- Uses funding to supplement not supplant State, local, and other federal funds
- Tracks and monitors expenditures aligned to use of funds

Plan Template

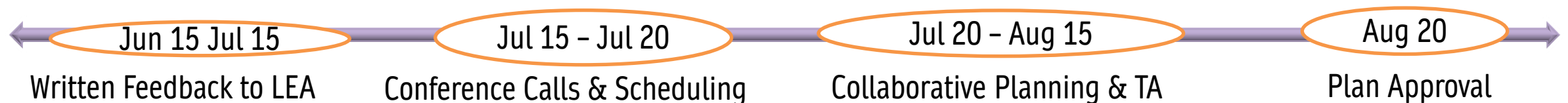
Comprehensive Coordinated Early Intervening Services (CCEIS) Plan Template
IDEA Part B
SFY 2023

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

Deadline
June 15, 2022
No later than 5:00 pm EST

CCEIS PLAN REQUIREMENTS SFY 2023

- Active Engagement of Local Implementation Team
- Designation of Funds
- Reflective Data Analysis *inclusive of* Self-Assessment Tool & Root Cause Analysis
- Targeted Planned Response Actions addressing
 - Review and/or Adjustments to Policies, Procedures, &/or Practices
 - Interventions [Academic &/or Behavioral]
 - Professional Learning Activities [Capacity Building]
- Quantitative & Qualitative Measures of Progress
- Fiscal Projections aligned with Root Cause Factors & Mitigating Actions





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- > [Early Intervention and Special Education Services](#)
- > [Maryland's Infants and Toddlers Program](#)
- > [Preschool Special Education](#)
- > [Specially Designed Instruction & Transition Planning](#)
- > [Family Support Services](#)
- > [Maryland's Autism Waiver](#)
- > [Hearing Aid Loan Bank](#)
- > [Maryland Nonpublic Special Education](#)
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Comprehensive Coordinated Early Intervening Services (CCEIS)

What is Significant Disproportionality in Special Education?

Significant Disproportionality is the persistent over-representation of one or more student groups in one or more of the above categories that do not show meaningful signs of improvement. In Maryland, a local education agency (LEA) is determined to be significantly disproportionate if it has one or more subgroups of students evidencing a risk ratio of greater than 2.0 for two or more consecutive years (unless the risk ratio declines by a defined amount (.15 if less than 4.0 and .5 if over 4.0) from one year to the next. (COMAR 13A.05.02.04, Adopted May 22, 2018)

What is CCEIS?

IDEA regulations guiding the mandatory provision of CCEIS require LEAs identified by the State as having significant disproportionality based on race or ethnicity to reserve 15 percent of IDEA Part B Section 611 and Section 619 funds to implement a comprehensive system of proactive and responsive actions to address root cause

Division of Early Intervention and Special Education Services

- > [Overview](#)

Resource Management and Monitoring Branch

- > [Overview](#)
- > [Non-Public Special Education Section](#)

Grant Submissions Calendars

- > [LEA/PA Part B](#)
- > [LEA/PA Part C](#)
- > [Non-LEA/IHE](#)
- > [Home Visiting Agencies](#)

Resources

- > [Federal](#)
- > [State](#)
- > [CCEIS](#)

Meetings

- > [April 7, 2022](#)



<https://marylandpublicschools.org/programs/Pages/Special-Education/rmmb/Grants/CCEIS/index.aspx>

GRANTS MANAGEMENT - SAFEGUARDS



- ✓ **Full Expenditure** of *all* Passthrough Funds [Part B 611 & 619]
- ✓ **Timely** Reporting and Requests for Payment and/or Amendment
- ✓ **Tracking** and **Monitoring** of Spending aligned to **Funding Source**
- ✓ **Personnel Activity Certifications**
- ✓ **Written Procedures** to Ensure Programmatic and **Fiscal Input**

DUE DATES are **FIRM**



SUPPORT NETWORK



| Region 1 | Region 2 | Region 3 | Region 4 | Region 5 |
|---|---|--|--|---|
| Allegany Carroll Frederick Garrett Washington MD School/Deaf Δ | Howard Montgomery Prince George's | Baltimore Co Baltimore City Cecil Harford DJS *** SEED School *** MD School/Blind Δ MD Dept. of Labor | Anne Arundel** Calvert * Charles * St. Mary's * | Caroline Dorchester Kent Queen Anne's Somerset Talbot Wicomico Worcester |

| | | | | | |
|------------------------------------|--|------------------|--|---|-----------------|
| Fiscal Part C | Glenn Grayman | Glenn Grayman | Glenn Grayman | Glenn Grayman | Glenn Grayman |
| Fiscal Part B | Jacqueline Woodruff | Jamalden Gowans | Alicia Palmer | Jacqueline Woodruff * Alicia Palmer ** | Jamalden Gowans |
| Early Childhood | Erin Simmons | Marsye Kaplan | Marny Helfrich | Nancy Vorobey | Marsye Kaplan |
| Secondary Transition | Michele Weddle Conchita Hernandez Δ | Dottie Powell | Michele Weddle Jeff Wyatt *** Conchita Hernandez Δ | Jeff Wyatt | Dottie Powell |
| Access, Equity, Progress | Lindsey Goodrich | Lindsey Goodrich | Marny Helfrich | Brittany Bruno | Karla Marty |
| CCEIS / Access & Equity | Paula Gonce | Paula Gonce | Paula Gonce | Paula Gonce | Paula Gonce |