

**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

**Plan Template**

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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**Cover Page**

**Local System:** Identify the Local System.

**Date Submitted:** Click or tap to enter a date.

**Contact Information for Person Submitting Form**

 **Name/ Position Title:** Click or tap here to enter text.

 **Email:** Click or tap here to enter text.

 **Telephone:** Click or tap here to enter text.

**Local System Implementation Team**

Identify the members of the LEA team responsible for the co-development, data input/root cause analysis, co-implementation, and co-evaluation of the LEA’s CCEIS Plan. The goal of this team is to build the systemic awareness and leadership support necessary for organizational change and sustainability.

| **Name** | **Position Title/Agency** |
| --- | --- |
| Click or tap here to enter text. | \* Director of Special Education |
| Click or tap here to enter text. | \* Local Chief Academic Officer (Assistant Superintendent of Instruction) |
| Click or tap here to enter text. | \* Local Finance Officer/Representative |
| Click or tap here to enter text. | \* Data Manager |
| Click or tap here to enter text. |  \* Preschool Coordinator |
| Click or tap here to enter text. |  \* Equity Coordinator |
| Click or tap here to enter text. |  Other: Click or tap here to enter text. |
| Click or tap here to enter text. |  Other: Click or tap here to enter text. |

\* Required members of the local system team.

Provide proposed frequency of Local System Implementation Team meetings aligned with the SFY 2023 implementation timeline.Click or tap here to enter text.

**Reserved Funds**

In accordance with [34 CFR §300.646](http://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&SID=51d46c79ed1538435d49ab9885d21808&rgn=div5&view=text&node=34:2.1.1.1.1&idno=34#34:2.1.1.1.1.3.55.22) and federal guidance [Significant Disproportionality (Equity in IDEA) Essential Questions and Answers (March 2017)](https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17.pdf), any local system identified as having significant disproportionality must reserve 15% of its federal Part B allocation to provide comprehensive coordinated early intervening services (CCEIS), to address root causes of the significant disproportionality. The reserved funds must be calculated based on both the local system’s Part B 611 (611 funds) and Part B 619 (619 funds) total combined passthrough funds. However, a local system retains full flexibility regarding whether the reservation is made with 611 funds, 619 funds, or both. Part B 619 funds reserved for this purpose may be expended for any approved CCEIS activity and are not limited to services for students ages 3 – 5. **Table 1** identifies the amounts reserved from each Part B fund source as noted on the ***SFY 2023 Local Allocation Sheet***. The LEA total allocation of 611 and 619 funds ***and*** the reserved 611 and 619 are prepopulated by the State fiscal liaison.

Enter the amount of 611 funds and 619 funds the system will use for the CCEIS plan in the “Local System” section. Please note, if planning to use amounts that are different from the State’s calculation for the respective 611 funds and 619 funds, the amounts provided must equal the total combined amount of 611 funds + 619 funds.

**Table 1**

| Allocated 611 Passthrough Funds  |  | Allocated 619 Preschool Funds |  | Allocated Total 611 + 619 Funds |
| --- | --- | --- | --- | --- |
| Enter text. | **+** | Enter text. |  | Enter text. |
| State Calculated 611 CCEIS Funds |  | State Calculated 619 CCEIS Funds |  | State Calculated Total 611 + 619 Funds\* |
| Enter text. | **+** | Enter text. | **=** | Enter text. |
| Local System 611 CCEIS Plan Funds |  | Local System 619 CCEIS Plan Funds |  | Local CCEIS Plan Total 611 + 619 Funds\* |
| Enter text. | **and/or** | Enter text. | **=** | Enter text. |

\* Must equal the **State Calculated Total** above

**Categories of Analysis / Significant Disproportionality**

Significant disproportionality is determined based on data patterns over two or more years. The data represented below includes information included in the ***SFY 2023 Letter of Significant Disproportionality***, March 25, 2022**.** The LEA is required to review the data provided, in addition to historical trends and recent system data to conduct a programmatic self-assessment and root cause analysis.

Each table is structured to display the specific local system data related to the **Category of Analysis / Significant Disproportionality**. The data has been prefilled by the MSDE, School Age Performance Specialist. Data pertinent to **at-risk populations** for significant disproportionality is included to promote the consideration of proactive, mitigating actions necessary to avoid additional determinations.

**Table 2 – Identification**

| **Category of Analysis / Significant Disproportionality** | **Race/Ethnicity** | **Risk Ratio:** **19-20** | **Risk Ratio:** **20-21** | **Progress** | **Risk Ratio Needed to Achieve Reasonable Progress for 2021-2022** |
| --- | --- | --- | --- | --- | --- |
| Select the Identification category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. |
| Select the Identification category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. |
| Select the Identification category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. |
| Select the Identification category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. |

***Areas of Significant Disproportionality – MUST be addressed with one or more Proposed Response Actions (PRA).***

| **At-Risk for Significant Disproportionality - Identification** | **Race/Ethnicity** | **Risk Ratio:** **19-20** | **Risk Ratio:** **20-21** | **1 year****Change** |
| --- | --- | --- | --- | --- |
| Select the Identification category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |
| Select the Identification category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |
| Select the Identification category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |
| Select the Identification category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |

**Table 2 –Placement**

| **Category of Analysis / Significant Disproportionality** | **Race/Ethnicity** | **Risk Ratio:** **19-20** | **Risk Ratio:** **20-21** | **Progress** | **Risk Ratio Needed to Achieve Reasonable Progress for 2020-2021 2021-2022** |
| --- | --- | --- | --- | --- | --- |
| Select the Placement category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. |
| Select the Placement category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. |
| Select the Placement category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. |
| Select the Placement category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. |

***Areas of Significant Disproportionality – MUST be addressed with one or more Proposed Response Actions (PRA).***

| **At-Risk for Significant Disproportionality - Placement** | **Race/Ethnicity** | **Risk Ratio:** **19-20** | **Risk Ratio:** **20-21** | **1 year****Change** |
| --- | --- | --- | --- | --- |
| Select the Placement category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |
| Select the Placement category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |
| Select the Placement category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |

**Table 2 – Disciplinary Removals**

| **Category of Analysis / Significant Disproportionality** | **Race/Ethnicity** | **Risk Ratio:** **19-20** | **Risk Ratio:** **20-21** | **Progress** | **Risk Ratio Needed to Achieve Reasonable Progress for 2021-2022** |
| --- | --- | --- | --- | --- | --- |
| Select the Disciplinary Removals category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. |
| Select the Disciplinary Removals category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. |
| Select the Disciplinary Removals category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. |
| Select the Disciplinary Removals category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. |

***Areas of Significant Disproportionality – MUST be addressed with one or more Proposed Response Actions (PRA).***

| **At-Risk for Significant Disproportionality – Disciplinary Removals** | **Race/Ethnicity** | **Risk Ratio:** **19-20** | **Risk Ratio:** **20-21** | **1 year****Change** |
| --- | --- | --- | --- | --- |
| Select the Disciplinary Removals category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |
| Select the Disciplinary Removals category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |
| Select the Disciplinary Removals category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |

**Programmatic Self-Assessment and Root Cause Analysis**

For each area of **identified significant disproportionality** (and risk areas, as appropriate), the LEA conducts a review of data from multiple sources to determine patterns, trends, and consider root causes. This data analysis **must examine the decision-making** **processes, procedures, and practices** for students ages 3 through 21 with an intentional focus on the impact of Identification, Placement, and Disciplinary Removals on local system **trends, patterns, and outcomes**. The goal of the analysis is to identify factors contributing to **disparate impacts** on different racial and ethnic groups. The DEI/SES Access, Equity, and Progress Specialist, School-Age Performance Specialist, and Early Childhood Performance Specialist provide technical assistance to the local team in compiling data and conducting a self-assessment, including **the analysis** **of preschool data** related to Identification and Disciplinary Removals as it relates to the long-term effect on disproportional representation.

**MSDE, DEI/SES has provided links to self-assessment resources that may assist the local system’s root cause analysis.**

[**IDEA Data Center – Equity, Inclusion, and Opportunity: How to Address Success Gaps Rubric**](https://www.ideadata.org/sites/default/files/media/documents/2017-09/success_gaps_rubric_0.pdf)

[**Distinguishing Difference from Disability: The Common Causes of Racial/Ethnic Disproportionality in Special Education**](https://research.steinhardt.nyu.edu/scmsAdmin/media/users/ll81/Common_Causes_Brief_TAC-D.pdf)

[**Preventing Disproportionality by Strengthening District Policies and Procedures – An Assessment and Strategic Planning Process**](https://spptap.org/wp-content/uploads/2011/06/district_rubric.pdf)

[**Addressing the Root Causes of Disparities in School Discipline**](https://spptap.org/wp-content/uploads/2016/10/15-1547-NCSSLE-Root-Causes-Guide-FINAL02-mb.pdf)

**The LEA must identify the self-assessment tool and attach the results**.

**Describe the Self – Assessment Process and Data Findings:**

Click or tap here to enter text.

This **reflective data analysis** considers factors within the local system’s control or influence impacting significant disproportionality including inequities related to district and/or school resources; consistent implementation of system policies, procedures, and practices at the district, school, or classroom level; and environmental factors such as trauma, poverty, or access to health and human services.

Contributing **root cause factors** may include, among other identified factors, a lack of access to evidence-based instruction; economic, cultural, or linguistic barriers to appropriate identification or placement in particular educational settings; inappropriate use of disciplinary removals; lack of access to appropriate diagnostic screenings; differences in academic achievement levels; and/or policies, practices, or procedures that contribute to the significant disproportionality.

As a result of the **self-assessment and root cause analysis** the LEA is asked to identify the individual school(s) or region(s) within the local system that are the most significantly disproportionate **or** settings where focused academic/behavioral intervening supports and/or professional development will most likely lead to “reasonable progress”.

In **Table 3**, use the **Guiding Questions** linked to **EACH category of significant disproportionality (SD)** to facilitate analysis and summary of local data trends to identify the root cause by considering factors such as race and culturally based-beliefs, inconsistent implementation of systemic or school-based procedures, and/or access to evidence-based instructional academic or behavioral practices.

Complete Table 3.

**Table 3 –** [**Identification – Students with Disabilities and/or Particular Disability**](#Identification_GuideQuestions)

Review data from individual schools and/or feeder patterns to determine which schools or groups of schools are contributing to patterns of disproportionality.

**Note:** for **Identification**, it may be helpful to **identify schools with high numbers or rates of recent identifications** in the targeted category, as opposed to the total number of students in the category.

| **School(s)/Region(s)** | **Category of Analysis** | **Racial/Ethnic Group (targeted as Significant Disproportionate)** | **Total enrollment of students in the targeted group with the specific disability** | **Total enrollment of all other students with the specific disability** | **Factors contributing to high rates of identification of targeted students at this school/region**  |
| --- | --- | --- | --- | --- | --- |
| Enter text. | Select the Identification category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |
| Enter text. | Select the Identification category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |
| Enter text. | Select the Identification category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |
| Enter text. | Select the Identification category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |

Based upon the reflective consideration of the guiding questions, data analysis, and the factors contributing to high rates of identification of the targeted students at this school/region, the following Root Causes factors require intervening action(s) for the **Identification – Students with Disabilities and/or Particular Disability.**

|  |  |  |
| --- | --- | --- |
| **Root Cause(s)** **Identify applicable root cause factors** | **Planned Response Action** **Identify the necessary action(s)**  | **PRA****#** |
| Identify the contributing factor(s)/root cause. | Identify the type of activity. | PRA #  |
| Identify the contributing factor(s)/root cause. | Identify the type of activity. | PRA # |
| Identify the contributing factor(s)/root cause. | Identify the type of activity. | PRA # |

**Table 3 –** [**Placement – Students with Disabilities and/or Particular Disability**](#Placement_GuideQuestions)

Review data from individual schools and/or feeder patterns to determine which schools or groups of schools are contributing to patterns of disproportionality.

**Note:** for **Placement**, it may be helpful to **review trends related to initial placement considerations and “home”/sending school IEP Team actions related to more restrictive placements/specialized programs.**

| **School(s)/Region(s)** | **Category of Analysis** | **Racial/Ethnic Group (targeted as Significant Disproportionate)** | **Total enrollment of targeted students in the identified placement** | **# of all other students in the identified placement** | **Factors contributing to higher rates of restrictive placement of targeted students at this school/region**  |
| --- | --- | --- | --- | --- | --- |
| Enter text. | Select the Placement category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |
| Enter text. | Select the Placement category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. |

Based upon the reflective consideration of the guiding questions, data analysis, and the factors contributing to high rates of identification of the targeted students at this school/region, the following Root Causes factors require intervening action(s) for the **Placement – Students with Disabilities and/or Particular Disability.**

|  |  |  |
| --- | --- | --- |
| **Root Cause(s)** **Identify applicable root cause factors** | **Planned Response Action** **Identify the necessary action(s)**  | **PRA****#** |
| Identify the contributing factor(s)/root cause. | Identify the type of activity. | PRA #  |
| Identify the contributing factor(s)/root cause. | Identify the type of activity. | PRA # |
| Identify the contributing factor(s)/root cause. | Identify the type of activity. | PRA # |

**Table 3 –** [**Disciplinary Removals - Students with Disabilities and/or Particular Disability**](#DisciplinaryRemovals_GuideQuestions)

Review data from individual schools and/or feeder patterns to determine which schools or groups of schools are contributing to patterns of disproportionality in disciplinary removals.

| **School(s)/Region(s)** | **Category of Analysis** | **Racial/Ethnic Group****(targeted as Significant Disproportionate)** | **Total enrollment of students in the targeted group** | **# of targeted students with disciplinary removals by category** | **Total enrollment of all other students with disabilities** | **# of all other students with disciplinary removals by category** | **Factors contributing to high rates of disciplinary removals of targeted students at this school/region**  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Enter text. | Select the Disciplinary Removals category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. | Enter text. |
| Enter text. | Select the Disciplinary Removals category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. | Enter text. |
| Enter text. | Select the Disciplinary Removals category. | Race/Ethnicity | Enter text. | Enter text. | Enter text. | Enter text. | Enter text. |

Based upon the reflective consideration of the guiding questions, data analysis, and the factors contributing to high rates of identification of the targeted students at this school/region, the following Root Causes factors require intervening action(s) for the **Disciplinary Removals - Students with Disabilities and/or Particular Disability.**

|  |  |  |
| --- | --- | --- |
| **Root Cause(s)** **Identify applicable root cause factors** | **Planned Response Action** **Identify the necessary action(s)**  | **PRA****#** |
| Identify the contributing factor(s)/root cause. | Identify the type of activity. | PRA #  |
| Identify the contributing factor(s)/root cause. | Identify the type of activity. | PRA # |
| Identify the contributing factor(s)/root cause. | Identify the type of activity. | PRA # |

**Planned Response Action(s) – (CCEIS)**

The Planned Response Action(s) (PRA) describes the specific actions, intervening supports, and capacity-building activities need to target the identified root cause(s) of significant disproportionality. Each PRA includes a projected budget for how the local system will expend the mandatory reserved 611 and 619 funds for CCEIS activities.

Each PRA addresses on Category of Analysis and activities must address the following mitigating actions:

* Review and/or Adjustments to Policies, Procedures, and/or Practices [required annually per regulations].
* Identification of Academic and/or Behavior Interventions implemented as preventative or corrective actions [not identified as an IEP support or service].
* Professional Learning for personnel capacity building focusing on observable changes in the causes of disparate outcomes for students.

As a team, decide how you will address the root cause(s) of disproportionality that you have identified. PRAs should align with the actions/activities identified in Table 3. Types of actions to consider may include:

* Professional learning and coaching to improve implementation of supports and interventions.
* Professional learning and coaching to address implicit bias, inconsistent decision making, or other factors.
* Implementation of academic interventions and supports with targeted students.
* Implementation of behavioral interventions and supports with targeted students.
* Review and revision of policies and procedures; and
* Monitoring of implementation of policies and procedures.

**Key Planning Considerations:**

* Addressing a particular area of disproportionality (e.g., identification, placement, or disciplinary removal) may require more than one planned response action, particularly if there is more than one root cause identified.
* In some cases, the same planned response action may address several sub-areas of disproportionality (e.g., in-school and out-of-school suspensions) if the same root cause factors are presented.
* A separate PRA planning form with a related budget is required.
* Make additional copies, as needed.
* Discuss with your programmatic and fiscal liaisons allowable actions and costs.

**PRA – (CCEIS)**

**PRA # Category of Analysis**

[ ]  **IDENTIFICATION** [ ]  **PLACEMENT** [ ]  **DISCIPLINARY REMOVALS**

Identify the CCEIS Plan Part B funding source for this work: [ ]  CCEIS 611 [ ]  CCEIS 619

| **Significant Disproportionality** | **Identify the category.** **Identify the Race/Ethnicity****Identify the category.****Identify the Race/Ethnicity.** |
| --- | --- |
| **Root Cause**  | **Identify the contributing factor(s)/root cause.** **Additional contributing factor(s)/root cause, if applicable.****Additional contributing factor(s)/root cause, if applicable.**  |

| **Measurable Outcome (Reported during interim and final progress reports.) At least one benchmark is required for each reporting period; additional benchmarks may be added as appropriate.** | **Goal:**By September 30, 2024, Click or tap here to enter text. **Interim Benchmarks:**By January 30, 2023, Click or tap here to enter text. By January 30, 2024, Click or tap here to enter text. |
| --- | --- |

**Data Source(s)/Method(s) for Evaluating**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Source(s)/Method(s) for Evaluating****Include both fidelity of implementation and student outcome measures.****Indicate which data points will be included in the mid-year and year-end progress reports.** | **Frequency** | **Completion Date** | **Staff Responsible** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

| **Complete this section for Review and/or Adjustments to Policies, Procedures, and/or Practices** | **How does this activity address the root cause(s) identified?**Click or tap here to enter text.**What policies, procedures, and/or practices are being targeted?**Click or tap here to enter text. **What schools are targeted for this work?**Click or tap here to enter text.**What is the intended outcome of revisions to the policies, procedures, and/or practices and the impact on the root cause factor(s)?**Click or tap here to enter text.**Who is responsible for the implementation of this activity?**Click or tap here to enter text.**How will the changes be communicated to relevant stakeholders?**Click or tap here to enter text.**How will the implementation of the changes be monitored?**Click or tap here to enter text.**How will the impact to students be measured?****Impact Data:** Click or tap here to enter text. **How will the LEA monitor the impact on adult behaviors and/practices including the implementation of policies, procedures, and practices?**Click or tap here to enter text.**Schedule of Review:** Click or tap here to enter text.**How will the local system communicate/publish the revisions to policies, procedures, and/or practices related to significant disproportionality?**Click or tap here to enter text.**Identify the timeline for implementation of this PRA activity.**Click or tap here to enter text. |
| --- | --- |
| **Complete this section for an Academic or Behavior Intervention**  | [ ]  **ACADEMIC INTERVENTION** [ ]  **BEHAVIOR INTERVENTION****How does the activity address the root cause(s) identified?**Click or tap here to enter text.**What is the intervention to be implemented?** Click or tap here to enter text.**Which school(s) will be involved?**Click or tap here to enter text.**How will students be selected for participation in the intervention?**Click or tap here to enter text.**Approximately how many students with disabilities will participate, by race/ethnicity?**Click or tap here to enter text.**Approximately how many students without disabilities will participate, by race/ethnicity?**Click or tap here to enter text.**Who will implement the intervention?**Click or tap here to enter text.**How will the staff implementing the intervention be trained and coached?** Click or tap here to enter text. **How will fidelity of implementation be monitored?**Click or tap here to enter text.**What student data will be collected and on what schedule?**Click or tap here to enter text. What evidence **Identify the timeline for implementation of this PRA activity.**Click or tap here to enter text. |

**PRA # continued**

|  |  |
| --- | --- |
|  | [ ]  **ACADEMIC INTERVENTION** [ ]  **BEHAVIOR INTERVENTION****How does the activity address the root cause(s) identified?**Click or tap here to enter text.**What is the intervention to be implemented?** Click or tap here to enter text.**Which school(s) will be involved?**Click or tap here to enter text.**How will students be selected for participation in the intervention?**Click or tap here to enter text.**Approximately how many students with disabilities will participate, by race/ethnicity?**Click or tap here to enter text.**Approximately how many students without disabilities will participate, by race/ethnicity?**Click or tap here to enter text.**Who will implement the intervention?**Click or tap here to enter text.**How will the staff implementing the intervention be trained and coached?** Click or tap here to enter text. **How will fidelity of implementation be monitored?**Click or tap here to enter text.**What student data will be collected and on what schedule?**Click or tap here to enter text. What evidence **Identify the timeline for implementation of this PRA activity.**Click or tap here to enter text. |
| **Complete this section for Professional Learning Activities** | **How does the activity address the root cause(s) identified?**Click or tap here to enter text.**What is the intended outcome of the professional learning and its impact on the root cause factor(s)?**Click or tap here to enter text.**Who will participate in the professional learning?****Role(s) of participant(s):** Click or tap here to enter text.**Number of participant(s):** Click or tap here to enter text.**Which schools are being identified by this capacity building activity?** Click or tap here to enter text.**Why were the above-named schools selected?**Click or tap here to enter text.**How will the training be implemented and by whom?****Schedule:** Click or tap here to enter text.**Format:** Click or tap here to enter text.**Duration:** Click or tap here to enter text.**Trainer(s):** Click or tap here to enter text.**How will coaching be implemented and by whom?****Schedule:** Click or tap here to enter text.**Format:** Click or tap here to enter text.**Duration:** Click or tap here to enter text.**Coach(es):** Click or tap here to enter text.**What implementation data will be collected and on what schedule?****Implementation Data:** Click or tap here to enter text.**Schedule:** Click or tap here to enter text.**How will the impact on students be measured?****Impact Data:** Click or tap here to enter text.**Schedule of Review:** Click or tap here to enter text. **How will the LEA monitor the impact on adult behaviors and/practices because of professional learning and/or coaching?**Click or tap here to enter text.**Identify the timeline for implementation of this PRA activity.**Click or tap here to enter text. |

| **Budget**  | *Provide detailed information on proposed expenditures such as salary and wages, number of staff persons, types of supplies and materials, and approximate unit cost/quantity to be purchased for the PRA. Please stipulate which funding source will be used (611 or 619).* |
| --- | --- |

Double click to enter data. Click outside of the spreadsheet to return to Word controls.

**PRA Excel Budget Document Part B 611**



**PRA Excel Budget Document for Part B 619**



**Supporting Fiscal Documents and Plan Approvals**

Please submit the following required fiscal documents as part of the LEA’s CCEIS Plan.

**MSDE Grant Budget C-1-25**: Local systems that have been identified as having significant disproportionality must complete a separate MSDE Grant Budget C-1-25 for the CCEIS grant represented in the local plan and listed on the local system’s allocation sheet. Note: If the LEA chooses to combine the state-calculated allocations (i.e., use all funds in 611 or use all funds in 619), then it is only necessary to submit one MSDE Grant Budget C-1-25. The local system must contact the MSDE, DEI/SES, Resource Management Monitoring Branch (RMMB) Chief **before** changing the distribution of the state calculated Part B 611 and/or 619 allocations.

Upon approval, a revised **SFY 2023 Local Allocation Sheet** reflecting the proposed changes will be issued by the MSDE, DEI/SES, RMMB.

The [*MSDE Financial Reporting Manual for Maryland Public Schools, Revised 2014*](http://www.marylandpublicschools.org/about/Documents/DBS/FinancialReportingManual/FinancialReportingManual2014.pdf), should be used as a guide for Category and Object line items. Refer to pages 65 through 70 for a detailed description of the object classifications.

**Budget Detail Form**: A separate Budget Detail Form is required for each MSDE Grant Budget C-1-25. The Budget Detail Form captures the detailed expenses for the amounts that appear on the MSDE Grant Budget C-1-25. The Budget Detail Form total must equal the total entered on the MSDE Grant Budget C-1-25. Enter only whole numbers on the Grant Budget C-1-25 and Budget Detail Form.

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 MSDE Grant Budget Form (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 the number of units, if applicable, in the description.

**Programmatic and Fiscal Progress Reports**

* **January 31, 2023** - *Interim Progress/Cumulative Variance Report #1* for all SFY 2023 CCEIS Plans ending September 30, 2024.
* **January 31, 2024** - *Interim Progress/Cumulative Variance Report #2* for all SFY 2023 CCEIS Plans ending September 30, 2024.
* **August 15, 2024**– *Grant Amendment Requests* for all SFY 2023 CCEIS Plans ending September 30, 2024.
* **November 30, 2024** - *Final Progress/Cumulative Variance Report* and *Final Financial Report* for all SFY 2021 CCEIS Plans ending September 30, 2024.

**Fiscal Responsibilities/Use of Funds:** The general non-supplant requirement for IDEA funds in 34 CFR §300.202(a)(3) states that **funds provided to LEAs under Part B of the IDEA must be used to supplement State, local, and other federal funds and not supplant those funds.**

**This requirement applies to all Part B funds including any used for CCEIS.**

**LEA SIGNATURES REQUIRED FOR SUBMISSION**

Local Director of Special Education (Print and Sign) Date

Local Chief Academic Officer (or Assistant Superintendent of Curriculum) (Print and Sign) Date

Local Finance Officer (Print and Sign) Date

Local Superintendent (or Deputy Superintendent) (Print and Sign) Date

**MSDE Signature(s)**

MSDE, DEI/SES Equity Specialist (Print and Sign) Date

MSDE, DEI/SES Programmatic Liaison (Print and Sign) Date

MSDE, DEI/SES Fiscal Liaison (Print and Sign) Date

MSDE, DEI/SES Resource Management, and Monitoring Branch Chief (Print and Sign) Date

MSDE, DEI/SES Assistant State Superintendent (Print and Sign) Date

# CCEIS Plan Self-Assessment Guiding Questions

For **EACH category of disproportionality** consider the guiding questions below as well as the self-assessment tool and other resources.

**Identification – Students with Disabilities and/or Particular Disability**

*Guiding Questions:*

* What are the patterns of identification by age/grade band and racial/ethnic group? Are there greater disparities at some levels than others? (Note: Although developmental delay is not one of the categories included in CCEIS, it may be helpful to look at comparative rates of identification within that group. LSS may also want to review students changed from DD to another eligibility category to identify any disproportionate patterns.)
* What are the patterns of referral to SST over the last several years (system-wide and by school)? Are certain groups of students more likely to be referred for intervention?
* What are the patterns of participation in Tier 2 and Tier 3 Interventions (academic and/or behavioral) or other supports? Is there a consistent and robust system of interventions across schools? Is the fidelity of implementation comparable across schools? Do all groups of students access them equally?
* What are the patterns of referral from SST for special education evaluation over the last several years (system-wide and by school)? If some schools evaluate a higher proportion of students and/or some groups of students are evaluated at a higher rate, what is driving these differences? Are there variations in the reason for referral (e.g., behavior, academic, parent concern, etc.) for different groups of students? If so, what may be driving these differences?
* What are the patterns of eligibility determination over the last several years (system-wide and by school)? Are students found eligible at a higher rate in some schools than others? Are certain groups of students more likely to be found eligible?
* Review the Part C to Part B transition assessments over the last several years. Are certain groups of students more or less likely to be found eligible?
* What policies, procedures, and guidance does the system have that impact what disabilities are considered for an individual student, what assessments are used, and how decisions are made? Are they implemented consistently across staff and schools?

**Placement– Students with Disabilities and/or Particular Disability**

*Guiding Questions:*

* What are the patterns of placement in separate classes and/or schools? Do they vary based on different types of classes/programs (e.g., behavior support programs, “life skills” classes, etc.)?
* What are the patterns of placement in separate programs/schools by age/grade and/or race? Is disproportionality more evident at some levels (e.g., preschool, elementary, secondary) than others? What factors might be influencing those differences? Are different groups of students more likely to be placed in separate settings at different times (e.g., Part C to Part B transition, elementary to middle school, beginning of high school).
* Looking at students who have transitioned into separate placements in the last few years, what patterns by race/ethnicity, age/grade, “sending” school, or other factors are evident? What might be driving these differences?
* Does the system have disproportionate rates of participation in the Alternate Framework/Alternate Assessment? How might rates of participation be impacting placements? (Examine the LSS projected participation rates for an alternate assessment in comparison to actual rates.)
* What supports, services, and processes are available to support students in participation in general education? Are they consistently available and implemented across schools?
* What system-level policies and procedures related to the movement of students in and out of restrictive settings? Are they implemented consistently across schools? Is there anything about these procedures or their implementation that might be contributing to disproportionality?

**Disciplinary Removals – Students with Disabilities and/or Particular Disability**

*Guiding Questions*

* Review the data on office disciplinary referrals by student subgroup, system-wide and by school, including:
	+ Types of offenses resulting in referral
	+ Rates of referral by individual student and/or student groups
	+ Rates of referral by individual teachers

What patterns by race/ethnicity are evident? Are some groups of students more likely to be referred? Are some schools and/or teachers generating comparatively more referrals?

* Review the data on patterns of disciplinary removals by student subgroup, system-wide and by school, including:
	+ Type of offenses resulting in suspension
	+ Percentage of referrals leading to suspension

What patterns by race/ethnicity are evident? Are some groups of students more likely to be suspended for categories of offenses (e.g., low-level offenses such as disrespect that generally should not lead to removal/suspension). Are some groups of students more likely to be suspended? Are some schools generating comparatively more suspensions?

* Are schools, classrooms, programs, etc. generating large numbers of suspensions of students in particular subgroups? What factors are leading to a higher rate of suspension for those students?
* What are the patterns of referrals and removals for students in different subgroups at different age/grade levels (e.g., preschool, elementary, middle, high)? Do rates of suspension among groups differ at different levels?
* Review the data on disproportionality in suspension for all students in the system, including root cause analysis and improvement measures undertaken.

What are the similarities and differences in patterns for students with disabilities? What additional or different responses are needed to address causes specific to students with disabilities?

* What are the patterns of participation in behavior supports, tier two/tier three interventions within and across schools? Do students from different subgroups participate in these interventions at different rates? Are supports available and consistently implemented across schools?
* What patterns in the development and implementation of behavior intervention plans are evident? Are different groups of students more likely to receive individualized behavior supports?