



## GRANT INFORMATION GUIDE

# Consolidated Local Implementation Grant (CLIG) Federal Fiscal Year (FFY) 2022 State Fiscal Year (SFY) 2023

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**Maryland State Department of Education**

200 West Baltimore Street  
Baltimore, Maryland 21201

**Deadline**

May 31, 2022

No later than 5:00 pm EST

**MARYLAND STATE DEPARTMENT OF EDUCATION**

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

**Deann M. Collins, Ed D.**

Deputy Superintendent, Teaching and Learning

**Marcella E. Franczkowski, M.S.**

Assistant State Superintendent, Division of Early Intervention and Special Education Services

**Larry Hogan**

Governor

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President, Maryland State Board of Education

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Shawn D. Bartley, Esq.

Gail Bates

Chuen-Chin Bianca Chang

Susan J. Getty, Ed.D.

Vermelle Greene, Ph.D.

Jean C. Halle

Dr. Joan Mele-McCarthy

Rachel L. McCusker

Lori Morrow

Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.

Kevin Bokoum (Student Member)

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## Program Description

As the lead agency for Maryland's early intervention system, the Maryland State Department of Education (MSDE), Division of Early Intervention/Special Education Services (DEI/SES) is pleased to present the Consolidated Local Implementation Grant (CLIG) for State Fiscal Year (SFY) 2023.

The Individuals with Disabilities Education Act ([IDEA](#)) is a federal law that makes available a Free and Appropriate Public Education (FAPE) to eligible children with disabilities throughout the nation and ensures special education and related services to those children. The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 7.5 million eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers birth to age 4 with disabilities and their families receive early intervention services under IDEA Part C. School-age children and youth age 3 -21 receive special education and related services under IDEA Part B.

In the Law, Congress states that “disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.”

It is required that Maryland's statewide system of early intervention is implemented in accordance with [Part C of the Individuals with Disabilities Education Act, Title 34 Code of Federal Regulations Part 303, Maryland Education Code Section 8-416 \(2020\) - Maryland Infants and Toddlers Program](#) and the Code of Maryland Regulations (COMAR) [13A.13.01.02](#). The CLIG is designated as the single mechanism through which local jurisdictions receive grants of federal and State funds to implement local early intervention programs in compliance with federal and State regulations, policies, and procedures.

### NAME OF GRANT PROGRAM

Consolidated Local Implementation Grant

### AUTHORIZATION

[PL 105-17 PART - C INDIVIDUAL WITH DISABILITIES EDUCATION ACT.](#)

Regulatory authority for the distribution of funds in support of early intervention services to eligible infants and toddlers and preschool children in the Early Intervention System of Services and their families is provided in [COMAR 13A.13.02.06](#) and [COMAR 13A.13.02.08C](#).

### PURPOSE

To support early intervention services to infants, toddlers, and preschool children with disabilities and their families in Maryland.

### DISSEMINATION

This Grant Information Guide (GIG) was released on April 7, 2022.

### DEADLINE

Proposals are due no later than 5pm on May 31, 2022. If a substantially approvable application is not submitted by this date, the July 1, 2022 grant award start date cannot be guaranteed.

## GRANT PERIOD FOR FEDERAL FUNDS

July 1, 2022 – September 30, 2023

## GRANT PERIOD FOR STATE FUNDS

July 1, 2022 – June 30, 2023

## FUNDING AMOUNT AVAILABLE

Funding allocations are formula-based and vary by Local Lead Agency (LLA) / Public Agency (PA).

## ESTIMATED NUMBER OF GRANTS

26

## GRANT AMOUNT

Funding allocations are formula-based and vary by LLA/PA.

## SUBMISSION INSTRUCTIONS

The CLIG electronic application can be downloaded [here](#). Download the application, complete it, attach the required appendices and obtain all required signatures. A single electronic file in **PDF** format must be submitted by upload to the local program's designated shared folder on the [MSDE Moveit Secure File Transfer Website](#). All uploaded files must be titled in accordance with the naming convention guidelines contained in the [MSDE Moveit Secure File Transfer Website Access and Submission Procedures](#).

Applications that are incomplete or missing required signatures will not be considered filed and will not be reviewed.

## STATE RESPONSIBILITIES

The MSDE is responsible for providing required information, data, documentation, and technical assistance to facilitate the grantee's performance of the work and will provide such additional assistance when requested.

Under Regulation [34 CFR §76.708](#), each Local Infants and Toddlers Program is required to submit a local application for federal funds in substantially approvable form and receive written authorization from MSDE prior to obligating funds.

## PROGRAM CONTACT

Glenn Grayman  
Lead Fiscal Grants Liaison  
glenn.grayman@maryland.gov  
(410) 767-0243

# Funding

## FUNDING SOURCES

Several sources comprise the funding for the Consolidated Local Implementation Grant:

## Part C of the Individuals with Disabilities Education Act (IDEA)

Part C funds are provided annually by the U.S. Department of Education to the State Lead Agency responsible for the delivery of early intervention services to eligible infants, toddlers, and preschool children in the Early Intervention System of Services and their families under the IDEA. The State Lead Agency in Maryland is the Maryland State Department of Education (MSDE), which administers Maryland's early intervention services through the Maryland Infants and Toddlers Program (MITP). The U.S. Department of Education provides IDEA Part C funds to the State of Maryland to:

1. Develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency system that provides early intervention services for infants, toddlers, and preschool children with disabilities and their families as part of a Birth through 21 System of Services;
2. Facilitate the coordination of payment for early intervention services from federal, State, and local sources; and
3. Enhance the State's capacity to provide quality early intervention services and expand existing services provided to infants, toddlers, and preschool children with disabilities, and their families.

Part C allocation from MSDE/MITP to local lead agencies (LLA) is based on both the Part C Annual Child Count of children served on an Individualized Family Service Plan (IFSP), including those children from birth to the beginning of the school year following the child's fourth birthday, and the Part C Annual Referral Count of children referred to the MITP.<sup>1</sup>

### IDEA Part B, Section 611

The MSDE determines the amount of Part B, Section 611 funding available annually and distributes this funding based on the Part C Annual Child Count and Referral Count. This funding contains additional funds to support the Extended Individualized Family Service Plan (IFSP) Option.

### IDEA Part B, Section 619 Preschool

The MSDE distributes Part B, Section 619 Preschool funds based on the size of each jurisdiction that establishes Family Support Services for Children Age 3-5 to support the transition of children and families from early intervention to preschool and from preschool to school-age programs. At least part of the allocation must be used to support employment of a parent of a child with a disability on a salaried or contractual basis. The CLIG budget should reflect distribution of funds to the agency responsible for implementing Family Support Services for Children Age 3-5.

The MSDE includes a separate allocation of Part B, Section 619 Preschool funding for three- and four-year-old children participating in the Extended IFSP Option. This funding can only be utilized for early intervention, administrative or family support staff; professional development for staff and parents; contract staff, supplies/materials and/or adaptive equipment associated with three- and four-year-old children, and their families, receiving services through an Extended IFSP Option. The MSDE distributes this funding based on the Part C Annual Child Count and Referral Count.

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<sup>1</sup> 85% of CLIG allocations (excluding Part B, section 619 funding for Family Support Services for Children Age 3 - Kindergarten) are based on the average number of children, birth to the beginning of the school year following the child's fourth birthday, served in each jurisdiction's Local Infants & Toddlers Program (LITP), compared to the average number of children, birth through age four, served by the Maryland Infants and Toddlers Program (MITP) over the past 3 years.

15% of CLIG allocation (excluding Part B, section 619 funding for Family Support Services for Children Age 3 - Kindergarten) are based on the average number of referrals received in each jurisdiction's LITP, compared to the average number of children referred to the MITP over the past 3 years.



## Maryland State General Funds

State funding for SFY 2023 available to the Maryland Infants and Toddlers Program will be distributed through this consolidated application and must be budgeted to improve child and family outcomes for children receiving services on an IFSP. The MSDE, DEI/SES distributes the amount of State funding approved through the State budget process to local jurisdictions based on the Part C Child Count and Referral Count.

## Additional IDEA Federal Funds

As available, additional IDEA federal funds may be directed to the LITPs to support ongoing local program needs and/or to support targeted program objectives. Funding sources, dedicated use, and budgeting and reporting requirements associated with this funding may vary. For SFY 2023, the dedicated purposes of these funds include:

- Support to limit the impact of decreased funding for jurisdictions that would have realized a greater than 2% decrease of CLIG funding as a result of Part C Child and Referral Count variations. These additional funds, which limit the funding decrease to 2%, are intended to lessen the impact of funding fluctuations that can challenge the continuous provision of services.
- Support to implement local State Systemic Improvement Plan (SSIP) grants in designated jurisdictions.

## Federal Medicaid Reimbursement Funds

LITPs receive federal Medicaid (MA) Program reimbursements for qualifying services upon presentation of compliant documentation to the Maryland Department of Health (MDH), the State agency designated to administer the federal MA Program in Maryland. The MSDE, DEI/SES utilizes the LITP allocations of CLIG State General Funds to enable LITPs to access and maximize federal MA reimbursement funding. The MSDE, DEI/SES deposits a portion of the Statewide CLIG State General Funds through the Intergovernmental Transfer (IGT) with the MDH for the required non-federal payment match that qualifies the LITP expenditures for federal MA reimbursement. Payments to LITPs by the MDH for approved claims are comprised of CLIG State General funds and federal MA reimbursement funds. Although federal MA reimbursement funds are not awarded as part of the CLIG and may be spent beyond the CLIG grant period, these funds must be used to support the LITP, in accordance with the existing Memorandum of Understanding between each LLA and the MSDE and the CLIG Assurances that are included in the CLIG Application. (See [Payment Procedures](#) for special requirements and timelines related to CLIG State General funds.)

The allocations of the SFY 2023 CLIG funding, including the estimated portion of LITP's State General Funds allocation that will be used for the IGT, are provided to each LITP on the Estimated Allocation Sheet, which is issued in conjunction with the annual presentation of the MSDE, DEI/SES grant programs.

## USE OF FUNDS

The Part C funding allocation must be used to support:

- The position of a local Family Support Coordinator for children birth - age 3 and family support activities, unless the State approves a local early intervention system to utilize a different funding source or to reduce the amount dedicated to the Family Support Coordinator for children birth - age 3 (a fixed allocation of \$5,000); and

- Participation in the 2022/2023 Early Intervention/Special Education Services Regional Professional Learning Opportunities or other professional development activities (a fixed allocation of \$600).

The Part B, Section 619 funding allocation to support the Extended IFSP Option must be used on the following costs associated with three- and four-year-old children and their families who are receiving services through an Extended IFSP Option in the following categories:

- Early intervention, administrative or family support staff;
- Professional development for staff and parents;
- Contractual staff; and/or
- Supplies, materials and/or adaptive equipment.

Restrictions on the use of the Part B, Section 619 funding allocation to support Family Support Services for Children Age 3 - Kindergarten include:

- The budget must reflect the distribution of funds to the agency responsible for implementation Family Support Services for children age 3 – kindergarten;
- Part B, Section 619 Family Support Services for Children Age 3 - Kindergarten funds are used for transition-related activities to support families and their children ages 3 – 5 served on an IFSP or IEP, and may not be used to supplement Family Support Services for Children Birth – Age 3 staff time or activities dedicated to supporting families’ and children’s participation in early intervention services; and
- A portion of the Family Support Services for Children Age 3 - Kindergarten allocation must be allocated to support the salaried or contractual employment of a parent of a child with a disability.

## Eligibility

Funds are made available to the Local Lead Agency (LLA) each Maryland jurisdiction to:

- Implement a local system of early intervention, Birth - Age 4;
- Provide funding for direct services that are not otherwise provided from public sources;
- Enhance statewide capacity to provide quality early intervention services and expand and improve existing early intervention services being provided to young children with disabilities and their families ([34 CFR §303.1](#)); and
- Enhance the capacity of local programs and service providers to identify, evaluate, and meet the needs of all children, including historically underrepresented populations, particularly minority, low-income, homeless, inner city and rural children, and young children in foster care ([34 CFR §303.1](#)).

A LLA may be either a Local Education Agency (LEA) or a Local Health Department (LHD).

## Local Interagency Agreement

The LLA shall enter into a formal Local Interagency Agreement with service providers participating in the local early intervention system. The Local Interagency Agreement must be signed by all parties and include provisions for the following:

- Assignment of financial responsibility for early intervention services;

- Procedures for achieving timely resolution of intra-agency and interagency disputes about payments for a given service, or disputes about other matters related to the local early intervention system, including a procedure for notifying the MSDE/MITP when resolution is not possible;
- A mechanism to ensure that no service that a child is entitled to receive under IDEA Part C is delayed or denied because of disputes between agencies regarding financial or other responsibilities;
- A description of Medical Assistance (MA) billing procedures for health-related services and service coordination including the role(s) of the partner agencies in the interagency agreement;
- Identification of the local government agency/department that will provide legal representation of the local Infants and Toddlers Program when the program is involved in IDEA dispute resolution procedures;
- Additional components necessary to ensure effective cooperation and coordination among all service providers involved in the early intervention system, including, but not limited to, the provision of timely and accurate fiscal and programmatic reporting;
- This agreement, which should not expire before June 30, 2023, requires the signatures of the local Superintendent of Schools, Health Officer, Director of the Department of Social Services and the director of any other participating local public agency;
- Language that states that infants and toddlers should be expanded to also include preschool children in the Early Intervention System of Services;
- Assurance that the local early intervention system has the capacity to provide continuous services in accordance with an IFSP to eligible infants, toddlers, and preschool children in the Early Intervention System of Services and their families during the grant period (requires the signature of the Director of the LLA); and
- Inclusion of agreements with private agency partners, which includes the chart below:

Contracting Agency	Private Agency Partner or Contractor (who provides early intervention services)	Services Provided (by discipline, including service coordination)	Funding Mechanism (e.g. contract, direct billing of Medicaid, etc.)

Notes: If contracts with private agencies are added during the grant year, please submit an updated agreement by mail or electronically to:

Gary Richardson  
 Branch Chief, Resource Management & Monitoring Branch  
 Gary.richardson@maryland.gov

Do not include the contracts with private agencies in the CLIG packet that is submitted to MSDE.

# Application Requirements

Applications for funding must contain the following to be considered for funding:

## APPLICATION COVER PAGE

The LLA must provide its Unique Entity Identifier (UEI), as well as the local early intervention system contact list. MSDE, DEI/SES must be notified if there are changes to the Early Intervention System Contact List. The Cover Page must also include a screenshot of evidence of UEI from SAM.gov.

Note: Starting on April 4, 2022, the Integrated Award Environment (IAE) systems (i.e., SAM.gov, FPDS, eSRS, FSRS, FAPIIS, and CPARS) will comply with the Federal Government's requirement to end the use of the DUNS number for federal award management. If your organization is currently registered in SAM.gov with either an active or inactive registration, you have already been assigned a Unique Entity Identifier (UEI). Your UEI is viewable on your entity's registration record in SAM.gov. On or after April 4, entities who are not registered in SAM.gov will be assigned a UEI when they register and will not need to use a DUNS for entity registration or reporting.

## LOCAL INTERAGENCY COORDINATING COUNCIL (LICC)

The LICC is a community-based advisory group that serves as a forum for public input about federal, state, or local policies that support the timely delivery of appropriate early intervention services. The LICC is required to meet at least four (4) times during each SFY. Membership must include:

- At least three (3) parents of children with special needs;
- Representatives from the local education agency, local health department, and local department of social services;
- Public and private early intervention service providers;
- A person involved in personnel preparation in the field of early intervention;
- An elected official;
- A Head Start representative; and
- A child care representative.

Note: The LICC may wish to consider adding a foster care representative; a Medicaid representative; a mental health representative and a person working with children and families who are experiencing homelessness. Other interested persons may also be invited to participate as LICC members.

## EARLY INTERVENTION (EI) PROGRAM PLAN

Although the research within the fields of early intervention and preschool special education identifying evidence-based practices and programs has increased significantly, national reports have highlighted a research-to-practice gap that suggests a delay of 20+ years (Metz & Bartley, 2012). In part, this is because programs have historically focused on personnel development strategies to change practice, without considering the infrastructure needs to support the implementation of training content. Creating practice and system change within early childhood programs is an interconnected, recursive process. We can close the research-to-practice gap and ensure sustainable program success by understanding and addressing ALL components needed to support system change. The primary areas of the EI plan to support system change are infrastructure development and personnel development. The EI Program plan in the application focuses on these two areas of development.

## Infrastructure Development

Infrastructure Development includes the organizational and leadership supports necessary to create and sustain programs that support providers in implementing evidence-based practices as intended.

- Organizational factors include:
  - Using data to inform decision-making;
  - Consistent messaging about program goals and evidence-based practices; and
  - Allocation of resources (i.e., time, staffing, caseloads) and supports (i.e. teaming structures, coaching).
- Leadership: refers to all levels of decision-makers and persons responsible for guiding staff and program development (i.e., Directors of Special Education, ITP Directors, interagency partners, B-K leaders, site coordinators, trainers, coaches). Leadership factors include:
  - Knowledge of evidence-based practice delivered with fidelity;
  - Ability to manage change;
  - Utilization of management and implementation teams; and
  - Ability to recognize and respond to issues that arise.

## Personnel Development

Personnel Development includes strategies to develop, improve, and sustain providers' and supervisors' ability to implement evidence-based practices as intended to benefit children and families (selection, training, coaching, performance assessment/fidelity).

Configuring and utilizing a high-performing team that uses a data-informed decision-making process is vital to implement evidence-based practices, and ultimately, to improve child and family outcomes. A successful team has all the critical decision-makers at the table including families, interagency, general education, early childhood education, community, and other systemic partners.

Applicants are required to address each area of the program plan through:

- The presentation of data;
- An analysis of that data using a data analysis strategy that reflects on the root cause(s); and
- A plan including specific strategies to address the root causes of discrepancies highlighted by data analysis.

## Child Outcomes Summary (COS) Process

Maryland's Birth to Kindergarten System of Services is committed to providing effective services for infants, toddlers, and preschoolers with developmental delays and disabilities and their families. As a result of participating in services, young children will have improved on three early childhood outcomes identified by the federal Office of Special Education Programs as a measure of program effectiveness:

1. Social-emotional skills, including social relationships;
2. Acquisition and use of knowledge and skills to engage in activities; and
3. The use of appropriate behaviors to meet their needs and gain independence.

In order to meet these outcomes, a competent workforce trained in understanding the COS process and knowledge and skills set required to facilitate Kindergarten Readiness as well as an organization that provides the environment and infrastructure are necessary to ensure successful implementation and leadership that manages the change process and provides guidance for personnel and program functioning.

In November 2018, the MSDE, DEI/SES rolled out new statewide birth-kindergarten COS training that included guidance and direction on including the four (4) Core Components of the COS process to ensure consistent fidelity of practice and accuracy of COS data. A revised [Child Outcomes Summary Technical Assistance Bulletin](#) is available on the MSDE website. All early intervention providers must participate in local COS training and annual refresher training as outlined in the [Guide to Birth to Kindergarten Child Outcomes and Child Outcomes Summary \(COS\) Process Training and Support \(Oct. 2018\)](#). Therefore, COS training must be identified in the CSPD Plan.

In addition, programs need to consider the organization and leadership components that must be in place to support successful implementation. Implementing the COS process with fidelity requires good authentic assessment, different from evaluation. It also then requires time for the information gathered through authentic assessment to be age-anchored, a necessary step in determining each child’s functioning relative to same-age peers. Therefore, one of the biggest shifts to consider is separating the evaluation and authentic assessment activities during the referral process and allowing time for age-anchoring before developing the IFSP. This may involve examining evaluation and/or assessment teams, procedures, caseloads, and workflow, as well as potentially allocating resources differently. It requires leadership to understand what COS fidelity looks like and how it plays into creating a culture that recognizes the three outcomes as the framework for all early intervention work.

The COS Process section of the application requires applicants to address several State Performance Plan/Annual Performance Report (SPP/APR) indicators related to the outcomes stated above:

- Indicator 3A: Birth – Age 4      Outcome: Use of social and emotional skills
- Indicator 3B: Birth – Age 4      Outcome: Use of knowledge and skills
- Indicator 3C: Birth – Age 4      Outcome: Use of appropriate behaviors

For the COS Process, see considerations below:

Infrastructure Development Considerations	Personnel Development Considerations
<ul style="list-style-type: none"> <li>● How has the time necessary to complete authentic assessment (separate from evaluation) been built into staffing patterns and caseloads?</li> </ul>	<ul style="list-style-type: none"> <li>● How are all disciplines trained to implement COS to fidelity, including the four (4) Core Components (authentic assessment, age-anchoring, COS Rating Prep Tool, Decision Tree)?</li> </ul>
<ul style="list-style-type: none"> <li>● How is the Guide to B-K COS Training and Support used systematically across all team members/sites/programs?</li> </ul>	<ul style="list-style-type: none"> <li>● How is fidelity measured?</li> </ul>
<ul style="list-style-type: none"> <li>● What policies/procedures are in place for annual assessment requirements?</li> </ul>	<ul style="list-style-type: none"> <li>● How are all staff supported with ongoing coaching and annual refresher training?</li> </ul>

<ul style="list-style-type: none"> <li>Does leadership understand what full implementation with fidelity looks like?</li> </ul>	<ul style="list-style-type: none"> <li>How is the COS-Team Collaboration used annually to build depth of knowledge across disciplines in the COS process?</li> </ul>
<ul style="list-style-type: none"> <li>How do leaders and teams support successful implementation?</li> </ul>	
<ul style="list-style-type: none"> <li>How does the LITP create a culture that uses the three outcome areas as the framework for all EI work?</li> </ul>	

Notes: Items in the Personnel Development Strategies column in SECTION III of the EI Program Plan must be included in your CSPD Plan.

The State is requiring all early intervention staff completing the COS process to complete and pass both sections of the [MD-COS Competency Check](#) by the end of SFY 2022 as a required component of the Early Intervention Personnel Standards. COS Competency Check reports will be distributed by the MSDE, DEI/SES in April 2022 to support the development of the local CLIG application.

### Effective Individualized Family Service Plan (IFSP) Development

In the process of scaling up to the full implementation of evidence-based practices over the last 2-4 years, the MSDE, DEI/SES collected anecdotal information about how the IFSP process and document support or challenge the use of recommended practices. It became apparent that the process and the document did not support implementation as intended, specifically related to authentic assessment, understanding family resources, priorities, and concerns, developing functional, routines-based IFSP outcomes, and providing routines-based intervention through an evidence-based teaming model. IFSPs from 30 states were reviewed and an IFSP workgroup convened that included representation from jurisdictions across the state to begin making recommendations for a revised IFSP process, document, and online tool. Feedback was gathered through multiple stakeholder groups, resulting in the development of a new IFSP process, document, and online tool integrated into the Maryland Online IFSP released on October 1, 2019.

Local jurisdictions must ensure that all early intervention personnel continue to be locally trained around the revised (2018) IFSP process and document. In addition, local programs need to continue to address the program infrastructure to ensure all aspects facilitating successful implementation have been considered. For example, the 2018 IFSP process and document require an evaluation for eligibility AND an authentic assessment that must be either the Routines-Based Interview (RBI), the Scale for Assessment of Family Enjoyment within Routines (SAFER), or the natural routines and activities section of the IFSP. Additionally, the child and family assessment sections of the IFSP (Part II) must be updated annually. This may require a significant shift in process, personnel time, caseload numbers, roles and responsibilities, and resources that the organization and implementation team will need to strategize around.

For Effective IFSP Development, see considerations below:

Infrastructure Development Considerations	Personnel Development Considerations
<ul style="list-style-type: none"> <li>How has the time necessary to complete authentic assessment (separate from evaluation) been built into staffing patterns and caseloads? What authentic assessment</li> </ul>	<ul style="list-style-type: none"> <li>How are all disciplines trained on authentic assessment?</li> </ul>

<p>process has been identified to implement with the new IFSP (RBI, SAFER, or IFSP Routines section)?</p>	
<ul style="list-style-type: none"> <li>• How has the time necessary to complete authentic assessment (separate from evaluation) been built into staffing patterns and caseloads? What authentic assessment process has been identified to implement with the new IFSP (RBI, SAFER, or IFSP Routines section)?</li> </ul>	<ul style="list-style-type: none"> <li>• How is fidelity measured? How are all staff supported with ongoing coaching?</li> </ul>
<ul style="list-style-type: none"> <li>• What policies/procedures are in place for annual assessment requirements? How do the current evaluation and assessment teams and processes need to shift to develop IFSPs as intended? What is the process for reviewing IFSP outcomes using the IFSP Process Performance Indicators (PPI)? How often does it happen? How does the LITP support the lens of school readiness for children with IFSPs and Extended IFSPs</li> </ul>	<ul style="list-style-type: none"> <li>• How are all providers trained in writing functional, routines-based IFSP outcomes?</li> <li>• How are all providers trained in helping families understand/appreciate the importance of preparing their child for school readiness?</li> <li>• How are providers trained in developing outcomes aligned to early learning standards to facilitate school readiness?</li> </ul>
<ul style="list-style-type: none"> <li>• Does leadership understand how the new IFSP supports the implementation of recommended practices? How do leaders and teams support successful implementation? How does the LITP create a culture that recognizes the critical nature of good authentic assessment to develop functional, routines-based IFSP outcomes?</li> </ul>	

### Comprehensive System of Personnel Development (CSPD)

The Comprehensive System of Personnel Development (CSPD) Plan specifically addresses the Personnel Development strategies across all sections of the Early Intervention Program Plan. The purpose is to describe how the local early intervention system will build capacity on a transdisciplinary basis, for public and private providers, primary referral sources, community partners, Family Support Network/Preschool Partners Coordinators, parents, paraprofessionals, and service coordinators to improve outcomes for infants and toddlers with disabilities, including children in the Extended IFSP Option, and their families.

The CSPD Plan developed by a local jurisdiction must include, where appropriate, training on the basic components of the early intervention system; the coordination of transition services from the Infants and Toddlers Program to Preschool Special Education services, or another appropriate early childhood program; and the development, implementation, and incorporation of educational outcomes in the IFSP that promote school readiness, including pre-literacy, language, and numeracy skills.



**All CSPD Plans must include:**

- The name of the designated LITP contact for the Early Intervention Personnel Standards requirements must be indicated in the CSPD Plan;
- The Early Intervention Personnel Standards;
- Data on and an analysis of:
  - Total number of staff (full- and part-time, all disciplines, including service coordinators);
  - Number of staff who need to meet EI Personnel Standards requirements; and
  - Number of staff who met EI Personnel Standards initial training requirements.

Note: Beginning July 1, 2021, the Early Intervention Personnel Standards requirements must be fully implemented with ALL current EI personnel requirements entered into the Personnel Standards Database (formerly the Suitable Qualifications process). Please reference [Maryland's Early Childhood Intervention & Preschool Special Education System Personnel Standards Guide](#) for more information. Compare the Early Intervention Personnel Standards requirements with the current local "onboarding" or initial orientation and training activities for new staff to identify potential CSPD activities.

**Local Improvement/Corrective Action Plans (if applicable)**

If an improvement or corrective action plan was required as a result of SPP/APR data at the conclusion of the SFY 2021 (July 1, 2020 - June 30, 2021), the areas of need must be addressed in the CLIG application and must include the specific data points, thoughtful and thorough root cause analysis, and data-based decision-making. If staff training and ongoing support have been identified as a strategy, it must be included in the CSPD Plan.

**Local Public Awareness Plan (if applicable)**

If an Improvement Plan was required for SPP/APR indicator #5 or indicator #6 as a result of SFY 2021 (July 1, 2020 – June 30, 2021) data, a local program must revise and submit a Public Awareness (PA) Plan as part of the CLIG application. If staff training and ongoing support has been identified as a strategy, it must be included in the CSPD Plan.

**Considerations:**

- Connect personnel development strategies to the IFSP process. The IFSP process, document, and online tool must support the full implementation of recommended practices in early intervention. A revised MD IFSP went into effect on October 1st, 2018. All early intervention personnel must be trained in the IFSP process and how to complete the revised document/online tool.
- Other sources of information that should be considered when assessing local training needs may include implementation of evidence-based practices (EBPs); EBP fidelity measures; family and child issues currently presenting a challenge within the program; local, state, and national issues, trends, focuses; self-assessment of the program (i.e., IFSP Process Performance Indicators-PPI); and evaluation of training.
- Other data related to program improvements such as the implementation of evidence-based practices, self-monitoring, local data profiles, and complaints and investigations requiring corrective actions, should be based on current information.

- When identifying training, consider what is already being offered by all agencies participating in the local early intervention system. Sponsoring training is only one way of building capacity. If opportunities, including funding, are being offered to individuals to attend other local, State, or national training, include that opportunity in the plan.
- Effective professional learning activities should be designed to facilitate increased knowledge and skills and should be delivered in more than one event over an extended period of time. It takes time for adult learners to process new information and put it into practice. Ongoing reflective coaching provides real-life application support and accountability. Research shows positive performance outcomes when comparing the results of only training versus training with follow-up coaching. Training produced 23% better performance, but training with follow-up coaching produced 88% better performance. Combining high-quality training and ongoing reflective coaching is a powerful combination and should be utilized when implementing evidence-based/recommended practices.
- Selected delivery models should include the presentation of new material, demonstration, practice, reflection, feedback, and follow-up for evaluation and accountability. Delivery should involve a variety of instructional modes and activities based on evidence-based adult learning strategies (individual and group learning, lecture, discussion, video and/or role-play, etc.) As part of the design, participants should learn collegially, in cooperative situations, with and from each other through ongoing reflective practices.

Each proposed Professional Learning Opportunity identified in the CSPD must include:

- The focus area of the program plan for which the identified training is being sponsored (i.e., areas of non-compliance and performance, program improvement, required corrective actions, child find, COS, IFSP, suitable qualifications, specific evidence-based practices, etc.);
- The training topic and presenter(s) (if identified);
- The target audience for which the training will be offered (i.e., all ITP staff, specific disciplines, employed/contracted staff, parents, community partners, referral sources, etc.);
- Evaluation levels and fidelity checks to ensure implementation as intended;
- How ongoing coaching support will be provided through internal or external personnel; and
- How often coaching sessions will occur, for how long, and in what context (i.e., individual or team or both).

Note: Information about the actual professional learning opportunities provided must be included in the Final Program Report and should include those activities proposed in the original CSPD Plan. Additional training opportunities identified after the CSPD Plan has been submitted can be included in the Final Program Report.

### **Family Support for Children Birth – Kindergarten**

#### **Family Support Services for Children Birth - Age 3**

The Family Support Services for Children Birth to Age 3 provides a mechanism to support families of children who receive early intervention services through local Infants and Toddlers Programs. Support can be offered through a variety of strategies and activities to meet the diverse needs of families. Families of young children with disabilities benefit from family-to-family support; a network of resources to help access information pertinent to their child's disabilities and family circumstances; and a better understanding of

the Individualized Family Service Plan (IFSP) process. At least a part of the required Part C Family Support Services for Children Birth - Age 3 allocation must be used to support the salaried or contractual employment of a parent of a child with a disability.

### **Family Support Services for Children Age 3 - Kindergarten**

Family Support Services for Children Age 3 - Kindergarten **supports** the transition of children and families from early intervention to preschool, and from preschool to school-age programs. Family Support Services for Children Age 3 - Kindergarten activities serve as the bridge between family support activities in early intervention and family support during elementary school by promoting family involvement during the preschool years for children continuing early intervention services through an IFSP and for children receiving preschool special education services through an IEP. Family Support Services Age 3 - Kindergarten provides ongoing support and training to families of children 3 through 5, focusing on the family's understanding of the transition process and the importance of family involvement during the transition at age 3, between age 3 and the beginning of the school year following the child's 4th birthday, the beginning of the school year following the child's 4th birthday to kindergarten entry, and kindergarten to first grade. At least a part of the Part B 619 Family Support Services for Children Age 3 - Kindergarten allocation must be used to support the salaried or contractual employment of a parent of a child with a disability.

NOTE: Section 619 Preschool funds allocated through the CLIG do not need to be transferred to the Local Education Agency. The CLIG budget should reflect the distribution of funds to the agency responsible for implementing Family Support Services for Children Age 3 - Kindergarten. Section 619/ Family Support Services for Children Age 3 - Kindergarten funds must support activities whereby families focus on the transition of children into and from local school system preschool special education services and may not be used to supplement Family Support Services for Children Birth - Age 3 staff time or activities dedicated to supporting families' and children's participation in early intervention services.

### **Required Components of the Family Support Services for Children Birth - Age 3 and Family Support Services for Children Age 3 - Kindergarten Plan**

Complete data analysis/root cause analysis utilizing the indicator #4 - Family Outcome data, including the response rate and representativeness of the Early Intervention Family Survey and the Family Support Data submitted to MSDE, DEI/SES Family Support.

Describe how Family Support Services for Children Birth - Age 3 and Family Support Services for Children Age 3 - Kindergarten operates in the local jurisdiction. Based on data, describe specific Family Support Birth - Age 3 and Family Support Age 3 - Kindergarten activities with appropriate timelines proposed in SFY 2023. The Family Support Services for Children Birth - Age 3 plan must include strategies to improve response rates to the EI Family Survey as well as the representativeness of survey responses. Representativeness of the survey responses by race/ethnicity is required. Family Support Services for Children Age 3 - Kindergarten activities must include specific strategies to promote a seamless transition from early intervention services to preschool services and transitions to school-age services. The activities for Family Support Services for Children Age 3 - Kindergarten cannot be the same as Family Support Services for Children Birth - Age 3.

### **Local Improvement / Corrective Action Plan (if applicable)**

Under the IDEA 2004, the U.S. Department of Education, Office of Special Education Programs (OSEP) set monitoring priorities and 11 indicators for State Performance Plans and Annual Performance Reports (SPP/APR). The specific compliance and performance indicators established by OSEP focus on timely service provision, natural environments, child and family outcomes, child find, transition, a system of general supervision, timely dispute resolution, and timely and accurate data submission.

Improvement Plans (IPs) and Corrective Action Plans (CAPs) will be assigned only once per year resulting from data provided in Annual Data Report Cards. For SFY 2021 data, IPs/CAPs were assigned in March 2022 and due 30 days later. LITPs are required to periodically track and monitor all State priorities, whether or not a local IP or CAP is currently implemented. Progress on IPs and CAPs will be required for the Semi-Annual Program Report.

In SFY 2023, local report cards will continue to include data specific to children receiving services in the Extended IFSP Option. The indicators that include children on Extended IFSPs are: timely services (1), natural environments (2), child outcomes (3), family outcomes (4), complaints (9 & 10), and submission of timely and accurate data. The MSDE will be considering the applicability of current State targets for this population and revising them as necessary.

For IPs and CAPs, see considerations below:

Infrastructure Development Considerations	Personnel Development Considerations
<ul style="list-style-type: none"> <li>How are data used to celebrate success and/or develop other solutions based on root cause analysis?</li> </ul>	<ul style="list-style-type: none"> <li>Who should be trained?</li> </ul>
<ul style="list-style-type: none"> <li>What infrastructure is needed to support the implementation of specific evidence-based practices (i.e., staffing patterns, caseloads, time, coaching, materials/protocols, policies &amp; procedures)?</li> </ul>	<ul style="list-style-type: none"> <li>What do they need to be trained on?</li> </ul>
<ul style="list-style-type: none"> <li>Does leadership understand what full implementation of specific evidence-based practices looks like?</li> </ul>	<ul style="list-style-type: none"> <li>How do you measure fidelity?</li> </ul>
<ul style="list-style-type: none"> <li>How does the implementation team communicate roles and responsibilities?</li> </ul>	<ul style="list-style-type: none"> <li>How are providers supported through implementation?</li> </ul>
<ul style="list-style-type: none"> <li>How do leaders and teams support successful implementation with fidelity?</li> </ul>	

### Public Awareness Plan (if applicable)

Consistent with COMAR 13a.13.02.04, all jurisdictions must have a current comprehensive Public Awareness (PA) Plan on file and must report on the Plan's progress in the Final Program Report. However, if a local program was required to provide an IP for indicator #5 or indicator #6 resulting from SFY 2021 (July 1, 2020 – June 30, 2021) data, a local program must revise and submit a PA Plan as part of the CLIG application. (Refer to your local program's Linking Federal Funds for Program Improvement Chart.)

The PA Plan describes how the local early intervention system will inform the public about the LITP, program goals, and the Child Find system, including the Single Point of Entry and referral timelines. The PA Plan should be based on current information and aligned with conclusions drawn from self-assessment, required actions from monitoring by the MITP, and other data related to program improvement. Briefly describe how the local early intervention system will inform the public about the LITP including:

- The overarching goals of early intervention, which are to enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings AND to enable families to provide care for their child and have the resources they need to participate in their own desired family and community activities;
- The three early childhood outcomes, which provide the framework to reach the goals stated above:
  1. Positive social-emotional skills and relationship development;
  2. Acquisition and use of functional knowledge and skills to participate in activities; and
  3. Appropriate behavior to meet needs (leading to increased independence).
- Family-centered, capacity-building methods and procedures;
- The Child Find system, including:
  - Single Point of Entry;
  - MITP Online Referral; and
  - Referral timelines.
- Providing a link to the local Infants and Toddlers website and ensure the LITP website has a link to the MITP Online Referral site;
- Providing any printed public awareness materials (i.e. program brochure).

The PA Plan must be aligned with program improvement efforts, and include the following data:

- The percentage of children birth to age one with IFSPs (indicator #5);
- The percentage of children birth to age three with IFSPs (indicator #6);
- The number of referrals, evaluations, and initial IFSPs over the past year in comparison to previous years;
- The percentage of children from underserved populations who are identified as eligible in comparison to the overall population of infants and toddlers disaggregated by underserved populations; and
- Other data sources – Minority/underserved populations served in local program as compared to the minority/underserved population in the local jurisdiction; minority/underserved populations school readiness data as compared to other populations or other county data sources.

### System Considerations for Specific Strategies/Outreach Activities

The following public awareness activities should be ongoing and continually reassessed to increase awareness of and access to the LITP:

- Target primary referral sources (hospitals, HMOs, pediatricians, and other physicians and medical practitioners, DSS, home-visitors, Judy Center staff, childcare providers) to ensure they are informed about the local early intervention system and procedures for referral to the single point of entry and information about referral timelines;
- Increase parent awareness and participation in the local early intervention system including parents of premature infants;
- Coordinate with public awareness activities of other early childhood programs (such as home visiting programs, public/private agency partners, the Supplemental Security Income programs, Head Start, child care, and preschool programs) and provide for communication with local public agencies, private providers, parent and advocacy groups, and other organizations; and
- Increase awareness and participation of minority and underserved communities (e.g., low-income, rural, homeless, foster care, wards of the State, children abused and neglected, children affected by substance abuse and drug exposure, and English as a Second Language families) in the local early intervention system. (See CLIG Assurances Statement 2).

For public awareness materials, see considerations below:

Infrastructure Development Considerations	Personnel Development Considerations
<ul style="list-style-type: none"> <li>● How does the local infants and toddlers program create a culture that emphasizes routines-based intervention supporting the three early childhood outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>● How are intake staff trained in describing EI services as routines-based, focused on building family capacity?</li> </ul>
<ul style="list-style-type: none"> <li>● How does leadership support this shift in thinking and service delivery across disciplines?</li> </ul>	

For indicator #5: Children Birth – 1 with IFSPs, see considerations below:

Infrastructure Development Considerations	Personnel Development Considerations
<ul style="list-style-type: none"> <li>● What evaluation tools/processes/ procedures are in place to support identification of very young children?</li> </ul>	<ul style="list-style-type: none"> <li>● How are all disciplines trained to evaluate, assess, and support newborn/premature/ infant development? Substance exposed newborns?</li> </ul>
<ul style="list-style-type: none"> <li>● How are data used to determine actionable items?</li> </ul>	<ul style="list-style-type: none"> <li>● How is fidelity of evaluation procedures measured?</li> </ul>
<ul style="list-style-type: none"> <li>● How does the LITP utilize implementation teams to support and sustain system change?</li> </ul>	

For indicator #6 Children Birth – 3 with IFSPs, see considerations below:

Infrastructure Development Considerations	Personnel Development Considerations
<ul style="list-style-type: none"> <li>How often are staffing patterns and evaluation data reviewed?</li> </ul>	<ul style="list-style-type: none"> <li>How are all disciplines trained to evaluate, assess, and support integrated development?</li> </ul>
<ul style="list-style-type: none"> <li>What is the process and procedure for reviewing IFSPs for Evidence of Standards?</li> </ul>	<ul style="list-style-type: none"> <li>How are fidelity of evaluation procedures measured?</li> </ul>

For the number of referrals, evaluations and IFSPs, see considerations below:

Infrastructure Development Considerations	Personnel Development Considerations
<ul style="list-style-type: none"> <li>How are data from the MOIFSP Report used to determine actionable items?</li> </ul>	<ul style="list-style-type: none"> <li>How are all disciplines equal and active contributors to developing IFSPs?</li> </ul>
<ul style="list-style-type: none"> <li>How often is the “referral-to-IFSP” workflow reviewed and analyzed?</li> </ul>	
<ul style="list-style-type: none"> <li>How many EI personnel do families encounter from referral to IFSP implementation?</li> </ul>	

For minority / underserved populations, see considerations below:

Infrastructure Development Considerations	Personnel Development Considerations
<ul style="list-style-type: none"> <li>How are data used to determine actionable items?</li> </ul>	<ul style="list-style-type: none"> <li>How are all disciplines trained to utilize culturally responsive evaluation and assessment practices?</li> </ul>
<ul style="list-style-type: none"> <li>What strategies are in place to target underserved populations?</li> </ul>	

### SFY 2023 Part C State Systemic Improvement Plan (SSIP) Discretionary Funds

Again, for SFY 2023, each of the four local Infants and Toddlers Programs (Cecil, Frederick, Howard, and Montgomery only) will receive a one-time supplemental grant directed to continue implementation of SSIP activities and initiatives. Sample uses for these funds may include:

- Professional learning to enhance local program use of evidence-based practices, including Pyramid Model, the Routines-Based Interview, and reflective coaching;
- Professional learning to increase the quality and effectiveness of IFSP process and document;

- Professional learning to increase COS competency for IFSP teams;
- Ongoing system and/or content coaching to support implementation;
- Increased collaboration with typical early childhood mental health programs/projects and/or community partners; and/or
- Stipends to encourage partners, including families, to engage in local implementation activities.

To receive these funds, each CLIG application must use the template to be provided to four participating LITPs and include:

- Program priority(s) for use of funds;
- Local data that supports or challenges the implementation of evidence-based practices;
- Goal statement(s);
- A description of infrastructure and personnel strategies/activities that will be used to improve social-emotional child outcomes;
- The implementation timeline for each strategy;
- Method of evaluation or measure of fidelity for each strategy;
- The associated resources and budget for each strategy;
- The plan for sustainability of each strategy, as appropriate; and
- A Proposed Budget Form C-125 and a Budget Detail Form.

Priority:
SSIP State Priority Funds
<b>Defined Need:</b> : Identify local data points relevant to your priority area. Consider how your current infrastructure and workforce capacity either supports or challenges the implementation of evidence-based practices. Use a data analysis strategy (i.e. Fishbone, 5 Whys) to determine possible root causes related to the data. (Data, analysis of data, source of data and identified need must be included). Consider the components of the TAP-IT model (Team-Analyze-Plan-Implement-Track) for data-informed decision making.
Type response here.
Goal Statement(s):



Type response here.				
Infrastructure Development Strategies	Implementation Timeline	Evaluation and/or Fidelity Measure	Resources/ Budget	Sustainability Plan
Type response here.	Type response here.	Type response here.	Type response here.	Type response here.
Personnel Development Strategies	Implementation Timeline	Evaluation and/or Fidelity Measure	Resources/Budget	Sustainability Plan
Type response here.	Type response here.	Type response here.	Type response here.	Type response here.

**BUDGET**

The budget submission of CLIG Application consists of all the tabs from the [SFY 2023 CLIG Budget Submissions Workbook](#). After the budget information from all partner agencies has been entered into a single copy of the [SFY 2023 CLIG Budget Submissions Workbook](#) and manual entry items completed, print the workbook, obtain signatures, order the pages by attachment number, and submit as the final attachment to the Application. Step-by-Step Instructions for the use of the [SFY 2023 CLIG Budget Submissions Workbook](#) to produce the required budget submission are included on the first tab of the Workbook.

The required components of the budget submission are the:

1. **Information Input Worksheet.** The Lead Agency must enter all partner name information, allocations, Unique Entity Identifier (UEI) (SAM), and SFY 2022 MSDE Indirect Cost Rate (as the SFY 2023 figure is not yet available). Based upon information entered on this form, each page of the [SFY 2023 CLIG Budget Submissions Workbook](#) will be labeled with the agency name and role (Education, Health, or Social Services), and the preparer will be alerted by cells with a yellow

background that information entered requires revision;

2. **Grant Budget C-1-25 Form** for each CLIG funding source, signed by the LITP director and financial representative;
3. **MITP Form 100** - Local Infants & Toddlers Program Consolidated Budget Form that aggregates the budgets of each partner agency for all LITP related costs provided on each partner agency's MITP Form 100A. \*Partner agencies are local education agencies, departments of health, departments of social services, and in a few jurisdictions and other agencies. **This form includes the Federal Medicaid Reimbursement Availability Worksheet that requires the documentation of that status and availability of federal Medicaid reimbursement funds;** and
4. **LLA/PA Prohibition Against Supplanting Template** based upon aggregated budget and actual figures from all partner agencies that report all **LITP non-federal funding and non-CLIG awarded State funding for SFY 2021, 2022, and 2023** (SFY 2023 figures are automatically aggregated from each partner agency's MITP Form 100A).
5. **For each partner agency:**
  - **MITP Form 100A** - Infants & Toddlers Partner Agency Budget Form that aggregates budgeted costs from each agency's MITP Forms 100B and 100Cs for all funding sources, including CLIG –awarded funds. **This form includes a section entitled, "Description of other Federal, Other State, and Other/Private Funds" in which each partner agency that budgets non-CLIG-awarded federal or State funds or non-Local funds must provide a description of these funding sources;**
  - **MITP Form 100B** that illustrates costs budgeted for Salaries and Wages (Object 01) and associated fringe costs (that will automatically populate to the MITP Form 100C for Object 04) to be charged to each funding source. The positions are differentiated as Administrative/Direct Services (in order to automatically populate the agency's MITP Form 100D). This form includes a comparison of SFY 2022 and SFY 2023 FTEs for all non-federal funding, including CLIG-awarded State funds;
  - **MITP Form 100C - Budget Detail Form** for each object (02–05) that provides detailed information of budgeted costs (e.g., separate listings of amounts for office and service supplies, such as printer paper and cartridges or assessment tools, toys, or craft items to be purchased, contracted services, and all other charges) for each funding source (Part C expenditures must be assigned to Part C Administrative or Part C Direct Services for populating the agency's MITP Form 100D). In the detail area of each numbered expenditure block, each listed cost must:
    - include unit/hourly costing information; and
    - specify the funding source to be charged.

The total for each funding source specified in the Detail area must be manually calculated and entered into the funding source line above the Detail area so that it will be automatically aggregated to the agency's MITP Form 100A. The total of expenditures for each funding source that are listed in the Detail area of a funding block must match the figure entered in the funding source line above the Detail area. **Please note that an initial**

application submission that contains a Form 100C that does not comply with these requirements may result in monitoring report findings; and

- **MITP Form 100D** - Part C Direct/Administrative Costs which will automatically populate with the information provided on the *MITP Forms 100B* and *100C*.

## APPENDIX

The following appendices must be included as part of the application:

- CLIG Assurances
- [Recipient Assurances \(State Assurances\)](#)
- [Federal Certifications Certificate](#) signed by authorized representative
- Screenshot of valid SAM.gov registration, showing UEI
- General Education Provisions Act (GEPA), Section 427 Statement
- Designation of LLA, if applicable: the local governing authority of each jurisdiction shall appoint an agency to assume the responsibilities of the local lead agency ([COMAR 13A.13.02.08A](#)). The appointment may take the form of a letter, executive order, proclamation, or other methods of notification from the executive authority that designates the local lead agency.
- LLA Authorization: a copy of the documentation authorizing the LLA for the grant period is required ONLY if the LLA has changed from the previous SFY.
- Local Interagency Agreement that meets the provisions of this program; see the [Local Interagency Agreement](#) section of the Grant Information Guide for guidance.
- Assurance of Local Capacity
- LICC Review Statement
- LICC Membership Directory
- LITP policies and procedures
- Linking Funds to Program Improvement Chart
- A complete package of the budget documentation generated by the [SFY 2023 CLIG Budget Submissions Workbook](#), including all required signatures; see the [Required CLIG Budget Documents](#) section in the [Fiscal Requirements & Procedures](#) section of the Grant Information Guide for guidance.

## Budget Planning, Procedures and Considerations

### PLANNING

The LLA is charged with the fiscal management of the CLIG-awarded grant funds within the greater context of the fiscal management of the LITP in its entirety. Consequently, budgeting and reporting requirements apply to CLIG-awarded funds as well as all other funding that supports the provision of LITP services. Furthermore, since the LITP expenditures are incurred by multiple agencies, budgeting and reporting tasks will require the LLA to aggregate data **from all partner agencies for all funding sources, including funds not awarded through the CLIG**. Planning for the upcoming fiscal year involves the coordination and cooperation of partner agencies to produce the budget information that is required for the CLIG application. Coordination is also essential to ensure LITP compliance throughout the year with applicable program and fiscal requirements, such as the aggregation of partner agency data for reporting and invoicing.

### DEVELOPMENT OF BUDGET DOCUMENTATION

Detailed budgets for the planned expenditure of CLIG-awarded funding **and all other funding that supports the LITP through all of the partner agencies** are a required component of the CLIG application. The [SFY 2023 CLIG Budget Submissions Workbook](#) is a tool that assists the LLA to record details of each partner

agency's planned expenditures from all funding sources, including CLIG-awarded funds, and to produce accurately aggregated summary documents and budgets to illustrate the planned use of funds by all of the LITP partner agencies. Proper completion of the [SFY 2023 CLIG Budget Submissions Workbook](#) will result in summary budget documentation for the CLIG-awarded grant funds and for all other funding sources of the LITP, consolidated from data entered for the partner agencies. Step-by-Step Instructions for the use of the [SFY 2023 CLIG Budget Submissions Workbook](#) to produce the required budget submission are included on the first tab of the Workbook.

The [SFY 2023 CLIG Budget Submissions Workbook](#) utilizes programmed worksheets to simplify the task of correctly documenting and totaling grant and program budgets that are aggregated from partner agencies and ensures compliance with various funding requirements. **The LLA must coordinate the entry of each partner agency's information into a single copy of the [SFY 2023 CLIG Budget Submissions Workbook](#) in order for the programmed worksheets to validate and correctly aggregate the entered data.**

Since the detailed expenditures drive the automated population of the summary pages of the [SFY 2023 CLIG Budget Submissions Workbook](#), the suggested first step toward efficiently completing the [SFY 2023 CLIG Budget Submissions Workbook](#) is to develop, with consultation among partner agencies, a list of proposed LITP expenditures based upon historical and anticipated needs. After this listing is compiled, the completion of the [SFY 2023 CLIG Budget Submissions Workbook](#) will mainly entail the assignment of expenditures to the various partner agencies and funding sources.

## BUDGETING CONSIDERATIONS

Following is a list of some important requirements that must be considered while developing the list of proposed expenditures, assigning them to various funding sources, and completing the [SFY 2023 CLIG Budget Submissions Workbook](#):

- CLIG-awarded funds must be budgeted to improve outcomes for infants, toddlers, and preschool children and their families in the Early Intervention System of Services. Additionally, priorities previously identified by the MSDE through monitoring may need to be reflected in the budget of the LITP. Allowable expenditures include salaries and fringe benefits for direct service positions, purchase of early intervention services through contracts or other locally approved procurement mechanism, purchase of administrative or early intervention supplies and/or equipment used to support the provision of or to provide direct services to eligible children and their families, and staff/parent training. **All CLIG funding must support only IFSP related activities except for the Part B Section 619 allocation for Family Support Services for Children Age 3 - Kindergarten which may be used to support the transitions to and from a preschool IEP.**
- State General funds may not be used for administrative positions, computer technology for administrative purposes, furniture, or capital improvements. **Complete information regarding the use of State General funds can be found in Appendix F of the [MSDE Financial Reporting Manual, Revised 2014](#).**
- Federal funds may not be used to purchase furniture (i.e., filing cabinets, storage cabinets, tables, etc.), unless specially designed to implement the goals and objectives of a child's IFSP or for parent training activities. Federal regulations related to the allowable use of federal grant funds can be found at: [2 CFR Part 200 Subpart E – Cost Principles](#)

- In accordance with [34 CFR §300.800](#), Part B 619 funds that are intended to supplement the Extended IFSP Option must be used only for children with disabilities aged three through the beginning of the school year following the child’s fourth birthday. Utilizing this funding for positions that support this population **and** younger children will require reporting to ensure that the Part B 619 funds are used only for their intended population, in accordance with [2 CFR §200.430 \(i\)\(1\)\(i\)\(vii\)](#).
- Mandatory minimum allocations of grant funds for the following purposes must be clearly designated in budget documentation:
  - Family Support Services for Children Birth – Age 3
    - A fixed allocation from Part C funds of **\$5,000** to support the position of local Family Support Services for Children Birth – Age 3 Coordinator and family support activities, unless the State approves a local early intervention system to utilize a different funding source or to reduce the amount dedicated to Family Support Services for Children Birth – Age 3 activities;
    - At least part of this \$5,000 must be used to support the salaried or contractual employment of a parent of a child with a disability;
    - Proposed costs related to the parent position must be entered in the Part C funding column of the Family Support Services for Children Birth - Age 3 “Parent” row of the Form 100B and/or clearly identified in a detail section of the Object 2 Contracted Services From 100C worksheet, as “Part C FSN.”
    - Other types of costs comprising the \$5,000 must be clearly identified in a detail section of the applicable from 100 C worksheet, as, “Part C FSN.”
  - Family Support Services for Children Age 3 – Kindergarten
    - The CLIG budget should reflect distribution of the Part B 619 allocation for Family Support Services for Children Age 3 - Kindergarten to the agency responsible for implementing Family Support Services for Children Age 3 - Kindergarten;
    - This entire grant must be used for transition-related activities supporting families and their children ages 3-5 served on an IFSP or IEP. These funds may not be used to supplement Family Support Services for Children Birth – Age 3 staff time or activities dedicated to supporting families’ and children’s participation in early intervention services;
    - At least a part of the Part B 619 allocation for Family Support Services for Children Age 3 - Kindergarten must be used to support the salaried or contractual employment of a parent of a child with a disability;
    - Proposed costs related to the parent position must be entered in the Part B 619 PP funding columns on the Family Support Services for Children Age 3 - K “Parent”

row of the *Form 100B* and/or clearly identified in a detail section of the Object 2 Contracted Services Form 100c Worksheet as “619 PP;” and

- Other types of costs to be charged to the Part B 619 PP funds grant must be clearly identified in one of the Detail sections of the applicable *Form 100C* worksheet as “619 PP.”

(Tip: There are two CLIG allocations of IDEA Part B Section 619 funds; one for Family Support Services for Children Age 3 - Kindergarten and one for the Extended Option, as explained here. The Part B Section 619 /Extended option allocation may not be used to support IEP services.

- A fixed allocation from Part C funds of **\$600** to support participation in the SFY 2023 Early Intervention/Special Education Services Required Professional Learning Opportunities or other professional development activities.
- Although federal Medicaid (MA) Reimbursement Funds received for LITP services may be spent outside the SFY 2023 CLIG funding period, they must be spent only to support the LITP, in accordance with the Memorandum of Understanding between the MSDE and each LITP. Each LITP must account for the federal MA funds received as reimbursement for LITP services, as recorded by the MDH, **for each fiscal year**. Each LITP’s *Form 100* contains a section entitled, “*Federal Medicaid Reimbursement Availability Worksheet*” that enables the LLA to account for the utilization of these funds by SFY and shows the availability of these funds for the upcoming year’s budget.
- Although the CLIG State General Funds will be delivered to the LITP through two vehicles (through a direct grant to the LITP and payments by the MDH of CLIG State General Funds that are deposited with the MDH for approved MA claims) the LLA must budget the full CLIG allocation of State General Funds on applicable budget forms (*C-1-25, Form 100, Form 100A, Form 100 B, Form 100 C*).
- The availability of the LITP’s State General funds awarded through the CLIG Application, whether received through direct grant to the LITP or payments by the MDH of CLIG State General Funds that are deposited with the MDH for approved MA claims, cannot be extended beyond June 30, 2023. CLIG State General Funds that have not been obligated by the end of the grant period will revert to the State treasury. However, the initial grant period of the Federal IDEA Part C, Part B Section 611, and Part B Section 619 funds can be extended to June 30, 2023 using the grant extension process.
- *MITP Form 100D* must categorize expenditures of only Part C funds as either direct services or administrative costs. The MSDE views service coordination and the time spent taking a referral as a direct service. To facilitate this categorization, the *Form 100C* pages are designed for entries of Part C expenditures as either for direct services or administrative costs, which will automatically populate the *Form 100D* for each partner agency.
- Indirect Costs are allowable for State funds to the extent of the Restricted Indirect Cost Rate approved for federal programs, not to exceed a maximum of 2%. **Indirect costs are not allowable to**

**CLIG-awarded federal funds.**

- Expenditures must be categorized by object as defined in the [MSDE Financial Reporting Manual, Revised 2014](#). For equipment (Object 5 on the Grant Budget C-1-25 Form): Equipment includes tangible personal property having a useful life of more than one year and/or an acquisition cost equal to the lesser of the per unit minimum dollar amount established by the grantee for financial statement purposes, or \$5,000 (\$500 if a sensitive item). Sensitive items are capital or non-capital items that are prone to theft such as recording devices, portable tools, cameras and other small items that may be concealed in a handbag or briefcase, or larger items such as laptop computers, projectors, printers and the like, for which there is a history of theft or loss.
- Each proposed expenditure that is listed on a *Form 100C* must include sufficient detail to enable grant reviewers to determine allowability according to applicable regulations. Reflect the unit cost, the number of units to be purchased, if applicable, and the total cost. Examples of required detail:

100 hours of physical therapy services @ \$65/hr. = \$6,500  
10 reams of paper for IFSP documents @ \$7.00/ream = \$70

- In accordance with the IDEA Part C Prohibition Against Supplanting provision, [34 CFR §303.225](#), the total amount of State and local funds budgeted for expenditures in SFY 2023 by a LITP/PA for early intervention services for children eligible under Part C and their families must be at least equal to the total amount of State and local funds actually expended for early intervention services for these children and their families in SFY 2021. CLIG Budgets are considered compliant with this provision if:
  - Local jurisdictions maintain local fiscal effort in support of early intervention under Part C of IDEA by budgeting at least the same amount of non-federal funds for SFY 2023 as was expended in SFY 2021. The *LLA/PA Prohibition Against Supplanting Template* will assist an LLA to demonstrate compliance with this requirement in order to be eligible to receive IDEA federal funding for this fiscal year's application.

The sources of funds for this calculation are local funds and "Other State" funds **from all partner agencies**. Expenditures paid with federal funds (including federal MA reimbursement funds) may not be included in this calculation. "Other State" funds do not include State General funds awarded through the CLIG Application process, whether received through direct grant to the LITP or payments by the MDH of CLIG State General Funds that are deposited with the MDH for approved MA claims, but do include State funds assigned for LITP purposes by school systems, local departments of health and social services.
  - Federal and State funds budgeted do not supplant local funds utilized to support all positions and do not result in a decrease in local funding and staffing support for direct services.
  - All outstanding financial and program reports from the previous SFY are submitted, including Form 500, which documents non-federal expenditures for the previous grant year.

## The Review Process

The review of proposals will be a four-part process:

1. Written applications will be pre-screened for submission requirements and inclusion of all required sections. Applications not meeting all pre-screening requirements are returned to the LLA point of contact for correction. The MSDE, DEI/SES Fiscal Liaison initiates communication with LLA.
2. A review committee established by the MSDE will evaluate applications. The review committee will use a review tool to review applications.
3. The MSDE, DEI/SES will provide feedback to the LLA with a due date for revision and/or edits of programmatic and/or fiscal content. Applicants may be scheduled for an oral program presentation or technical assistance conference as determined by the review committee.
4. Final approval of awards will be determined by the review committee. Applicants will be notified of the final decision.

### REVIEW COMMITTEE

The committee will be composed of Fiscal and Programmatic representatives from the MSDE, DIE/SES and Liaisons inclusive of Family Support specialists. Final fiscal and programmatic approvals are conducted by the designated Branch Chiefs.

### AWARD NOTIFICATION

Notification of a *substantially approvable grant application* will be sent to the LLA Head of Agency by email within 30 days of the deadline to submit proposals. Approved proposals may begin implementing the program as soon as the award notification letter is received. The Notice of Grant Award (NOGA) will be forthcoming within 3 weeks of the approval letter.

## Reporting Requirements

### TIMELINE

Grantees must comply with the following reporting requirements:

Date	Reporting Requirements
Jan 31, 2023	Semi-annual programmatic and fiscal reporting
Nov 1, 2023	Final programmatic, LICC, and fiscal year reporting
Nov 15, 2023	Data collection
Nov 30, 2023	Final cumulative and financial reporting
June 15, 2023	SFY 2023 CLIG State General Funds Funding Adjustment Certification and Agreement Form



Notes: Final invoices must be submitted no later than 60 days after the grant period ends.

Fiscal reporting must include only support for IFSP related activities with the exception that expenditures of the Part B Section 619 allocation for Preschool Partners to support the transitions to and from a preschool IEP must also be included.

Unless otherwise indicated, all submissions must be legible, in PDF format, and uploaded to the MSDE Secure Web Client in accordance with the [MSDE MOVEit Secure File Transfer Website Access and Submission Procedures](#).

Timely, complete, and accurate submission of program, financial, data, and LICC reports is required as a condition of the Consolidated Local Implementation Grant Award. A timeline is provided below. Please refer to the [Maryland Infants & Toddlers Program \(MITP\) Grants Submissions Timeline](#) for a calendar listing of required submissions.

## SEMI-ANNUAL PROGRAMMATIC AND FISCAL REPORTING

Local Lead Agencies must complete the *Semi-Annual Report* and the *Interim Cumulative Variance Report* worksheet tabs located in the [SFY 2023 CLIG Reporting & Supplemental Forms Workbook](#) no later than January 31, 2023.

### Programmatic Reporting

Using the *Semi-Annual Program Report* tab of the workbook, LLAs must submit the semi-annual programmatic report by January 31, 2023. This report should include:

- A data analysis of the time period of July 1 - December 31 that includes:
  1. The number of children evaluated;
  2. The number of children determined to be infants and toddlers with developmental delays and/or disabilities; and
  3. The number of children receiving IFSP services after age 3.
- A description of the progress on the Improvement Plans for each performance indicator assigned in the previous Annual Report Card, including the status of infrastructure and personnel development strategies and activities as identified in the plan.
- A description of the progress on the correction of noncompliance for each incidence of noncompliance identified in the previous local Annual Report Cards, including the status of infrastructure and personnel development strategies and activities supporting the correction of noncompliance.
- A description of current successes in infrastructure development and personnel development that support progress in the delivery of early intervention services to infants and toddlers with developmental delays and disabilities and their families.
- A description of current challenges in infrastructure development and personnel development that impede progress in the delivery of early intervention services to infants and toddlers with developmental delays and disabilities and their families.

- A description of technical assistance requests associated with reported challenges.
- If applicable, SSIP Grant reporting in table format which includes infrastructure and personnel development strategies to achieve the goal, progress/evaluation, and pace of progress.

### Fiscal Reporting

Local Lead Agencies must submit the *Interim Cumulative Variance Report* form for each grant line on each Notice of Grant Award. Extended prior year grant lines require a second *Interim Cumulative Variance Report* by this same date. Refer to the [MSDE Financial Reporting Manual, Revised 2015](#) for detailed financial reporting procedures.

These reports must be completed and signed by the LLA Finance Officer and Director. The purpose of this report is to:

- Report the budget amount that has been expended **from the beginning of the grant through December 31, 2022**; and
- Verify that spending is consistent with budget projections.

Note: A single *Interim Cumulative Variance Report* of CLIG State General Funds must account for the entire allocation of State General Funds, whether delivered via grant or via Maryland Department of Health payments of Intergovernmental Transfer State General Funds.

## DATA COLLECTION

### Federal Part C Reporting

The data collection date for federal reporting is October 1st in each year. By November 15, Local Lead Agencies are expected to have entered all data generated up to and including October 1st, run audit reports, and fill in missing data. Shortly after that date, the MSDE, DEI/SES will extract data from the data system to complete federal reports. Part of the federal reporting requirement mandates the submission of timely and accurate data. As a result, it is extremely important that the LITPs enter all available program data by the November 15 deadline. Note that the submission of timely and accurate data is one factor that impacts the annual determination of each Local Infants and Toddlers Program

### Early Intervention Personnel Count

An annual interagency count of early intervention personnel employed in full-time equivalents is due annually. Forms and further instructions will be distributed to local lead agencies prior to the submission date. The annual count must be submitted electronically to the Data Specialist at: [Daniel.szczepaniak@maryland.gov](mailto:Daniel.szczepaniak@maryland.gov).

## FINAL REPORTING

For final programmatic and fiscal reporting, local lead agencies must complete the *Final Program Report* and the *Final Cumulative Variance Report* worksheet tabs located in the [SFY 2023 CLIG Reporting & Supplemental Forms Workbook](#).

### Programmatic Reporting

Using the *Final Program Report* tab of the workbook, LLAs must submit a report of the activities of the Local Infants and Toddlers Program for the grant period no later than November 1, 2023, which includes the following:

- A description of the progress of the Improvement Plans and Corrective Action Plans for each indicator, including the status of infrastructure and personnel development strategies and activities that were identified in the plan.
- A summary of how the PA activities (whether a PA plan was required or not), including infrastructure and personnel development strategies, were implemented to support effective messaging, identification, and outreach to all population groups, geographic areas, and potential referral sources in the local jurisdiction. An analysis of data that demonstrates the effectiveness of public awareness and access efforts on the local early intervention system must be included.
- A summary of how the infrastructure development and personnel development strategies relevant to the COS process were implemented to support the fidelity of the process. An analysis of data that demonstrates the implementation of the COS process to fidelity, including the four Core Components (authentic assessment, age-anchoring, COS Rating Prep Tool, Decision Tree), must be included.
- A summary of how infrastructure development and personnel development strategies were implemented to support effective, functional routines-based IFSPs. An analysis of data, including data from the IFSP Review Evidence of Standard tool and/or the IFSP Process Performance Indicators to demonstrate the development and implementation of effective IFSPs must be included.
- A summary of how the CSPD Plan was implemented during the grant period to support an effective local early intervention system, including the implementation of the Early Intervention Personnel Standards, as well as how the CSPD Plan supported Improvement Plan/Corrective Action Plan activities. An analysis of data that demonstrates the effect of training efforts on the local early intervention system including the implementation of the required EI Personnel Standards must be incorporated. For each training activity conducted, identify the topic, date, and number of participants from each category (parents, service providers, service coordinators, primary referral sources, and paraprofessionals). Also, include a summary of the evaluations completed by attendees. The CSPD Plan may be updated to include the required reporting information and submitted in lieu of developing a separate reporting format.
- A summary of how Family Support Services for Children Birth - 3 and Family Support Services for Children 3 - Kindergarten activities implemented during the grant period support an effective local early intervention system, including strategies to enhance the response rate and representativeness of the Early Intervention Family Survey. Jurisdictions should use local Family Support Services Semi-Annual Data from MSDE, DEI/SES Family Support and Dispute Resolution Services as the foundation for this summary. This summary should also include: agendas, event communications (i.e. flyers), sign-ins, newsletters, and invoices. Include an analysis of data that demonstrates the effect of efforts on the local early intervention system. A detailed description of how Family Support Services for Children 3 - Kindergarten activities supported the transition of children and families from early intervention to preschool and from preschool to school-age programs must be incorporated. The summary should also include information regarding the quarterly meetings between the Family Support Coordinator and the local Director of the Infants and Toddlers Program.
- A summary of the implementation of the Extended IFSP Option including:

- Provision of services/supports to preschool children and their families describing innovative service delivery models and age-appropriate service delivery environments (school/community);
  - Expansion of local infrastructure to support services to preschool children and their families; and
  - Facilitation of a seamless transition to preschool special education and/or community programs.
- An analysis of local data that demonstrates the provision of continuous service compared to the frequency on the IFSP for a sample of at least 5% of the children served or 25 children, whichever is smaller (Note: smaller jurisdictions should report on at least 5 children).
  - For SSIP jurisdictions only: A discussion of the stage of implementation for each evidence-based practice - Routines-Based Interview, Pyramid Model and Reflective Coaching. A discussion, based on qualitative and quantitative data, about how you know evidence-based practices are moving towards fidelity of implementation within the local early intervention system. A description of overall successes and challenges supporting the implementation of evidence-based practices with fidelity.

### ANNUAL LICC REPORT

To facilitate compliance with federal requirements, the State Interagency Coordinating Council requests that each LICC submit an annual report of its activities during the grant period no later than November 1, 2023. Information from the LICC Annual Reports is included in the Annual Report of the State Interagency Coordinating Council to the U.S. Department of Education and the Governor. The LICC Annual Report must include the following components:

- A summary of how the LICC has advised and assisted the local lead agency to develop and implement the local early intervention system during the grant period;
- Successful LICC efforts that may be helpful to other LICCs;
- Issues to be considered by the State Interagency Coordinating Council; and
- The dates that the meetings were held, at a minimum, on a quarterly basis. Copies of the LICC meeting minutes are not required and will not meet the requirements for the LICC Annual Report.

### CUMULATIVE VARIANCE REPORTING

Complete the *Final Cumulative Variance Report* form for each line on each notice of grant award. Refer to the [MSDE Financial Reporting Manual, Revised 2015](#) for detailed financial reporting procedures. Reports are due no later than September 30, 2023 for grant lines ending June 30, 2023, and no later than November 30, 2023 for grant lines ending September 30, 2023.

These reports are to be completed and signed by the Finance Officer and Lead Agency Director. The purpose of these reports is to:

- A. Report the budget amount that has been expended for the **entire grant period**; and
- B. Verify that spending is consistent with budget projections.

Note: A single *Final Cumulative Variance Report* of CLIG State General Funds must account for the entire allocation of State General Funds, whether delivered via grant or via Maryland Department of Health payments of Intergovernmental Transfer State General Funds.

## FINAL FINANCIAL REPORTS

Each LLA must submit a Final Financial Report (FFR) for each grant line. This report provides the final accounting of grant funds and authorizes final payments or the canceling of unexpended grant funds. Do not include State General Funds received via the Maryland Department of Health payments of Intergovernmental Transfer State General Funds in this report. Please note that final grant payments are not issued until the FFR is submitted. For grants ending June 30, 2023, the FFR is due no later than September 30, 2023; for grants ending September 30, 2023, the FFR is due no later than November 30, 2023. LSS Lead Agencies file the FFR using the MSDE Annual Finance Report (AFR) System. Non-LSS Lead Agencies file the *Non-LSS Final Financial Report Form* (from the [SFY 2023 CLIG Reporting & Supplemental Forms Workbook](#)).

## MITP FORM 400 AND FORM 500

The LLA must aggregate information from the partner agencies to complete Forms 400 and 500 with consolidated expenditures for the period July 1, 2022 through June 30, 2023. Form 400 presents the fiscal year consolidated partner agency expenditures of CLIG funding and Form 500 presents the fiscal year consolidated partner agency expenditures of Non-CLIG funding by administrative and direct services costs for the fiscal year. The Lead Agency must submit these reports no later than November 1, 2023.

**Form 400** – Since the grant period of the CLIG federal funds grants extends at least three months (longer, if extended) beyond the fiscal year, Form 400 enables LA/PA to document the expenditure for a single fiscal year from two grant years of each of the CLIG’s federal funding sources. Reporting of State General Funds must include the entire annual allocation of State General Funds received as a grant and received through the IGT. Refer to the [MSDE Financial Reporting Manual, Revised 2014](#) for detailed financial reporting procedures.

**Form 500** - The information collected for this report is used to document compliance with the federal Prohibition Against Supplanting regulation and the level of expenditures from local sources for legislative reports. Include LITP expenditures of the following funding sources:

- **Federal Medical Assistance for Service Coordination:** Federal Medicaid funds received by the LITP as reimbursement for the provision of service coordination;
- **Federal Medical Assistance for Health-Related Services/ Transportation:** Federal Medicaid funds received by the LITP as reimbursement for the provision of health-related services and transportation;
- **Local Government:** Funds appropriated by the local governing authority for the local school system, local Health Department, local Department of Social Services, and any other local government agency;
- **Other State:** Funds generated by the State and distributed to the local school system, local Health Department, local Department of Social Services other than the annual allocation of State General Funds received as a grant or through the IGT. (Examples include Developmental Disabilities

Administration funds, Family Support Center funds, and Healthy Families funds.);

- **Other Federal:** Funds from federal sources other than Medical Assistance and other than IDEA Part C, Part B 611, and Part B 619 funds allocated through the CLIG;

(Examples include IDEA Part B 611 and Part B 619 Preschool grant funds allocated through the Local Application for Federal funds, children’s Medical Services/Title V funds, Early Head Start funds, Impact Aid funds, Women, Infants, and Children (WIC) funds, and Temporary Assistance to Needy Families (TANF) funds; and

- **Private:** Funds from United Way, philanthropic foundations, or donations from businesses, civic organizations, or individuals.

#### Cost Definitions:

- **Administrative:** Include the salaries and fringe benefits of administrative personnel, contracted services, costs for office supplies and material, office equipment, training, and other charges not related to direct services.
- **Direct Service:** Include the salaries and fringe benefits of direct service providers, contracted services, costs for supplies and materials related to evaluation and assessment and service delivery, assistive technology devices and other equipment, and other charges related to the provision of services to children and families including service coordination and the taking of referrals.

## Payment Procedures

- Upon approval of the CLIG application, Notice of Grant Award (NOGA) documents will be issued, as required, for the various CLIG funding sources.
- **If Payment Schedule Code "0" is indicated on the Notice of Grant Award (NOGA)** - Payments will be based upon actual expenditures as reported through the submission of an invoice directly to the assigned MSDE, DEI/SES Fiscal Grant Liaison. Unless monthly invoices are submitted, quarterly invoices for periods ending September 30, December 31, March 31, and June 30 are due on October 31, January 31, April 30, and July 31, respectively. Invoices must be submitted using the form provided in the [SFY 2023 CLIG Reporting & Supplemental Forms Workbook](#).

**If Payment Schedule Code "1" is indicated on the NOGA** - Payments will be made on a monthly basis and based upon actual monthly expenditures as reported by the LSS/PA to the MSDE Accounts Payable Department. **Only grantees that have access to the AFR System are eligible for Payment Schedule Code 1.** Maintenance of Payment Schedule Code "1" is dependent upon prompt submission of progress and financial reports.

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

A portion of the LITP allocation of CLIG State General Funds will be transferred by the Intergovernmental Transfer (IGT) to the MDH to be included in payments for approved MA claims. This portion is based upon an estimate of the funds that will be needed to provide the non-federal

match for the MA claims submitted by the LITP. The MDH will issue payments for approved claims that will consist of the transferred CLIG State General Funds and the federal MA funds. The remaining portion of the LITP CLIG State General Funds allocation will be released to the LITP as a grant concurrently with the issuance of the other CLIG funding grants.

The Notice of Grant Award for the CLIG State General Funds will present the estimated amount of the CLIG-awarded State General Funds that will be awarded as a State grant and the *estimated* amount of CLIG-awarded State General funds that will be received through payments from the MDH. After the end of the fiscal year, the initial estimate of CLIG State General Funds needed by the LITP for MA billing will be reconciled with the *actual* amount of State General Funds paid by the MDH to the LITP. The amount of the existing CLIG State General Funds grant will be adjusted as needed so that the total amount of CLIG State General Funds received by the LITP equals its allocation. The adjusted figures must be used for final reporting requirements and payment requests. Accounting procedures must be designed to separately track the CLIG State General Funds received through the grant and from the MDH in order to facilitate adjustments after the reconciliation and to account for the entire CLIG State General Funds allocation.

- It is possible that an LITP will submit claims to the MDH that will result in MDH payments of CLIG State General Funds that, combined with payments of charges to its CLIG State General Funds grant, will exceed the LITP allocation. If this occurs, the LITP may retain the associated federal Medicaid payment as long as it repays the excess CLIG State Funds to the MSDE prior to the end of the fiscal year. **The repayment of these funds after the fiscal year will result in the disqualification of the claims that resulted in the excess payment of CLIG State General funds and the federal MA Reimbursement funds that resulted from those claims will be recovered.** To ensure that each LITP will be able to maximize federal Medicaid receipts and not end the fiscal year having received more CLIG State General Funds than it was allocated, the following procedures have been implemented and apply to the **current SFY 2022** CLIG State General Funds:
  - The MSDE, DEI/SES will analyze MDH payments of CLIG State General Funds and payments for charges to CLIG State General Funds grants received by the LITP through April 30, 2022 to estimate the amount by which each LITP, by the end of the fiscal year, will receive CLIG State Funds in excess of the LITP allocation. No later than **May 15, 2022**, the MSDE, DEI/SES will notify each LITP of the determination and the estimated amount of a required funding adjustment, if any, that will be required to offset the excess receipts.
  - Each LITP must complete its own analysis of the amounts of received CLIG State General Funds **and unpaid claims that have been or will be submitted to the MDH** to determine if it agrees with the MSDE, DEI/SES estimate of the funding adjustment to offset funds received in excess of the LITP allocation, if any, or if the estimate requires revision.
  - **By no later than June 15, 2022**, the MSDE, DEI/SES must receive from each LITP:
    - A completed [SFY 2022 CLIG State General Funds Funding Adjustment Certification and Agreement Form](#). This form, to be signed by the agency head, certifies the amount of the offset funding adjustment that will ensure that the CLIG State General Funds that the LLA will have received by the end of the fiscal year will not exceed its CLIG State General Funds allocation. This form also expresses the agency's agreement that if, despite the application of the funding adjustment, the

amount of CLIG State General Funds received by the end of the fiscal year will exceed its allocation, these excess funds will be repaid to the MSDE and the claims for federal Medicaid funds associated with these State General Funds will be rescinded or reversed, resulting in the forfeiture of the associated federal MA funds; and

- A check for the amount of the LITP certified funding adjustment, if applicable.
- The MSDE, DEI/SES will conduct the annual reconciliation of the estimated IGT and actual IGT payments to each LITP, based upon the official MDH reporting, after July grant payments, in early August. NOGAs for amendments to grant amounts, as applicable, will be issued no later than August 31, 2022.
- Please note the following deadlines for submitting payment requests for State General Funds awarded on the State grant:
  - Final Request for State General Funds PRIOR to the Reconciliation: **July 10, 2022.**
  - Final Request for State General Funds AFTER the Reconciliation: **September 10, 2022.**

## Amendments

Forms for amendment requests can be found in the [SFY 2023 Reporting & Supplemental Forms Workbook](#).

An LLA is required to submit a Request for Budget Amendment (form C-1-25 B) for any changes to the original grant, including, but not limited to, programmatic changes and budgetary realignments of \$1,000 or 15% of the total object and/or total category of expenditures, whichever is greater (see [2 CFR §200.308](#) and [Recipient Assurances \(State Assurances\)](#) #8 and #9). Requests for budgetary realignment must also include a Grant Change Request (Form C-1-25-A) and an updated *Grant Budget Form C-1-25*. Requests to amend a grant may be submitted at any time during the fiscal year, but no later than 45 days prior to the end of the grant period.

For fiscal assistance, contact:  
 Glenn Grayman  
 Lead Fiscal Grants Liaison  
 410-767-0243  
[glenn.grayman@maryland.gov](mailto:glenn.grayman@maryland.gov)

For data assistance, contact:  
 Dan Szczepaniak  
 Data Specialist  
 410-767-0641  
[daniel.szczepaniak@maryland.gov](mailto:daniel.szczepaniak@maryland.gov)

### Grant Period Extension Request

An LLA may request to extend the grant period for unobligated funds on the CLIG lines that are funded under IDEA Part C, Part B Section 611 Passthrough, and Part B 619 Preschool Discretionary funds (unless otherwise indicated on the Notice of Grant Award). Modified reporting requirements for extended grant lines will be specified on the Extension Notice of Grant Award.

- SFY 2022: CLIG grant line funding extension requests are due no later than August 15, 2022.
- SFY 2023: CLIG grant line funding extension requests are due no later than August 15, 2023.

For each grant line funding extension request, the LLA must submit two forms:



1. MSDE Grant Change Request (form C-1-25 B ) Complete the line of Section A, “Changes to the Grant Period” to reflect the revised end date from September 30 to no later than the following June 30. Complete Section B with information relating to the programmatic explanation for the extension request; and
2. Annual Financial Report, reporting expenditures through the original end date no later than November 30, 2023. A Local Education Agency (LEA) must enter the Annual Financial Report (AFR) in the MSDE AFR System and submit a printed copy of the AFR report for each grant line funding extension request. Non-LSSs must complete and submit the Non-LSS Annual Financial Report (This form can be found in the [SFY 2023 Reporting & Supplemental Forms Workbook](#), entitled, “Non-LSS Final Financial Report.”), checking the “Annual” box at the top of the report, as part of the grant line funding extension request.

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

## Accountability

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

Beginning in SFY 2017, all MSDE, DEI/SES 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 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ([2CFR §200](#)).

### Subrecipient Monitoring

In accordance with [§200.331](#), the MSDE, DEI/SES 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 MSDE, DEI/SES subaward detected through audits, onsite reviews and other means; and
- Issuance of management decisions for audit findings pertaining to a MSDE, DEI/SES subaward, as required by [2 CFR §200.521](#).

## Non-Discrimination Statement

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office  
Office of the Deputy State Superintendent for Operations  
Maryland State Department of Education  
200 W. Baltimore Street - 2nd Floor Baltimore, Maryland 21201-2595 410-767-0123 - voice  
410-767-0431 - fax  
410-333-6442 - TTY/TDD

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

Each application must develop and describe the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation.

General Education Provisions Act (GEPA) section 427 (PDF) is a provision applicable to all applicants for new grant awards under federal Department of Education programs. This provision was enacted as part of the Improving America's Schools Act of 1994 (Public Law 103-382). Section 427 requires each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in its Federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants' discretion in developing the required description. The statute highlights six (6) types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

## Customer Service Support Sessions

The MSDE will hold several customer service support sessions for interested applicants. During these sessions, MSDE personnel will provide technical assistance and guidance specific to grant development and submission processes.

- April 7, 2022, 9:00 am - 11:30 am, at the Annual Programmatic and Fiscal IDEA Part C Grants Webinar for SFY 2023
- May 10, 2022, 12:30 pm - 3:30 pm, Webinar for the SFY 2023 Application Process
- On-site and/or virtual customer service support sessions will be held with each LLA, led by Programmatic and Fiscal teams

## Questions

If you have questions about the application or the process, please contact the Program Monitor designated for your region:

All Regions  
Glenn Grayman  
Lead Fiscal Grants Liaison  
[glenn.grayman@maryland.gov](mailto:glenn.grayman@maryland.gov)  
410-767-0243

Regions 1, 2, 5  
Marsye Kaplan  
I&T Liaison  
[marsye.kaplan@maryland.gov](mailto:marsye.kaplan@maryland.gov)  
410-767-0792

Region 3  
Marny Helfrich  
I&T Liaison  
[marny.helfrich@maryland.gov](mailto:marny.helfrich@maryland.gov)  
410-767-0248

Region 4  
Nancy Vorobey  
I&T Liaison  
[nancy.vorobey@maryland.gov](mailto:nancy.vorobey@maryland.gov)  
410-767-0234

## Grant Application Timeline

This funding opportunity, including all attachments and updates, are found on the [Maryland Infants & Toddlers Program \(MITP\) Grants Submissions Timeline Webpage](#).

Date	Program Milestone
April 7, 2022	Grants Information Guide and CLIG Application are released at the annual webinar for LLAs
April - May 31, 2022	MSDE, DEI/SES programmatic and fiscal teams are available to provide targeted support to LLA planning and implementation.
May 31 - June 30, 2022	Grants Review Process with feedback and individualized technical assistance

## Appendix

Acronyms

Application for Participation

SFY 2023 CLIG Reporting & Supplemental Forms Workbook

SFY 2022 CLIG State General Funds Funding Adjustment Certification and Agreement Form

**ACRONYMS**

AFR – Annual Financial Report

CAP - Corrective Action Plans

CLIG – Consolidated Local Implementation Grant

COMAR - Code of Maryland Regulations

COS - Child Outcomes Summary

DIE/SES – Division of Early Intervention and Special Education Services

EBPs - Evidence-Based Practices

EI – Early Intervention

IDEA - Individuals with Disabilities Education Act

IFSP – Individual Family Service Plan

IGT - Intergovernmental Transfer

IP - Improvement Plan

LEA – Local Education Agency

LHD – Local Health Department

LLA – Local Lead Agency

MA - Medicaid Program

MITP - Maryland Infants and Toddlers Program

MOIFSP - Maryland Online Individualized Family Service Plan

MSB - Maryland School for the Blind

MSD - Maryland School for the Deaf

MSDE - Maryland State Department of Education

OSEP - Office of Special Education Programs

PLO – Professional Learning Opportunity

SICC - State Interagency Coordinating Council

SPP / APR - State Performance Plans and Annual Performance Reports

SSIP - State Systemic Improvement Plan