

**OMB NO. 1820-0030**

**Expires: 01/31/2026**

**ANNUAL STATE APPLICATION UNDER PART B OF THE  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT AS AMENDED IN 2004  
FOR FEDERAL FISCAL YEAR 2024**

**CFDA No. 84.027A and 84.173A**

**ED FORM No. 9055**

**UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION PROGRAMS**

**Washington, DC 20202-2600**

**Public Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a currently valid OMB control number. The valid OMB control number for this collection is 1820-0030. Public reporting burden for this collection of information is estimated to average 14 hours per responses, and an average of 25 additional hours for responses reporting data related to significant disproportionality in a given year, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit under 20 U.S.C. 1411 and 1419. If you have comments or concerns regarding the status of your individual submission of this form, please contact Jennifer Simpson at [Jennifer.Simpson@ed.gov](mailto:Jennifer.Simpson@ed.gov) or at the Office of Special Education and Rehabilitative Services US Department of Education, 400 Maryland Avenue SW, Washington, DC 20202.

Respondents are required to submit information for Sections I-IV of the Annual State Application in order to receive a grant under Section(s) 611 and/or 619 of the Individuals with Disabilities Education Act. Respondents are required to provide the data in Section V pursuant to IDEA section 618(a)(3), which provides the Secretary authority to collect annual data on any information that may be required by the Secretary and 34 CFR §300.647(b)(7), which requires States to report all risk ratio thresholds, minimum cell sizes, minimum n-sizes, standards for measuring reasonable progress if the State uses the “reasonable progress” flexibility in 34 CFR §300.647(d)(2), and the rationales for each, to the Department.

## Section I

### A. Submission Statement for Part B of IDEA

Please select 1 or 2 below. Check 3 if appropriate.

1. The State provides assurances that it has in effect policies and procedures to meet all eligibility requirements of Part B of the Act as found in PL 108-446, the Individuals with Disabilities Education Act and applicable regulations (IDEA). The State is able to meet all assurances found in Section II.A. of this Application.
2. The State cannot provide assurances for all eligibility requirements of Part B of the Act as found in PL 108-446. The State has determined that it is unable to make the assurances that are checked as 'No' in Section II.A. However, the State assures that throughout the period of this grant award the State will operate consistent with all requirements of IDEA in PL 108-446 and applicable regulations. The State will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2025. The State has included the date by which it expects to complete necessary changes associated with assurances marked 'No'. (Refer to Assurances found in Section II.A.)

Optional:

3. The State is submitting modifications to State policies and procedures previously submitted to the Department. These modifications are: (1) deemed necessary by the State, for example when the State revises applicable State law or regulations; (2) required by the Secretary because there is a new interpretation of the Act or regulations by a Federal court or the State's highest court; and/or (3) because of an official finding of noncompliance with Federal law or regulations.

### B. Conditional Approval for Current Grant Year

If the State received conditional approval for the current grant year, check the appropriate statement(s) below:

#### 1. Conditional Approval Related to Assurances in Section II.A.:

- a. Section II.A. provides documentation of completion of all issues identified in the FFY 2023 conditional approval letter.
- b. As noted in Section II.A., the State has not completed all issues identified in the FFY 2023 conditional approval letter.

#### 2. Conditional Approval Related to Other Issues:

- a. The State previously submitted documentation of completion of all issues identified in the FFY 2023 conditional approval letter.
- b. The State is attaching documentation of completion of all issues identified in the FFY 2023 conditional approval letter. *(Attach documentation showing completion of all issues.)*
- c. The State has not completed all issues identified in the FFY 2023 conditional approval letter. *(Attach documentation showing completion of any issues and a list of items not yet completed.)*

**Section II**

**A. Assurances Related to Policies and Procedures**

The State makes the following assurances that it has policies and procedures in place as required by Part B of the Individuals with Disabilities Education Act. (20 U.S.C. 1411-1419; 34 CFR §§300.100-300.174)

<p><b>Yes</b> <i>(Assurance is given Place a check as applicable.)</i></p>	<p><b>No</b> <i>(Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)</i>  <i>Enter date(s) as applicable</i></p>	<p><b>Assurances Related to Policies and Procedures</b></p>
<p>X</p>		<p>1. A free appropriate public education is available to all children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled, in accordance with 20 U.S.C. 1412(a)(1); 34 CFR §§300.101-300.108.</p>
<p>X</p>		<p>2. The State has established a goal of providing a full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (20 U.S.C. 1412(a)(2); 34 CFR §§300.109-300.110)</p>
<p>X</p>		<p>3. All children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services in accordance with 20 U.S.C. 1412(a)(3); 34 CFR §300.111.</p>
<p>X</p>		<p>4. An individualized education program, or an individualized family service plan that meets the requirements of section 636(d), is developed, reviewed, and revised for each child with a disability in accordance with 34 CFR §§300.320 through 300.324, except as provided in §§300.300(b)(3) and 300.300(b)(4). (20 U.S.C. 1412(a)(4); 34 CFR §300.112)</p>
<p>X</p>		<p>5. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be</p>

		achieved satisfactorily in accordance with 20 U.S.C. 1412(a)(5)(A)-(B); 34 CFR §§300.114-300.120.
X		6. Children with disabilities and their parents are afforded the procedural safeguards required by 34 CFR §§300.500 through 300.536 and in accordance with 20 U.S.C. 1412(a)(6); 34 CFR §300.121.
X		7. Children with disabilities are evaluated in accordance with 34 CFR §§300.300 through 300.311. (20 U.S.C. 1412(a)(7); 34 CFR §300.122)
X		8. Agencies in the State comply with 34 CFR §§300.610 through 300.626 (relating to the confidentiality of records and information). (20 U.S.C. 1412(a)(8); 34 CFR §300.123)
X		9. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program or, if consistent with 34 CFR §300.323(b) and section 636(d), an individualized family service plan, has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10). (20 U.S.C. 1412(a)(9); 34 CFR §300.124)
X		10. Agencies in the State, and the SEA if applicable, comply with the requirements of 34 CFR §§300.130 through 300.148 (relating to responsibilities for children in private schools), including that to the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under this part by providing for such children special education and related services in accordance with the requirements found in 34 CFR §§300.130 through 300.148 unless the Secretary has arranged for services to those children under subsection (f) [By pass]. (20 U.S.C. 1412(a)(10); 34 CFR §§300.129-300.148)
X		11. The State educational agency is responsible for ensuring that the requirements of Part B are met including the requirements of 34 CFR §§300.113, 300.149, 300.150 through 300.153, and 300.175 and 300.176 and that the State monitors and enforces the requirements of Part B in accordance with 34 CFR §§300.600-300.602 and 300.606-300.608. (20 U.S.C. 1412(a)(11); 34 CFR §300.149)
X		12. The Chief Executive Officer of a State or designee of the officer shall ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each public agency described in subparagraph (b) of 34 CFR §300.154 and the State educational agency, in order to ensure that all services described in paragraph (b)(1)(i) that are needed to ensure a free appropriate public education are provided, including the provision of such services during

		the pendency of any dispute under §300.154(a)(3). Such agreement or mechanism shall meet the requirements found in 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154.
X		13. The State educational agency will not make a final determination that a local educational agency is not eligible for assistance under this part without first affording that agency reasonable notice and an opportunity for a hearing. (20 U.S.C. 1412(a)(13); 34 CFR §300.155)
X		14. The State educational agency has established and maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities as noted in 20 U.S.C. 1412(a)(14)(A)-(E), as amended by the Every Student Succeeds Act; 34 CFR §300.156.
X		15. The State has established goals for the performance of children with disabilities in the State that meet the requirements found in 20 U.S.C. 1412(a)(15)(A)-(C), as amended by the Every Student Succeeds Act; 34 CFR §300.157.
X		16. All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs as noted in 20 U.S.C. 1412(a)(16)(A)-(E); as amended by the Every Student Succeeds Act; 34 CFR §300.160.
X		17. Funds paid to a State under this part will be expended in accordance with all the provisions of Part B including 20 U.S.C. 1412(a)(17)(A)-(C); 34 CFR §300.162.
X		18. The State will not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year, unless a waiver is granted, in accordance with 20 U.S.C. 1412(a)(18)(A)-(D); 34 CFR §§300.163 through 300.164.
X		19. Prior to the adoption of any policies and procedures needed to comply with this section (including any amendments to such policies and procedures), the State ensures that there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities. (20 U.S.C. 1412(a)(19); 34 CFR §300.165)
X		20. In complying with 34 CFR §§300.162 and 300.163, a State may not use funds paid to it under this part to satisfy State-law mandated funding obligations to local educational agencies, including funding based on student attendance or enrollment, or inflation. (20 U.S.C. 1412(a)(20); 34 CFR §300.166)
X		21. The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education

		and related services for children with disabilities in the State as found in 20 U.S.C. 1412(a)(21)(A)-(D); 34 CFR §§300.167-300.169.
X		22. The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities in accordance with 20 U.S.C. 1412(a)(22)(A)-(B); 34 CFR §300.170.
X		23a. The State adopts the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after the publication of the National Instructional Materials Accessibility Standard in the Federal Register in accordance with 20 U.S.C. 1412(a)(23)(A) and (D); 34 CFR §300.172.
		23b. <i>(Note: Check either "23b.1" or "23b.2" whichever applies.</i>
		23b.1 The State educational agency coordinates with the National Instructional Materials Access Center and not later than 12/03/06 the SEA as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials enters into a written contract with the publisher of the print instructional materials to: <ul style="list-style-type: none"> <li>• require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or</li> <li>• purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats. (20 U.S.C. 1412(a)(23)(C); 34 CFR §300.172)</li> </ul>
X		23b.2 The State educational agency has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. (20 U.S.C. 1412(a)(23)(B); 34 CFR §300.172)
X		24. The State has in effect, consistent with the purposes of the IDEA and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 CFR §300.8. (20 U.S.C 1412(a)(24); 34 CFR §300.173)
X		25. The State educational agency shall prohibit State and local educational agency personnel from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act (21 U.S.C. 812(c)) as a condition of attending school, receiving an evaluation under 34 CFR §§300.300 through 300.311, or receiving services under the IDEA as described in 20 U.S.C. 1412(a)(25)(A)-(B); 34 CFR §300.174.

**B. Other Assurances**

The State also makes the following assurances:

Yes	Other Assurances
X	1. The State shall distribute any funds the State does not reserve under 20 U.S.C. 1411(e) to local educational agencies (including public charter schools that operate as local educational agencies) in the State that have established their eligibility under section 613 for use in accordance with this part as provided for in 20 U.S.C. 1411(f)(1)-(3); 34 CFR §300.705.
X	2. The State shall provide data to the Secretary on any information that may be required by the Secretary. (20 U.S.C. 1418(a)(3); 34 CFR §§300.640-300.645.)
X	3. The State, local educational agencies, and educational service agencies shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. (34 CFR §76.702)
X	4. As applicable, the assurance in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.

**C. Certifications**

The State is providing the following certifications:

Yes	Certifications
X	<p>1. The State certifies that ED Form 80-0013, <i>Certification Regarding Lobbying</i>, is on file with the Secretary of Education.</p> <p>With respect to the <i>Certification Regarding Lobbying</i>, the State recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the State shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and that the State Agency shall require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub awards at all tiers.</p>
X	2. The State certifies that the arrangements to establish responsibility for services pursuant to 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154 (or 20 U.S.C. 1412(a)(12)(A)); 34 CFR §300.154(a) are current. This certification must be received prior to the expenditure of any funds reserved by the State under 20 U.S.C. 1411(e)(1); 34 CFR §300.171.

**D. Statement**

I certify that the State of Maryland can make the assurances checked as 'yes' in Section II.A. and II.B. and the certifications required in Section II.C. of this application. These provisions meet the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) as found in PL 108-446 and the implementing regulations. The State will operate its IDEA Part B program in accordance with all of the required assurances and certifications.

If any assurances have been checked 'no', I certify that the State will operate throughout the period of this grant award consistent with the requirements of the IDEA ,as found in PL 108-446 and any applicable regulations, and will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2025. (34 CFR § 76.104)

I, the undersigned authorized official of the

Carey Wright, Interim State Superintendent of Schools  
*Maryland State Department of Education*

am designated by the Governor of this State to submit this application for FFY 2024 funds under Part B of the IDEA.

Printed/Typed Name of Authorized Representative of the State: Carey Wright
Title of Authorized Representative of the State: Interim State Superintendent of Schools
Signature:
Date:



### Section III

#### **Description of Use of Funds Under Part B of the Individuals with Disabilities Education Act—20 U.S.C. 1411(e)(5); 34 CFR § 300.171**

States must provide the Description of Use of Funds by completing and submitting the Excel Interactive Spreadsheet with the FFY 2024 Application.

Describe how the amount retained by the State educational agency under 20 U.S.C. 1411(e)(1) will be used to meet the following activities under Part B. (20 U.S.C. 1411(e)(1)-(3), (6) and (7).) The Department annually identifies for States the maximum amounts that a State may retain under Section 1411(e)(1) and (2).<sup>1</sup> The dollar amounts **listed in the Excel Interactive Spreadsheet** by the State for administration and for other State activities should add up to less or equal to the dollar amount provided to the State by the Department for each of these activities.

**Enter whole dollar amounts (do not enter cents) in appropriate cells on the State’s Excel Interactive Worksheet. The Excel Interactive Spreadsheet must be submitted as part of the State’s application.**

Describe the process used to get input from LEAs regarding the distribution of amounts among activities described in the Excel Interactive Spreadsheet to meet State priorities. (20 U.S.C. 1411(e)(5)(B); 34 CFR § 300.704)

The Assistant State Superintendent for the Maryland State Department of Education (MSDE), Division of Early Intervention/Special Education Services (DEI/SES) meets with Local Education Agencies (LEA’s) and Public Agencies (PA’s) local directors of special education and preschool coordinators to obtain their input on a variety of issues and concerns, including federal, State, and local priorities and funding.

State priorities for the use of federal funds are expressed in the MSDE, DEI/SES five-year Strategic Plan which has been developed and informed by the innovative thinking and transformative ideas from a variety of stakeholders across the State. This includes the LEA superintendents, special education directors, early intervention and preschool special education coordinators, instruction and curriculum specialists, family advocates and support coordinators, legislators, and parents and community partners. Education Agencies across Maryland collaborated in the identification of three critical Action Imperatives (1) Early Childhood; (2) Secondary Transition; and (3) Access, Equity, and Progress. The MSDE, DEI/SES continuously communicates with every LEA regarding the application of these critical areas, through federal funds, to improve results and narrow performance gaps for infants, toddlers, children, and youth with disabilities and their families. Additionally, Maryland reached a collaborative determination with LEA’s and other stakeholders to provide, through federal funding, the Extended Option, wherein families may remain on an Individualized Family Service Plan (IFSP) after a child’s third birthday.

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<sup>1</sup>Each State may reserve for each fiscal year not more than the maximum amount the State was eligible to reserve for State administration under this section for fiscal year 2004 or \$800,000 (adjusted in accordance with 20 U.S.C. 1411(e)(1)(B)), whichever is greater; and each outlying area may reserve for each fiscal year not more than 5 percent of the amount the outlying area receives under 20 U.S.C. 1411(b)(1) for the fiscal year or \$35,000, whichever is greater.

For each fiscal year beginning with fiscal year 2005, the Secretary shall cumulatively adjust: 1) the maximum amount the State was eligible to reserve for State administration under this part for fiscal year 2004; and 2) \$800,000, by the rate of inflation as measured by the percentage increase, if any, from the preceding fiscal year in the Consumer Price Index For All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor.

**Maryland**

**FFY 2023**

<b>REGULAR AWARD AMOUNT Est.</b>		<b>\$248,963,021</b>
<b>TOTAL AWARD AMOUNT</b>		<b>\$248,963,021</b>
<b>ADMINISTRATION</b>		
Maximum Available for Administration.	<b>Sec. III</b>	<b>\$5,199,963</b>
How much do you want to set aside for Administration in dollars?		<b>\$5,199,963 OK</b>

You must distribute, in whole dollars, the amount you want to set aside for Administration among the following activities:

For the purpose of administering IDEA Part B including Preschool Grants under 20 U.S.C. 1419, a High Cost Fund, and the coordination of activities under Part B with, and providing technical assistance to, other programs that provide services to children with disabilities. (Note: These funds may be used for Administering but not Financing a High Cost Fund)

a.

For the administration of Part C of IDEA, if the SEA is the Lead Agency for the State under Part C.

b.

You may set aside a portion of your Administration funds resulting from inflation for the following 4 Other State-Level Activities. Additional funds for these purposes may also be set aside under Other State-Level Activities. Based on the amount that you propose to set aside for Administration, the maximum amount of Administration funds that you may use for these 4 activities is:

**\$1,977,821**

For support and direct services, including technical assistance, personnel preparation, and professional development and training.

c.

To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.

d.

To assist local educational agencies in meeting personnel shortages.

e.

To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.

f.

Subtotal, Administration funds used for Other State-Level Activities **50** **OK**

If you receive a Preschool Grant under 20 U.S.C. 1419, you may use Administration funds, along with other funds, to develop and implement a State policy jointly with the lead agency under Part C and the SEA to provide early intervention services (which must include an educational component that promotes school readiness and incorporates proficiency, language, and numeracy skills) in accordance with Part C to children with disabilities who are eligible for services under the Preschool Grant program and who previously received services under Part C until such children enter, or are eligible under State law to enter, kindergarten, or elementary school as appropriate.

g.

The total of details for your Administration set-aside is **\$5,199,963 OK**

**OTHER STATE-LEVEL ACTIVITIES**

If you propose to set aside more than \$350,000 for Administration and you DO wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:

**\$27,663,612**

Of the amount you set aside for Other State-Level Activities at least 10% must be used for the High Cost Fund.

If you propose to set aside more than \$350,000 for Administration and you DO NOT wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:

**\$24,754,869**

If you propose to set aside \$350,000 or less for Administration and you DO wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:

**\$20,046,763**

Of the amount you set aside for Other State-Level Activities at least 10% must be used for the High Cost Fund.

If you propose to set aside \$350,000 or less for Administration and you DO NOT wish to use funds for a High Cost Fund, the

maximum amount that you may use for Other State-Level Activities is:

\$26,280,431

Do you wish to use funds for a High Cost Fund? (Yes or No)

No

Based on the amount that you intend to set aside for Administration, the size of your total award, and your decision NOT TO use set aside funds to support a High Cost Fund, the maximum that you may use for Other State-Level Activities is:

\$24,754,666

How much do you want to set aside for Other State-Level Activities?

\$24,754,666 OK

You must distribute the amount you want to set aside for Other State-Level Activities the following activities. You can distribute amounts in any order you wish. The total balance remaining to be distributed at any time appears in red.

	Leaves Blank
<b>Required Activities:</b>	\$0
For monitoring, enforcement, and complaint investigation. (You must use at least \$1 for this purpose)	h. <span style="border: 1px solid black; padding: 2px;">\$1,170,000</span>
To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel. (You must use at least \$1 for this purpose)	i. <span style="border: 1px solid black; padding: 2px;">\$185,000</span>
<b>Optional Authorized Activities:</b>	\$0
For support and direct services, including technical assistance, personnel preparation, and professional development and training	j. <span style="border: 1px solid black; padding: 2px;">\$5,715,000</span>
To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.	k. <span style="border: 1px solid black; padding: 2px;">\$520,000</span>
To assist local educational agencies in meeting personnel shortages.	l. <span style="border: 1px solid black; padding: 2px;">\$1,307,749</span>
To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.	m. <span style="border: 1px solid black; padding: 2px;">\$12,962,722</span>
To support paperwork reduction activities, including expanding the use of technology in the IEP process.	n. <span style="border: 1px solid black; padding: 2px;">\$210,000</span>
To improve the use of technology in the classroom by children with disabilities to enhance learning.	o. <span style="border: 1px solid black; padding: 2px;">\$233,260</span>
To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.	p. <span style="border: 1px solid black; padding: 2px;">\$207,000</span>
Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities.	q. <span style="border: 1px solid black; padding: 2px;">\$1,777,000</span>
Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools.	r. <span style="border: 1px solid black; padding: 2px;">\$55,145</span>
To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 1111(b) and 1201 of the Elementary and Secondary Education Act of 1995.	s. <span style="border: 1px solid black; padding: 2px;">\$660,000</span>
To provide technical assistance to schools and LEAs, and direct services, including direct student services described in section 1003A(c)(3) of the ESEA to children with disabilities, to schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards described in section 1111(b)(1) of the ESEA.	t. <span style="border: 1px solid black; padding: 2px;">\$212,000</span>

The total of details for your Other State-Level Activities set-aside is

\$24,754,866 OK

You are almost done. If you are using money for a High Cost Fund. You must report how much you will use for each of the following two activities. You reported that you would use

\$0

To establish and make disbursements from the high cost fund to local educational agencies in accordance with 20 U.S.C. 1411(e)(3) during the first and succeeding fiscal years of the high cost fund.

u.

To support innovative and effective ways of cost sharing by the State, by an LEA, or among a consortium of LEAs, as determined by the State in coordination with representatives from LEAs, subject to 20 U.S.C. 1411(e)(3)(B)(i) (Amount may not be more than 5% of the amount reserved for the LEA Risk Pool.)

v.

Establishment of High Cost Fund (20 U.S.C. 1411(e)(3)(B)(i)) - A State shall not use any of the funds the State reserves pursuant to 20 U.S.C. 1411(e)(3)(A)(i), but may use the funds the State reserves under 20 U.S.C. 1411(e)(1), to establish and support the high cost fund.

Subtotal, High Cost Fund

\$0

OK

## Section IV

### State Administration

Section 608(a) of the IDEA requires each State that receives funds under this title to:

- (1) ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title;
- (2) identify in writing to local educational agencies located in the State and the Secretary any such rule, regulation, or policy as a State-imposed requirement that is not required by this title and Federal regulations; and
- (3) minimize the number of rules, regulations, and policies to which the local educational agencies and schools located in the State are subject under this title.

States must attach to this application a list identifying any rule, regulation, or policy that is State-imposed (not required by IDEA or Federal regulations). If there are no such State-imposed rules, regulations, or policies, please so indicate. In addition, the State is required to inform local educational agencies in writing of such State-imposed rules, regulations or policies. (20 U.S.C. 1407(a); 34 CFR § 300.199)

Statue	Subject
Education Article §6-112.1, Annotated Code of Maryland	Licensing Fee Reimbursement COMAR 13A.05.02.13N
Education Article §7-4B, Annotated Code of Maryland	The State Board and each county board of education shall ensure that students with disabilities have an equal opportunity to participate in mainstream physical education, try out for and if selected participate in mainstream athletic programs, ensure the provision of reasonable accommodations necessary to provide students with disabilities equal opportunity to participate to the fullest extent possible in mainstream physical education and mainstream athletic programs, and ensure that adapted, allied, and unified athletic programs are available. COMAR 13A.06.04
Education Article §7-910, Annotated Code of Maryland	Equivalent Instructional Technology Access for students with disabilities. COMAR 13A.05.02.13H

<p>Education Article §7 1101, Annotated Code of Maryland</p>	<p>Student Behavior Intervention -Each local school system, public agency, and nonpublic school that receives funds from the Department for the purpose of providing special education and related services to students with disabilities, shall develop policies and procedures in compliance with this subtitle and the regulations adopted by the Department. COMAR 13A.08.04</p>
<p>Education Article §8-401, Annotated Code of Maryland</p>	<p>Emotional Disturbance renamed Emotional Disability. Definitions of the disabilities remain unchanged and consistent with 34 CFR §300.8(c)(4) and (c)(6). COMAR 13A.05.01.03B</p>
<p>Education Articles §8-405, Annotated Code of Maryland</p>	<p>Special Education - Individualized Education Program Parental Notice Requirements and Service Models List</p> <ul style="list-style-type: none"> <li>- Requires parents of a child attending their initial Individualized Education Program (IEP) evaluation meeting to receive a verbal and written explanation of their rights and responsibilities;</li> <li>- Provides parents the right to request this information at any meeting after the initial IEP team meeting;</li> <li>- The verbal and written explanation to be in plain language;</li> <li>- Requires each local board of education to develop and publish on its website a list of special education service delivery models that includes a statement regarding how a child is placed; and</li> <li>- Requires each local board of education to provide a written copy of the list of service delivery models on request.</li> </ul>
<p>Education Articles §8-405, Annotated Code of Maryland</p>	<p>Individualized Educational Program (IEP) - Parents are to receive an accessible copy of each assessment report, data chart, draft IEP, or other document(s) that either an IEP team or Multidisciplinary team plans to discuss at the IEP team meeting or Multidisciplinary team meeting. COMAR 13A.05.01.070(3)</p>

<p>Education Article §8-405(b), Annotated Code of Maryland</p>	<p>If a parent disagrees during an IEP team meeting, the IEP team must provide the parent with a plain language explanation of parent's right to request mediation, contact information to receive more information about mediation, and information regarding pro bone representation and other free or low cost legal and related services. If the native language of the parent is spoken by more than 1% of the student population in the local school system, the parent may request that the information be translated within 30 days.</p>
<p>Education Article §8-405(e), Annotated Code of Maryland</p>	<p>If the native language spoken by the parents of a child with a completed IEP or IFSP is spoken by more than 1% of the student population in the local school system, the parents may request that the document be translated within 30 days.</p>
<p>Education Article §8-406(b), Annotated Code of Maryland</p>	<p>Basis for placement of a child with a disability in nonpublic educational program COMAR 13A.05.02.14</p>
<p>Education Articles §8-408, Annotated Code of Maryland</p>	<p>Standards for the mastery of braille for use in English, language arts, and mathematics instruction of blind and visually impaired students in pre-kindergarten through grade 12.</p>
<p>Education Articles §8-408, Annotated Code of Maryland</p>	<p>Requiring the Individualized Education Programs (IEPs) of blind or visually impaired children to include orientation and mobility (O&amp;M) instruction under certain circumstances; establishing a process for a IEP teams to make a determination as to whether O&amp;M instruction is appropriate for a child and to include it in a child's IEP; requiring an O&amp;M assessment to be conducted under certain circumstances; requiring an O&amp;M evaluation to contain, at a minimum, certain content; requiring local school systems to provide parents and guardians with a verbal and written notice annually requiring O&amp;M instruction to be provided by a qualified individual; and requiring the State Department of Education to adopt regulations and provide guidelines.</p>

<p>Education Article §8-412, Annotated Code of Maryland</p>	<p>Education-Children with Disabilities - Parent Surrogate Added a requirement that any request to a local school superintendent for an appointment of a parent surrogate include:</p> <ul style="list-style-type: none"> <li>- Documentation, as applicable, of the efforts made over the course of 15 business days to identify the parent if unknown or to locate the parent if unavailable that include as a minimum;</li> <li>- A search of telephone directories; and</li> <li>- Letters sent by certified mail.</li> </ul>
<p>Education Article §8-418, Annotated Code of Maryland</p>	<p>Education - Children with Disabilities - Habilitative Services Information</p> <p>Requires each local school system to provide to the parents of a child with a disability verbal and written information about access to habilitative services through health insurance, including a copy of the Maryland Insurance Administration's <i>Parents' Guide to Habilitative Services</i>, at the 19 following times:</p> <ul style="list-style-type: none"> <li>- The transition meeting for a child moving from the Maryland Infants and Toddlers Program (MITP) to a local school system;</li> <li>- At a child's initial Individualized Education Program (IEP) team meeting;</li> <li>- At least once each year at a child's IEP team meeting; and</li> </ul> <p>On the approval or denial of a parent's or guardian's request for a related service to enable a child with a disability to benefit from special education.</p>
<p>Education Article §21-305, Annotated Code of Maryland</p>	<p>Transition services for students with disabilities COMAR 13A.05.01.07D COMAR 13A.05.01.09A(3)</p>

**Additional Regulations**



Graduation Requirement for Public High Schools in Maryland

COMAR 13A.03.02.09D(1)); (3)-(5)

Child Identification, Evaluation, and Eligibility

COMAR 13A.05.01.04A

COMAR 13A.05.01.05D

COMAR 13A.05.01.06A

COMAR 13A.05.01.06E(6)

COMAR 13A.05.01.078(1)(a)

COMAR 13A.05.01.070(3)

Individualized Education Program (IEP)

COMAR 13A.05.01.09A(1)

COMAR 13A.05.01.09F

Extended School Year (ESY) Services

COMAR 13A.05.01.088(2)

COMAR 13A.05.01.11B

Least Restrictive Environment

COMAR 13A.05.01.10C(5)

COMAR 13A.05.01.10C(6)

Procedural Safeguards

COMAR 13A.05.01.11C

Administration of Services for Students with Disabilities

COMAR 13A.05.02.05D(12)

COMAR 13A.05.02.12

COMAR 13A.05.02.13D

COMAR 13A.05.02.13H

COMAR 13A.05.02.13I

COMAR 13A.05.02.13N

COMAR 13A.05.02.04

**Section V**

**A. Maintenance of State Financial Support**

Pursuant to the authority established in IDEA section 618(a)(3), each applicant for funds under section 611 must provide the following State fiscal data with a certification of its accuracy by the State budget office or an authorized representative thereof. Amounts should be shown in whole dollars and are for the State fiscal year (SFY). States may meet the maintenance of State financial support (MFS) requirement in IDEA section 612(a)(18) and 34 CFR § 300.163 on either a total or per capita basis. In order to complete Section V.A. of the Application, States must provide in whole dollars the total amount of State financial support made available for special education and related services for children with disabilities during SFYs 2022 and 2023. However, if a State met the MFS requirement on a per capita basis, it **must** complete the first chart and then may also complete the second chart by providing, in whole dollars, the amount of State financial support made available for special education and related services per child with a disability during SFYs 2022 and 2023.

**Total Amount of State Financial Support Made Available for Special Education and Related Services for Children with Disabilities**

<b>SFY 2022</b>	883,406,196
<b>SFY 2023</b>	969,187,500

**Per capita amount of State Financial Support Made Available for Special Education and Related Services for Children with Disabilities**

<b>SFY 2022</b>	
<b>SFY 2023</b>	

\_\_\_\_\_  
State Budget Officer or Authorized Representative (Printed Name)

\_\_\_\_\_  
Signature of State Budget Officer or Authorized Representative

\_\_\_\_\_  
Date

## **B. Significant Disproportionality**

In accordance with 34 CFR § 300.647(b)(7), each State must report all risk ratio thresholds, minimum cell sizes, minimum n-sizes, standards for measuring reasonable progress if the State uses the “reasonable progress” flexibility in 34 CFR § 300.647(d)(2), and the rationales for each, to the Department. Under § 300.647(b)(7), rationales for minimum cell sizes that exceed 10 and minimum n-sizes that exceed 30 must include a detailed explanation of why the numbers chosen are reasonable and how they ensure that the State is appropriately analyzing and identifying LEAs with significant disproportionality based on race and ethnicity, in the identification, placement, or discipline of children with disabilities. Additionally, pursuant to the authority established in IDEA section 618(a)(3), each applicant must also provide the number of years of data it uses in making annual determinations of significant disproportionality. Each applicant must provide this information by completing and submitting the Significant Disproportionality Reporting Form.

All States completed and submitted the **Significant Disproportionality Reporting** Form with their FFY 2020 IDEA Part B application. After the initial submission of the Form, a State will only be required to submit the Form with any future annual IDEA Part B State applications if the State modifies its risk ratio thresholds, minimum cell sizes, minimum n-sizes, standards for measuring reasonable progress, and rationales for each, or the number of years of data used in making annual determinations of significant disproportionality.

If your State has revised its Significant Disproportionality procedures or has any questions regarding Section V.B. of the grant application, please contact your OSEP State Lead before the Application due date.