



COLORADO
Department of Education

Fiscal Processes

New Directors' Orientation

August 12, 2020
Exceptional Student Services Unit - CDE

Where do we begin?

- **ESSU Fiscal Processes**

- IDEA Federal Application

- Narrative
- Certifications and Assurances
- Annual Performance Report
- Timelines

- High Cost Reimbursement through the Colorado Special Education Fiscal Advisory Committee Application



IDEA Federal Application Narratives



- 3-year cycle
- New applications and amendments are due on or near June 1
- 2 amendment windows (October and February)
- Approval is not retroactive
- Evaluation measures and performance reports must be tied to approved objectives and activities – with a focus on achievement
- Most current application housed in the DMS
- http://www.cde.state.co.us/cdespedfin/IDEA_PartBPresch



CDE Data Management System (DMS)



COLORADO
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Sign Out

[? Help](#)



State Monitoring

Gifted Education

[View Monitoring Overview](#)
[View Reports](#)

Special Education

[View Monitoring Overview](#)
[Manage Indicator Periods](#)
[View Reports](#)



Reports

[✂ Create / Manage Reports](#)

ESSU Statewide Data Management System
Version 14.0.0.6832


[Accessibility Settings](#)



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CDE Data Management System (DMS) – Fiscal Tab

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Home > Special Education State Monitoring Sign Out

Special Education State Monitoring

Overview | Indicator Periods | Reports

Monitoring Overview

Print Help


[+](#) Initiate Submissions [⚙️](#) Batch Initiate Submissions [🔍](#) Search Records [📄](#) Import Record Data [📊](#) Reports

State System								
0000 - Colorado Department of Education	Profile	DR	Compliance	Fiscal	Family-School	Performance	Improvement	Summary

Admin Units								
0001 - Colorado Facility Schools	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
01010 - Adams 1, Mapleton	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
01020 - Adams 12, Northglenn-Thornton	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
01030 - Adams 14, Commerce City	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
01040 - Adams 27J, Brighton	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
01070 - Adams 50, Westminster	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
03010 - Arapahoe 1, Englewood	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
03020 - Arapahoe 2, Sheridan	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
03030 - Arapahoe 5, Cherry Creek	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
03040 - Arapahoe 6, Littleton	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
03060 - Adams-Arapahoe 28J, Aurora	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
07010 - Boulder RE1J, St. Vrain Valley	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
07020 - Boulder RE2, Boulder Valley	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
0900 - SAML TEST - Douglas RE-1 Castle Rock	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
15010 - Delta 50(J), Delta	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
16010 - Denver 1, Denver	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
18010 - Douglas Re 1, Castle Rock	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
18010 - TEST	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
19010 - Eagle Re 50, Eagle	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
19205 - Elizabeth, Elbert C-1	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
21020 - El Paso 2, Harrison	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary
21030 - El Paso 3, Weldfield	Profile		Compliance	Fiscal	Family-School	Performance	Improvement	Summary





CDE Data Management System (DMS) Current IDEA Fed App Narrative

 **COLORADO**
Department of Education





Home > Special Education State Monitoring > 01010 - Adams 1, Mapleton

01010 - Adams 1, Mapleton



Profile Compliance **Fiscal** Family-School Performance Summary

Fiscal  

[Self-Audit](#)
[1/1/2015](#)



	 100%
▶ Internal Controls	 100%
▶ Accounting	 100%
▶ Audit Resolution	 100%

Communication Log

 [Add](#)  [View All](#)

5/20/2019 - OOD High Cost applic...
Jill, While undergoing a review of y...

Attachments

 [Upload](#)  [View All](#)

8/8/2019 - [IDEA Timeline 2019-20](#)

7/2/2019 - [Mapleton project acco...](#)

6/20/2019 - [Current IDEA Fed Ap...](#)

6/11/2019 - [Mapleton Federal Na...](#)

6/7/2019 - [Federal Narrative 010...](#)

[View Older Attachments \(26\)](#)

IDEA Federal Application Narrative

Federal Application Narrative Instructions



COLORADO
Department of Education

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Email: boylan_k@cde.state.co.us

Finance and Operations
Exceptional Student Services Unit
1560 Broadway, Ste. 1100, Denver, CO 80202

IDEA Federal Application Narrative ~ Instructions

Printing of these instructions is recommended for reference while working through the different tabs of the Federal Application Narrative workbook and web-based budget system.

IDEA Funds Overview and Purpose

Federal requirements under the IDEA (The Individuals with Disabilities Education Act) require that each Administrative Unit and State Operated Program (sub-grantee) must apply to the State for these funds. For a particular cost to be allowed, it must be an excess cost of providing special education and related services. Only allowable costs may be charged to the IDEA Part B or Preschool flow through grants. The cost must also be *necessary* and *reasonable* for proper and efficient performance and administration of the grant.

The complete IDEA application process contains two separate components. First is a written project narrative explaining the special education program the sub-grantee plans to implement. The second is a web-based budget system that demonstrates how the administrative unit plans to spend federal funds to accomplish the program described in the narrative. The IDEA Project Narrative form includes predetermined objectives created in alignment with allowable and approvable activities for the use of IDEA funds, and is consistent with the tabs and object codes in the web-based budget system. Applicants will have the opportunity to create their own unique objective(s) and activities if the predetermined objectives contained within this standardized narrative are not sufficient.

The IDEA Part B and Preschool Federal Application Narrative workbook consists of multiple tabs as outlined below:

Instructions

Certification by Board


GEPA

Project A - SPED Svs_Part B

Project B - ESY_Part B



Special Education Fiscal Assurances & Certifications

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AJ	AK			
1			COLORADO Department of Education															Tel: (303) 866-6690 Email: boylan_k@cde.state.co.us										Finance and Operations Exceptional Student Services Unit 1560 Broadway, Ste. 1100, Denver, CO 80202										
2	Special Education Fiscal Information, Required Assurances & Related Certifications																																					
3																																						
4	Submission Date:										<input type="text"/>																											
5	AU / SOP Name and										<input type="text"/>																											
6	Number:										<input type="text"/>																											
7	<i>The following information will be used to compile the AU's Fiscal Risk Assessment. Please select the appropriate response from each of the 3 drop down boxes:</i>																																					
8	1. Turnover in Personnel - Program:																																					
9	<input type="text"/>																																					
10	2. Turnover in Personnel - Fiscal:																																					
11	<input type="text"/>																																					
12	_____																			_____																		
13	Type or Print Name of Special Education Fiscal Position																			Email Address of Special Education Fiscal Position																		
14	3. Financial Management System:																																					
15	<input type="text"/>																																					
16	Assurances and Certifications																																					



Project Example

IDEA Part B Project Narrative ~ Project A: Special Education Services

Submission Date:

AU / SOP Name and Number:

Select from dropdown on Certification tab, all tabs will populate from Certification tab

NARRATIVE CYCLE 2019 - 2020 through 2021 - 2022

Check One

New

Amendment

FUND SOURCE

Check One

IDEA: Part B Flow Through Funds

OBJECTIVE 1: STAFF

Employ appropriately licensed and endorsed special education personnel to include instructional staff, speech language pathologists, related service providers, administrative staff, and coordinators to meet all IDEA requirements. Employ appropriately licensed and endorsed math and reading interventionists (general education teachers) to provide intervention services to students with disabilities. Employ qualified special education paraprofessionals and office support personnel to meet all IDEA requirements. Staff are subject to time and effort documentation; only the time associated with special education responsibilities may be funded by IDEA federal funds.

Activity 1 - Salaries and benefits of instructional and support staff (0100 / 0200)

Activity 2 - Salaries and benefits of math/reading interventionists (general education teachers) (0100 / 0200)

IDEA Part B

Project Narrative ~ Project A: Special Education Services

- Activity 3 - Contracted professional or technical services with independent contractor for personnel costs (no fringe benefits) of individuals providing these services (0300)
- Activity 4 - Contracted services with other CO school districts or BOCES or AUs for personnel costs of individuals providing special education services (0592)
- Activity 5 - *Insert additional activity request (not listed in objectives 1-4 above)*

Project Example – Continued End of year Performance Reports

IDEA Part B Project Narrative ~ Project A: Special Education Services

Evaluation Procedures for Objective 1:

Approval/Comments (For CDE Use Only):

Performance Report 2019-2020 (due July 10, 2020):

Performance Report 2020-2021 (due July 9, 2021):

Performance Report 2021-2022 (due July 8, 2022):



Narrative Projects

Part B

Preschool

★ Project A – Special Ed Services	★ Project A – Special Ed Services
Project B – Extended School Year	Project B – Extended School Year
★ Project C – Charter Schools	
★ Project D – CCEIS Mandatory	★ Project D – CCEIS Mandatory
Project D – CEIS Voluntary	Project D – CEIS Voluntary
Project E – Schoolwide	
★ Project F – Private Schools	


Coordinated Early Intervening Services – Use of IDEA Part B and Preschool Funds

- Voluntary (CEIS)
 - AUs can choose to use a portion (up to 15%) of their IDEA funds for services to a defined group of at-risk students
 - K-12 (focus on K-3)
 - Only students who are not currently identified as needing special education or related services
 - Academic and behavioral interventions, evaluations, PD
- Mandatory (CCEIS)
 - AUs identified as having significant disproportionality must use 15%
 - Pre-12
 - Can be used primarily but not exclusively for students currently identified as needing special education or related services
 - PD, educational and behavioral evaluations, services and supports,
 - activities must address factors contributing to Significant Disproportionality

Allowable Uses



PROJECT A: SPECIAL EDUCATION SERVICES

Topic	Allowed	Not Allowed	Description
<p>Personnel / Staff</p> 	<input checked="" type="checkbox"/>		<p>Allowable uses:</p> <ul style="list-style-type: none"> ** Only the time associated with special education responsibilities may be funded by IDEA Part B funds. Time and effort documentation must be maintained to support the portion of salary and benefits that can be charged to IDEA Part B funds. salaries and benefits of appropriately licensed and endorsed special education teachers, related service providers, speech/language pathologists, special education coordinators, and special education administrators. salaries and benefits of appropriately licensed and endorsed early childhood special education teachers (for preschool children with disabilities ages three through five). salaries and benefits of qualified special education paraprofessionals, job coaches, and other support staff. salaries and benefits of appropriately licensed and endorsed speech/language pathology assistants (SLPAs), certified occupational therapy assistants (COTAs), and physical therapy assistants (PTAs) who are registered through their organizations. Copies of their registrations must be on file in the district. salaries and benefits of appropriately licensed and endorsed educational interpreters who provide services to students with disabilities who are deaf/hard of hearing and deaf-blind. These services may also be provided to parents of students with disabilities to promote participation in the special education process. salaries and benefits of appropriately licensed and endorsed special education teachers to provide services to students with disabilities in home-hospital settings. salaries and benefits of specialty teachers who provide services to students with disabilities. Only the time associated with special education responsibilities may be funded by IDEA Part B funds. Time and effort documentation must be maintained to support the portion of the specialty teachers' salary that can be charged to IDEA Part B funds. salaries and benefits of special education office support staff including special education record specialists, secretaries, program assistants, and accountants. salaries and benefits of appropriately licensed substitute teachers for special education teachers. salaries and benefits of appropriately licensed substitute teachers for general education teachers performing duties such as attending special education training, attending IEP meetings, or engaging in planning or consultation meetings specific to students with disabilities. recruitment and retention of special education personnel including advertising costs, signing bonuses, and other salary incentives. translation and interpretation of the IEP meeting and translation of the IEP content for families whose primary language is not English. <p>• salary and benefits of an appropriately qualified instructional technology coordinator whose role will be solely for the purpose of supervising and coordinating the following services for students with disabilities: data management, technology services and equipment that are above and beyond that provided to students without IEPs, computerized IEP support, budget management specific to special education, and management of resources specifically used for students with disabilities and special education staff.</p> <p>• salary and benefits of a parent liaison provided that individual is hired to work SOLELY with parents of children with disabilities or suspected of having disabilities. If the parent liaison is working with parents of children who do not have disabilities, only the portion of time spent on behalf of students with disabilities can be funded with IDEA Part B funds. Time and effort documentation must be maintained to support the portion of the parent liaison's salary that can be charged to IDEA Part B funds.</p> <p>• salaries and benefits of school nurses, psychologists, social workers, and counselors for the portion of time spent providing related services required by IEPs or performing evaluations. Time and effort documentation must be maintained to support the portion of the salary that can be charged to IDEA Part B funds.</p> <p>• salaries and benefits of bus drivers for the portion of time spent transporting children with disabilities who require special transportation. Time and effort documentation must be maintained to support the portion of the salary that can be charged to IDEA Part B funds.</p>
<p>14</p>		<input type="checkbox"/>	<p>Non-allowable uses:</p> <ul style="list-style-type: none"> salaries and benefits of appropriately licensed and endorsed special education staff for the purposes of working with at risk students. salaries and benefits of foreign language interpreters for students with disabilities who have limited English proficiency. salaries and benefits of members of a student consultation team (RTI) as these teams are not devoted to the identification, evaluation, or placement of children with disabilities. salaries and benefits of superintendents, principals, and assistant principals.



Items to Remember



- The federal application narrative should be completed by program personnel, ideally in collaboration with fiscal personnel
- A date must be included when and where any amendments are made to the narrative
- Certification by the School Board president/BOCES director is required with new narratives, and any changes
- Must address charter schools and private schools within AU boundaries
- Must use latest approved application, housed in the DMS, when submitting amendments

Special Education Fiscal Advisory Committee (SEFAC)

- This committee was formed by legislation in 2006
- It consists of statewide regional representation of special ed directors, business managers & a CDE special education program representative, usually the State Director of Special Education
- There are non-Voting members of CDE provide support
- SEFAC has 2 major responsibilities:
 - Review AU applications for high cost reimbursement
 - Prepare a report for the legislature. The latest can be found on our website
- The state provides \$4,000,000 in funding for high cost students
 - \$2,000,000 for SWD placed in district, with costs which exceed \$25,000
 - \$2,000,000 for SWD placed out of district, with costs which exceed \$40,000



High Cost Reimbursements – Funding Opportunity

- SEFAC has a process to award this money:
 - To be eligible, the costs per student application must meet the thresholds I mentioned for in and out of district for each high cost student with a disability.
 - Each application is reviewed and ranked by order of impact on the district expenditures. The higher the impact, the more likely the funding.
 - SEFAC reviews the top-ranking applications for allowability.
 - Highest impact student expenditures are reimbursed to the AU until the \$4 million funds are exhausted.

SEFAC Legislative Report for Fiscal Year 2017-2018 Costs Reimbursed in FY 2018- 2019

- Special Ed Expenditures were in excess of **\$985M**
- **64%** were paid by AUs from their local funds
 - **21%** were paid by AUs from their state special ed funds
 - **15%** were paid by AUs from their federal special ed funds
- The Gap Report
 - By AU
 - Shows total shortage of special education funding in Colorado

Contacts



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Questions?

