**COLORADO**
Department of Education

22-23 IDEA Federal Application Project Narrative Guidance

Purpose of the Narrative: Every Administrative Unit is required to submit a 3-year Narrative, describing how each AU plans to expend IDEA Part B and Preschool Funds. {*IDEA - Subpart C - Local Educational Agency Eligibility 34 CFR §§300.200 - 300.202 Condition of Assistance, Consistency with State Policies, Use of Amounts*}

Not sure when your AU is due for a new project narrative? Check here in the project narrative workbook:
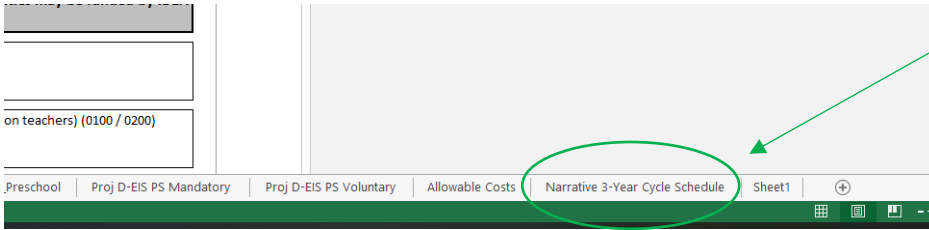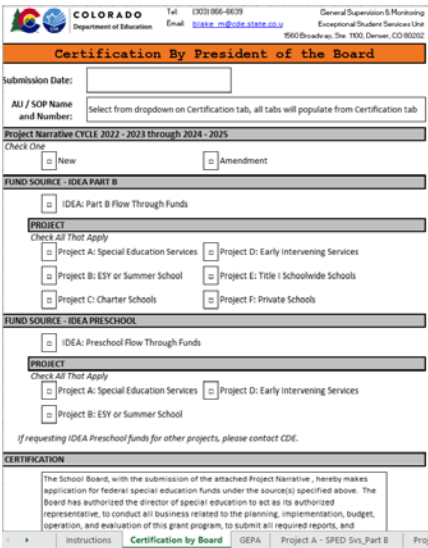

Or here on the CDE website:
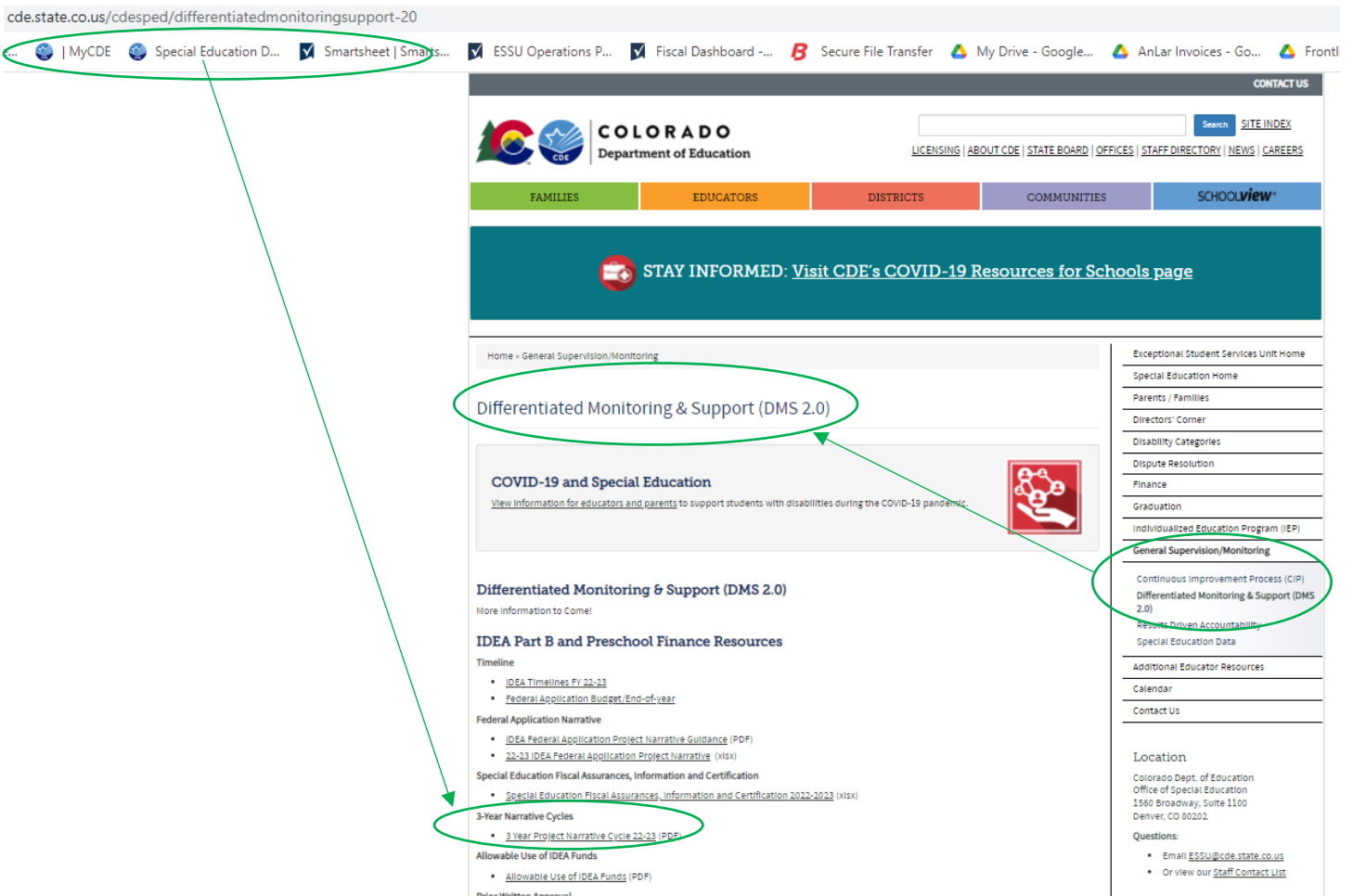
Schedule for Federal Project Narrative Cycles

	ADMINISTRATIVE UNIT	2022-2023	2023-2024	2024-2025
01010	ADAMS 1 MAPLETON	X		
01020	ADAMS 12 NORTHGLENN		X	
01030	ADAMS COUNTY 14 COMMERCE CITY	X		
01040	BRIGHTON 27J BRIGHTON			X
01070	ADAMS 50 WESTMINSTER		X	
03010	ARAPAHOE 1 ENGLEWOOD	X		
03020	ARAPAHOE 2 SHERIDAN		X	
03030	ARAPAHOE 5 CHERRY CREEK			X
03040	ARAPAHOE 6 LITTLETON	X		
03060	ADAMS-ARAPAHOE 28J AURORA	X		
07010	BOULDER RE-1J ST VRAIN		X	
07020	BOULDER RE-2 BOULDER			X
15010	DELTA 50J		X	
18010	DENVER 1	X		
18010	DOUGLAS RE-1		X	
19010	EAGLE COUNTY	X		
19205	ELIZABETH SCHOOL DISTRICT		X	
21020	EL PASO 2 HARRISON			X
21030	EL PASO 3 WIDEFIELD		X	
21040	EL PASO 8 FOUNTAIN			X
21050	EL PASO 11 COLO SPRINGS			X
21060	EL PASO 12 CHEYENNE MOUNTAIN		X	
21080	EL PASO 20 ACADEMY	X		
21085	EL PASO 38 LEWIS-PALMER	X		
21090	EL PASO 49 FALCON	X		
21490	FORT LUPTON/KEENESBURG	X		
22010	FREMONT RE-1 CANON CITY	X		
26011	GUNNISON RE-1J			X
30011	JEFFERSON R-1		X	
34010	DURANGO		X	
35010	LARIMER R-1 POUDRE			X
35020	LARIMER R-2J THOMPSON	X		

Project E - Schoolwide_Part B | Project F - Private_Part B | Project A - SPED Svs_Preschool | Project B - ESY_Preschool | Pr

The "3-Year Project Narrative Cycle Schedule" tab of the workbook gets updated each year and is also posted separately to the website, titled "3-year Project Narrative Cycle" with the fiscal year.

Begin by reading the Instructions tab, which is the first tab of the workbook. Completed and signed Certifications and General Education Provisions Act (GEPA) pages are due when the narrative is submitted (and amended, during the 3-year cycle).

This tab is required with new project narratives, and any time the project narrative is amended throughout the 3-year cycle. It must be completed and signed by the Board President, scanned, and uploaded to the ESSU Data Management System's Fiscal tab.

This tab is required with new project narratives. It must be completed and signed by the Special Education Director, scanned, and uploaded to the ESSU Data Management System's Fiscal tab.
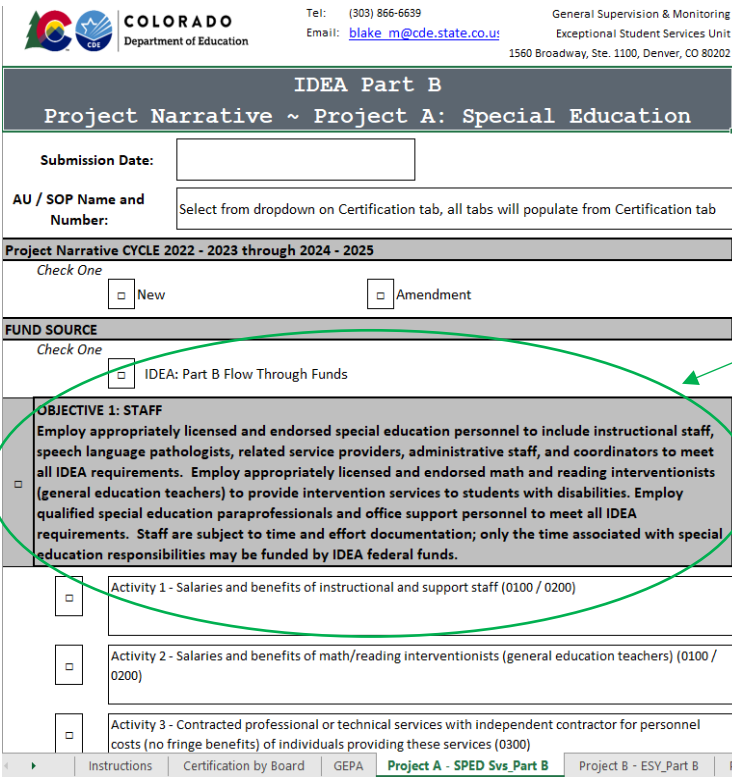
The Special Education Fiscal Information, Assurances and Certifications document is posted separately to the Special Education Finance webpage and is due from every AU by July 1.
http://www.cde.state.co.us/cdespedfin/idea_partbpresch

This document is required by July 1 every year from every AU. It must be completed and signed by the Special Education Director, scanned, and uploaded to the ESSU Data Management System's Fiscal tab.

Project Tabs for Part B and Preschool:

From each project tab, select the appropriate Objectives and Activities, followed by Evaluation Procedures for each Objective (see below for examples of Evaluation Procedures).

Project A – SPED Svs_Part B, Objective 1 is required if the AU will be paying for staff with their IDEA funds. When selecting the Objective and Activities, be sure to click in the cell to the left to get the drop-down check mark.

Each Objective selected requires an Evaluation Procedure; a way to measure the efficacy of the Objective and its Activities. The goal is to demonstrate how requesting the funds for the specific activities will help improve student outcomes. Please see the illustrated example below for Objective 1, Activity 1 of Project A – SPED_Svs_Part B:

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)

☐ 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 activities 1-4 above)

Evaluation Procedures for Objective 1:
6/1/20 - Smith Schools with ensure that all staff are appropriately-licensed and endorsed by CDE Licensing and will be evaluated each year using the district's and SB-191's evaluation system. Educator effectiveness, student achievement and progress monitoring will be assesed through this process. Additionally, special education programs are reviewed yearly to determine staff and program needs in order to assure that all students are receiving FAPE. Special education programs are also monitored on a rotating basis that is described in the Comprehensive plan for Smith Schools. A "walkthrough" evaluation form is used for this process that documents outcomes for program effectiveness.

Approval/Comments (For CDE Use Only):
6/15/20 - CDE approval is granted to utilize IDEA Part B funds for Objective 1, Activity 1. Please be thinking about, and reporting out on, how use of funding for this Objective will assist with increasing student outcomes in your evaluation procedures and EOY Performance Reports.

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ons | Certification by Board | GEPA | **Project A - SPED Svs_Part B** | Project B - ESY_Part B | Project C - Charter_Part B | Proj D-

In this example - Objective 1, Activity 1 is selected, and a thorough Evaluation Procedure has been provided, followed by CDE's approval and guidance for completing the EOY Performance Reports.

*Note: The Evaluation Procedure depicted here is only an **example**, please provide your own that is unique to your AU and describes the efficacy of each Objective and its Activities. Describe clearly how the use of funds will help improve student outcomes. It need not be lengthy, but descriptive in those terms.*

End of Year (EOY) Performance Reports indicate goals met, and how funds were utilized.

programs are reviewed yearly to determine staff and program needs in order to assure that all students are receiving FAPE. Special education programs are also monitored on a rotating basis that is described in the Comprehensive plan for Smith Schools. A "walkthrough" evaluation form is used for this process that documents outcomes for program effectiveness.

Approval/Comments (For CDE Use Only):
6/15/20 - CDE approval is granted to utilize IDEA Part B funds for Objective 1, Activity 1. Please be thinking about, and reporting out on, how use of funding for this Objective will assist with increasing student outcomes in your evaluation procedures and EOY Performance Reports.

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Project Narrative - Part B Project A: Special Education Services

Performance Report 2020-2021 (due July 9, 2021):
Licensed staff were evaluated utilizing the Teacher Effectiveness Standards and Student Learning Objectives (SLO). All teachers received a score of at least Proficient or higher. SLOs were also in the "Expected or above range". Time and Effort documentation is available for all providers who are funded through Federal dollars. Evaluation and monitoring of program needs assures that all Special Education students are receiving FAPE and that there are sufficient licensed personnel to provide those services.

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

Continuing with this example – here is what an EOY Performance Report could be for Objective 1, Activity 1.

*Note: the EOY Performance Report depicted here is only an **example**, please provide your own that is unique to your AU, describes goals met, and how funds were utilized. Also, copying and pasting the previous year's report indicates lack of accurate reporting and may require resubmission.*

The following are examples of other objectives found throughout the project narrative (please write your own):

Objective 2: Non-specific staff
Activity 1: Salaries and benefits of substitutes - it is the responsibility of the AU/SOP to assure that all substitutes are appropriately licensed (0120/0200)
Evaluation Procedures: Appropriately licensed substitute teachers will be utilized for instruction when special education teachers are unavailable due to leave.
EOY Performance Report: We have 23 licensed substitute teachers. We utilized their services for students with disabilities during 2 professional development days when a majority of our special education teachers were receiving training in literacy. The substitute teachers followed through with instruction that was outlined in teachers' lesson plans to meet the individual needs of students on IEPs. The substitute teachers also provided coverage/instruction when

teachers were on leave (vacation/sick). All substitute teachers complete a daily "end of day" progress report to ensure communication with the teacher.

Objective 3: Purchase Services
Activity 2: Expenditures for repairs and maintenance of specific special education equipment and devices which are not provided directly by the AU's personnel (0430)
Evaluation Procedures: IDEA funds will be used to maintain equipment and devices specific to individual students' needs as identified on their IEPs.
EOY Performance Report: We had 4 communication devices that needed repair this year. The repairs were needed to ensure access to the general education curriculum and classroom for students with communication needs identified in their IEPs. In addition, maintenance was needed on equipment used in our 18-21 transition services program.

Objective 6: Professional Development
Activity 4: Expenditures for presenter/speaker fees not requiring a staff record, i.e., national keynote speaker (0390);
Activity 6: Expenditures for printing and duplication of conference/training materials (0550)
Evaluation Procedures: Our professional development initiatives will focus on instructional and behavioral interventions this year. Participants will be expected to utilize strategies learned within their classrooms and provide documentation as to how the strategies were utilized and results from the strategies.
EOY Performance Report: IDEA funds were used to send special education instructors and paraprofessionals to a training provided by Richard Villa to our district. Richard provided training on organizational and instructional support systems for educating all students within the general education setting. As part of the training, each attendee received the book, "A Guide to Co-Teaching", and book studies were conducted across the district. Each participant completed an end of year progress report, identifying strategies which they utilized in their classrooms. 90% of the attendees identified face-to-face planning time and accountability check-ins as the most useful strategies.

Charter Schools (Project C) – ==*This tab has an initial question that <u>must</u> be answered, and the tab completed, if necessary*.==
Objective 1: Staff
Activity 1: Salaries and benefits of instructional and support staff (0100 / 0200)
Evaluation Procedures: All Charter School staff paid with IDEA Part B and Preschool funds will be evaluated, yearly, using the district and SB-191 evaluation system. Teacher effectiveness, student achievement and progress monitoring will be assessed through this process. Additionally, Charter School special education programs are reviewed yearly to determine staff needs and program needs in order to assure that all students in special education are receiving FAPE.
EOY Performance Report: Charter School staff paid with IDEA Part B and Preschool funds were evaluated utilizing the Teacher Effectiveness Standards and Student Learning Outcomes. All teachers received a score of at least Proficient or higher. SLOs were also in the "Expected or above range". Time and Effort documentation is available for all providers who are funded through federal dollars. Evaluation and monitoring of program needs assures that all students in special education are receiving FAPE and that there are sufficient licensed personnel to provide those services.

Early Intervening Services (Project D) – ==*The Mandatory Project D tab is <u>required</u> for AUs found to have Significant Disproportionality; the Voluntary Project D tab is for AUs who wish to provide Early Intervening Services (EIS).*==
Objective 1: Early Intervening Services
Activity 1: Salaries and benefits of instructional program consultants to provide educational and behavioral evaluations, services, and supports, including scientifically-based literacy instruction (0100 / 0200)
Activity 2: Professional development for teachers and other school staff to enable them to deliver scientifically-based academic and behavioral interventions, including scientifically-based literacy instruction, and instruction on the use of adaptive and instructional software and which may include speaker fees, substitutes and related benefits, stipends and related benefits, room rental, registrations, travel, food, printing costs and materials   (0100 / 0120/ 0150/ 0200 / 0300 / 0390 / 0440 / 0550 / 0580 / 0610 / 0640 / 0650)
Activity 3: Materials to include educational and behavioral evaluations and scientifically-based literacy instructional materials (0610 / 0640 / 0650)

Evaluation Procedures: Students receiving EIS during the school year will be tracked, and information will be made available to CDE. In addition, the number of students who received EIS during the past 2 school years and who received special education services during the current school year will also be tracked.

EOY Performance Report: Reporting Early Intervening Services data is required in student end of year, or December Count. For EOY Performance Reporting within the narrative, an example statement could be, "5 students received EIS during this school year. 3 of those students will continue receiving EIS next school year. In addition, one student who has received EIS over the past 2 years is currently being evaluated for special education services".

Private Schools (Project F) – *This tab has an initial question that <u>must</u> be answered, and the tab completed, if necessary.*

Specific and detailed information regarding how the proportionate share of IDEA Part B funds will be used to support students with disabilities who are parentally-placed in the non-profit private school: In consultation with the non-profit private schools within our district and parent representatives of parentally-placed private school students with disabilities, it has been determined that the proportionate share of IDEA Part B funds will be used for consultation between the identified schools and district personnel including special education teachers, speech language pathologists, and related service providers. Private school staff will also be invited to participate in our professional development opportunities.

Evaluation Procedures: Consultation services will be scheduled and documented, and personnel will document time and effort specific to private school consultation – separate from their other assignments.

EOY Performance Report: 2 students were identified as private school students. A special education teacher and a speech language pathologist provided 15 hours each of consultation. Their time and effort reporting documented specific time spent in consultation with the private schools.

Allowable Costs:

This tab, which is near the end of the workbook, answers many questions about what is allowable and what is not. As you'll see by scrolling down, there is a useful guide to each category, which aligns with the Objectives and Activities throughout the various Projects for Part B and Preschool.

Project Narrative Cycle and FAQs:

Q: Since there may be unanticipated costs associated with using remote, hybrid or in person learning (due to the ongoing Covid-19 pandemic) that are not aligned with the AU's original project narrative and budget, will project narratives and budgets need to be updated to reflect these changes?
A: Project narratives may need to be updated if cost items are not already in the project narrative. For example, if additional unanticipated costs are for instructional supplies, but instructional supplies are already approved in the project narrative, an update is not required. However, the budgeted amount for instructional supplies may not reflect the amount now required due to the unanticipated costs, therefore a budget update may be necessary. To inquire about project narrative updates, contact blake_m@cde.state.co.us . To inquire about budget updates please contact Evan Davis davis_E@cde.state.co.us.

Q: Is the project narrative the only requirement for our IDEA Part B and Preschool application?
A: No. Every AU is required to submit an annual budget by September 30, 2022. Please contact Evan Davis in the Office of Grants Fiscal if you have questions davis_e@cde.state.co.us.

Q: Do we have to submit a new Federal Application Project Narrative every year?
A: No. Each AU is required to submit a new project narrative every 3 years, as indicated on the "Project Narrative 3-Year Cycle Schedule" tab of the IDEA Federal Application Project Narrative workbook.

Q: Once our project narrative is approved, do we have to do anything more with it for 3 years?
A: Yes. The project narrative workbook serves as the End of Year (EOY) Performance Report, which is required for all approved Objectives/Activities every year, across all the Project tabs. You will see three separate text boxes following each Objective that include the due dates. These boxes must be completed annually (by October 31st) for any Objectives/Activities that IDEA funds are used for.

Q: Do we need to amend our project narrative because some Objectives and Activities have changed?
A: Yes. AUs who need to request new Objectives or Activities throughout the 3-year cycle must amend their project narrative. For example, a professional development opportunity arises, and the Special Education Director would like to use IDEA Part B or Preschool funds for staff to attend, and it is not previously approved in the project narrative, an amendment is necessary. There are 2 opportunities each fiscal year to amend your narrative, see question below.

Q: How do we amend our project narrative?
A: During the amendment window (typically June to August and January).
1) Select the appropriate Objective and Activity.
2) Add an Evaluation Procedure in the box below.
3) Upload the project narrative workbook to the ESSU DMS **Fiscal tab**.
4) *Email Moira Blake blake_m@cde.state.co.us* to notify an amended project narrative has been uploaded. Include specifically which Objectives and Activities have been amended in the body of the email.
5) After receiving the approval letter for the amendment, amend the IDEA Budget to include funds for the newly approved Objective/Activity.

Please remember CDE approval of an activity is not retroactive. Therefore, the submission of an amended projective narrative submitted June to include professional development, would not retroactively approve training costs which occurred in an April training.

Q: What if we discover we didn't request an Objective or Activity for approval and the amendment window is closed?
A: If it is a unique situation and cannot wait until the next amendment window, please contact Moira Blake *blake_m@cde.state.co.us* for assistance.

Q: Can we check all Objectives and all Activities for all Projects?
A: Yes. But please remember Evaluation Procedures and EOY Performance Reports need to be provided for each Objective across all the projects each year. If an Objective has been approved, but no funds have been expended for the year, you must indicate as such in the appropriate Performance Report text box.

Q: How does the project narrative workbook evolve over the 3 years?
A: The project narrative workbook begins as the initial submission for CDE approvals for each Objective and Activity checked. Moving forward, the project narrative evolves with any approved amendment (requesting new Objectives/Activities throughout the 3-year cycle, as necessary), and the addition of EOY Performance Reports until the last ones are submitted at the end of the 3-year cycle.

Q: Where do we find our most current approved Federal Application Project Narrative workbook?
A: The most recently approved project narrative workbook is housed on the ESSU Data Management System's **Fiscal tab**, with the most recent date and "CURRENT" in the title. It is important to use the most recently dated project narrative workbook. Multiple versions cause confusion and may result in the appropriate Objectives and Activities not being approved by CDE.

Q: What is due each year?
A: . Please refer to the IDEA Timeline document posted to the webpage:
1) **All AUs** - Special Education Fiscal Information, Assurances and Certifications document.
2) **ALL AUs** - EOY Performance Reports for all approved Objectives/Activities (look for the due dates listed next to each text box throughout the project narrative workbook).
3) Those AUs submitting **new** IDEA Federal Application Project Narratives:
   a) A completed and signed Board Certification.
   b) GEPA documents are required as well.

For further questions, please contact:
Moira Blake: Narratives, Amendments, IDEA Timelines and EOY Performance Reports, blake_m@cde.state.co.us
Cindy Petersen: Narratives, Amendments, IDEA Timelines and EOY Performance Reports, petersen_c@cde.state.co.us
Lauren Rossini: IDEA Budget questions pertaining to staff and contracts, rossini_l@cde.state.co.us
Evan Davis: IDEA Budget questions pertaining to allocations, indirect costs, and cost line items, davis_e@cde.state.co.us