

ESSU/Grants Fiscal Joint Training

For Directors of Special Education,
Business Managers, and Federal
Application and Budget Contacts

Friday, May 2, 2014
Doubletree Hotel

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Vision
All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Mission
The mission of the Colorado Department of Education is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

Statewide Goals

START STRONG
Every student starts strong with a solid foundation in grades preschool-3.

READ BY THIRD GRADE
Every student reads by the end of third grade.

MEET OR EXCEED STANDARDS
Every student meets or exceeds standards.

GRADUATE READY
Every student graduates ready for college and careers, with the energy, passion, and resources to succeed in a world of opportunity.

Every student every step of the way

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Together We Can

ESSU Vision

All students with exceptionalities are prepared for continued learning and pursuit of post-school opportunities.

In Colorado, "exceptional student" refers to students Pre-K through 21 with any condition defined as a disability under IDEA 2004 and students identified as gifted and talented in ECEA, regardless of the setting in which served.

ESSU Mission

The Exceptional Student Services Unit provides leadership, professional development, and guidance to build the capacity and effectiveness of Colorado educational systems in meeting the academic, social-emotional, and independent living needs of students with exceptionalities -- leading to enhanced achievement and post-school outcomes.

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A Historical Shift by the Office of Special Education Programs

“OSERS Office of Special Education Programs (OSEP) has taken new steps to help close the achievement gap for students with disabilities by moving away from a one-size-fits-all, compliance-focused approach to a more balanced system that looks at how well students are being educated in addition to continued efforts to protect their rights.”

<http://www2.ed.gov/about/offices/list/osers/osep/new.html>

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Fiscal Implications

Fiscal Compliance -

- What has OSEP said?
- Some IDEA fiscal requirements are in statute
 - Excess Cost 34 CFR §300.202
 - MoE 34 CFR §300.203
- Federal funds will continue to be audited by the Office of the Inspector General
- Program indicators have been monitored, fiscal was just gearing up when OSEP put site monitoring on hold
- Self-audit will be updated when the U.S. Department of Education issues its new General Administrative Regulations (EDGAR) for the new Omni-Circular

■ - is not going away



OSEP Updates

- The Consolidated Appropriations Act, 2014 adhered to the spending caps put in place by the Bipartisan Budget Act of 2013. As a result, there is no additional sequestration of discretionary funds below the levels approved in the Act – there is a 2 year moratorium.
- Sequestration is not over – could see additional cuts in 2016-17.
- OSEP began issuing its Fiscal Monitoring Letters (Part B only) to states in January. Colorado has not received a letter yet.

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IDEA Timeline ~ FY2014-2015

Federal Application Narratives (new/amendment) Window	May 1 - June 2, 2014
Federal Application Narratives due	June 2, 2014
Federal Application Budget Window	May 19 - June 30, 2014
Federal Application Budget Submission Deadline	June 30, 2014
2013-14 Performance Reports Deadline	July 1, 2014

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IDEA Timeline ~ FY2014-2015

Federal Application Narrative Amendment # 1 Window	Oct 1-31, 2014
Federal Application Narrative Amendments due	Oct 31, 2014
Budget Revision # 1 Window	Nov 3-14, 2014
Budget Revision # 1 Submission Deadline	Nov 14, 2014
Fiscal Self-Audits due	Jan 16, 2015
Federal Application Narrative Amendment # 2 Window	Feb 2-27, 2015
Federal Application Narrative Amendments due	Feb 27, 2015
Budget Revision # 2 Window	March 2-13, 2015
Budget Revision # 2 Submission Deadline	March 13, 2015
Analysis of Fiscal Self-Audits by CDE	Feb – March 2015

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**ESSU Data Management System
Categories of Analysis per AU**

- Profile – based on demographics and Sped data
- Performance Data –state plus locally reported data
- Compliance – self-audits of record reviews
- Fiscal –self-audit of fiscal process
- Personnel/Staff/Licensing
- Unified Improvement Planning
- Rubric – multilevel rubric to determine tier status

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ESSU Teams to Support the Continuous Improvement Process

- **Results Driven Accountability teams**
 - Continuous Improvement
 - Data
 - Family-School Partnering
 - Secondary Transition and Student Outcomes
- **Statewide Initiatives & Professional Development team**
- **Access, Literacy, and Learning teams**
 - Disability-specific teams of experts
 - Preschool
 - Literacy expertise
- **Office of Facilities Schools**
- **Fiscal teams**

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A Circle of Support

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Why a Fiscal Self-Assessment and Why Now?

- IDEA, OMB Circulars, and EDGAR require us to monitor for fiscal compliance.
- Can't rely on a single audit to identify all of the fiscal requirements that an AU must adhere to in the day-to-day operations of sub-grant supported activities.
- The reporting required on the stimulus funds (ARRA) put the fiscal requirements of IDEA grants under the microscope. OSEP realized that fiscal monitoring practices, at the time, were inadequate.

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Federal Application Narrative Phases

- The Federal Application Narrative system was revised starting with FY 2013
- The Performance Report was integrated into the Federal Application Narrative system in FY 2014
- The fiscal self-audit will be incorporated into the process in FY 2015

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Questions

Please use the index cards on your tables to write down any questions you may have. We will collect them, address those that we can today, and develop an FAQ document.

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