



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

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 President of the Board
- General Education Provisions Act (GEPA)
- Project A - Special Education Services (Part B)
- Project B - ESY or Summer School (Part B)
- Project C - Charter Schools (Part B) **This project must be addressed.**
- Project D - Early Intervening Services (Part B)
- Project E - Title I Schoolwide Schools (Part B)
- Project F - Private Schools (Part B) **This project must be addressed.**
- Project A - Special Education Services (Preschool)
- Project B - ESY or Summer School (Preschool)
- Project D - Early Intervening Services (Preschool)
- Allowable Costs
- Narrative 3-Year Cycle Schedule



Step 1 - Saving the File

- Save and name the workbook in the following standardized format identifying your particular Administrative Unit/State Operated Program name, and date.
 - Click "File / Save As" and update file name to be "AU Name MM DD YY" (Example: Admin Unit Name 05 01 21), and upload to the Data Management System, Fiscal tab.

Step 2 - Certification by Board President worksheet

- Click on the Certification by Board President tab and complete the steps below.
- Enter Submission Date (once entered, date will auto populate on remaining tabs).
- Enter AU / SOP Name and Number by clicking on the drop down menu and choosing your AU / SOP (once selected, name and number will auto populate on remaining tabs).
- Check whether narrative submission is New or Amendment.
- Check the fund source(s) that are being certified.
- Complete the fund/project section by checking all funds/projects that apply.
- Print the Certification by Board President page and obtain the signature of the School Board President.
- The signed Certification by Board President page must be submitted to CDE every time a new narrative or amendment is completed.
- Scan and email the Certification by Board President page to Kim Boylan in ESSU - Finance and Operations at CDE via email to boylan_k@cde.state.co.us. If you are unable to scan, you may send the Certification via U.S. mail to: CDE, Exceptional Student Services Unit, Attn: Kim Boylan, 1560 Broadway, Ste. 1100, Denver, CO 80202, or by fax (303) 866-3808.

Step 3 - GEPA worksheet

When submitting a new federal application narrative, GEPA Requirements, Section 427, are required and must be submitted to CDE for each IDEA fund source. Click on the GEPA tab and complete the steps below:

- Check the fund source(s) that apply.
- In the box provided, type a description of the steps the agency proposes to ensure equitable access to, and participation in, your special education programs supported with IDEA funds.
- Print the GEPA page and obtain the signature of the special education director.
- The signed GEPA page must be submitted to CDE by July 1 of each fiscal year.
- Scan and email the GEPA page to Kim Boylan in ESSU - Finance and Operations at CDE via email at boylan_k@cde.state.co.us. If you are unable to scan, you may send the GEPA via mail to: CDE, Exceptional Student Services Unit, Attn: Kim Boylan, 1560 Broadway, Ste. 1100, Denver, CO 80202, or by fax (303) 866-3808.



Step 4 - Fiscal Information, Required LEA Assurances and Related Certifications Specific to 34 CFR §300.201 (separate document)

- Complete the Fiscal Information by selecting the appropriate responses from the drop down boxes.
- Complete the Required LEA Assurances by placing either a check in the "yes" column or a completion date in the "no" column. The date in the "no" column is the date on which the LEA will complete changes in order to provide the assurance. ◦ The date must be within the fiscal year (no later than June 30).
- Read all of the Related Certifications Specific to 34 CFR §300.201.
- Print the Fiscal Information, Required LEA Assurances and Related Certifications page and obtain the signature of the special education director, along with the date and printed or typed name of the special education director.
- The signed page must be submitted to CDE by July 1 of each fiscal year.
- Scan and email the page to Kim Boylan in ESSU - Finance and Operations at CDE via email at boylan_k@cde.state.co.us. If you are unable to scan, you may send via mail to: CDE, Exceptional Student Services Unit, Attn: Kim Boylan, 1560 Broadway, Ste. 1100, Denver, CO 80202, or by fax (303) 866-3808.

Step 5 - Narrative Requests

- To complete the narrative requests, select the appropriate project tab(s) pertaining to the fund(s) and project(s) you intend to submit.
- Complete the Narrative Cycle section by selecting New or Amendment.
- Under each of the predetermined Objectives, check both the Objectives and Activities for which you are requesting funds. Following each Objective, please complete the Evaluation Procedure, focusing on how funding each activity will support student outcomes. Please note: The overarching directives, included in the each of the Objectives, are applicable to each corresponding Activity. Note: All computers and small and attractive devices such as iPads, iPods, tablets, etc. must be requested under Objective 5: Equipment regardless of cost.
- If a need exists for a unique Objective and Activity that has not been addressed in the predetermined Objectives, insert text accordingly within the space provided in the "Additional Narrative Request". If a second unique Objective and Activity is required, email Kim Boylan at boylan_k@cde.state.co.us.
- Repeat the steps and supply required additional information as indicated in each Project for the remaining funds and projects.

At the end of each fiscal year, use the corresponding Performance Report boxes to indicate how IDEA funding for each approved objective and activity improved student outcomes.

Step 6 - Submission of Narrative

- Once the Federal Application Narrative is complete, upload the workbook to the Data Management System (DMS) Fiscal tab by the due date.
- Scan and email the signed Certification by President of the Board form, the completed and signed GEPA form, and the Fiscal Info & Assurances form to Kim Boylan at boylan_k@cde.state.co.us, or by fax (303) 866-3808.

Additional Resources

Allowable Costs: Provides examples of allowable and non-allowable uses of IDEA federal funds. The document is not all-inclusive and is intended to provide general guidance. The list reflects common requests for IDEA funding from the field.

Narrative 3-Year Cycle Schedule: Document referencing when each AU or SOP is due for a new Federal Application Narrative.





Certification By President of the Board

Submission Date:

AU / SOP Name
and Number:

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

NARRATIVE CYCLE 2021 - 2022 through 2023 - 2024

Check One

☐

New

☐

Amendment

FUND SOURCE - IDEA PART B

☐

IDEA: Part B Flow Through Funds

PROJECT

Check All That Apply

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Project A: Special Education Services

☐

Project D: Early Intervening Services

☐

Project B: ESY or Summer School

☐

Project E: Title I Schoolwide Schools

☐

Project C: Charter Schools

☐

Project F: Private Schools

FUND SOURCE - IDEA PRESCHOOL

☐

IDEA: Preschool Flow Through Funds

PROJECT

Check All That Apply

☐

Project A: Special Education Services

☐

Project D: Early Intervening Services

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Project B: ESY or Summer School

If requesting IDEA Preschool funds for other projects, please contact CDE.

CERTIFICATION

The School Board, with the submission of the attached narrative, hereby makes application for federal special education funds under the source(s) specified above. The Board has authorized the director of special education to act as its authorized representative, to conduct all business related to the planning, implementation, budget, operation, and evaluation of this grant program, to submit all required reports, and generally conduct business related to the administration of the funds received from this grant. In consideration of the receipt of these grant funds, the Board agrees that the special education fiscal assurances form and the terms therein are specifically incorporated by reference of this application. The Board also certifies that all program and pertinent administrative requirements will be met. This includes the Education Department General Administrative Regulations (EDGAR), the Uniform Grant Guidance, and the Department of Education's General Education Provisions Act (GEPA) requirements.

Signature of School Board President

Date

Type or Print Name

A certification page, signed by the school Board President, must be submitted per funding source with all narratives, including amendments.





General Education Provisions Act (GEPA) ~ Section 427

Submission Date:

AU / SOP Name
and Number:

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

FUND SOURCE

Check All That Apply

☐

IDEA: Part B Flow Through Funds

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IDEA: Preschool Flow Through Funds

GEPA REQUIREMENTS, SECTION 427

In the space provided below, describe the steps the agency proposes to take to ensure equitable access to, and participation in, your programs supported with these funds for students, teachers, and other program beneficiaries with special needs. There are six barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, determine whether these or other barriers may prevent your students, teachers, or other program beneficiaries from such access or participation in, this federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy. Provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances in the space below.

Signature of Special Education Director

Date

Type or Print Name

A certification page, signed by the school Board President, must be submitted per funding source with all narratives, including amendments.





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Exceptional Student Services Unit
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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 2021 - 2022 through 2023 - 2024

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.

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

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

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Activity 3 - Contracted professional or technical services with independent contractor for personnel costs (no fringe benefits) of individuals providing these services (0300)

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Activity 4 - Contracted services with other CO school districts or BOCES or AUs for personnel costs of individuals providing special education services (0592)

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Activity 5 - Insert additional activity request (not listed in activities 1-4 above)

Evaluation Procedures for Objective 1:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 2: NON-SPECIFIC STAFF

Provide salaries and benefits for substitutes (release time) to cover special education staff to attend staffings or for the coverage of special education staff who are out on short-term leave (does not include long term substitutes); provide stipends (extra duty) for staff completing special education projects outside of their regular assignment; provide PERA retirement benefits; provide Administrative Unit / State Operated Program approved tuition reimbursement for staff completing special education coursework.

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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)

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Activity 2 - Stipends for extra duty for projects outside of the employee's regular assignment (0150)

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Activity 3 - Pay PERA benefits associated with retirees who are contracting with the AU/SOP (0230)

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Activity 4 - Tuition reimbursement for special education staff when the content of the coursework is related to special education (0240)

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Activity 5 - *Insert additional activity request (not listed in activities 1-4 above)*

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Activity 6 - *Insert additional activity request (not listed in activities 1-5 above)*

Evaluation Procedures for Objective 2:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 3: PURCHASE SERVICES



Provide for the payment of associated costs to support the operation and management for the provision of special education services and programs.

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Activity 1 - Other purchased professional and technical services not requiring a staff record, i.e., legal services for updating policy manuals (0390)

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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)

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Activity 3 - Expenditures for rentals/leases of special education specific equipment and/or devices such as mobility equipment (0440)

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Activity 4 - Expenditures for student transportation services that are not claimed on the CDE 40 (0510)

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Activity 5 - Expenditures for unemployment compensation insurance (0525)

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Activity 6 - Expenditures for workers compensation insurance (0526)

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Activity 7 - Expenditures for communication devices related to special education (0530)

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Activity 8 - Expenditures for advertising related to recruitment of special education personnel, procurement of goods and services, and other specific purposes necessary to meet the requirements of the IDEA grant (0540)

<input type="checkbox"/>	Activity 9 - Expenditures for printing and duplicating specific to special education services, staff and the students supported by the special education program (0550)
<input type="checkbox"/>	Activity 10 - Tuition paid to other AUs or BOCES for specific special education services for out-of-district placed pupils (0562)
<input type="checkbox"/>	Activity 11 - Tuition paid to private sources for specific special education services upon AU determination for the placement, i.e., community agency supporting individuals with disabilities (0564)
<input type="checkbox"/>	Activity 12 - Tuition paid to approved facility schools for specific special education services for out-of-district placed pupils (0565)
<input type="checkbox"/>	Activity 13 - Expenditures for mileage, travel (lodging and meals), and registration costs, i.e., mileage for itinerant staff (0580)
<input type="checkbox"/>	Activity 14 - Services purchased from other sources not classified elsewhere - description required below* (0599)
<input type="checkbox"/>	Activity 15 - <i>Insert additional activity request (not listed in activities 1-14 above)</i>
<input type="checkbox"/>	Activity 16 - <i>Insert additional activity request (not listed in activities 1-15 above)</i>

*** Description (Required if requesting Activity 14 above)**

Evaluation Procedures for Objective 3:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 4: SUPPLIES

Purchase of instructional and support supplies (including freight costs), materials, software, and equipment under \$1K, necessary to provide FAPE, included on the student's IEP and that are above and beyond what is provided to general education staff and students. All computers and small and attractive devices such as Go Talk augmentative communication device, etc. should be requested under Objective 5: Equipment (regardless of cost).

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Activity 1 - Expenditures for general supplies specific to special education programming (0610)

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Activity 2 - Expenditures for books and periodicals specific to special education programming (0640)

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Activity 3 - Expenditures for electronic media materials including software licenses (including electronic IEP systems) specific to special education programming (0650)

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Activity 4 - *Insert additional activity request (not listed in activities 1-3 above)*

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Activity 5 - *Insert additional activity request (not listed in activities 1-4 above)*

Evaluation Procedures for Objective 4:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 5: EQUIPMENT

Purchase of computers and small and attractive devices (regardless of cost including Go Talk augmentative communication device, iPads, etc.), as well as assistive technology and equipment over \$1K necessary to provide FAPE, included on the student's IEP, and that are above and beyond what is provided to general education staff and students. Documentation must be kept to demonstrate how purchases with IDEA funds are above and beyond what is provided to general education staff and students and utilized for students with disabilities only. Inventory must be maintained from acquisition to disposition and physically updated annually. When requesting to expend IDEA funds on equipment, a description must be entered within the web-based budget system.

<input type="checkbox"/>	Activity 1 - Expenditures for capitalized equipment over \$5K. If AU's capitalization policy is more restrictive, CDE will defer to AU policy (0730)
<input type="checkbox"/>	Activity 2 - Expenditures for non-capitalized equipment under \$5K including small and attractive equipment as described in the objective; if AU's non-capitalization policy is more restrictive, CDE will defer to AU policy (0735)
<input type="checkbox"/>	Activity 3 - <i>Insert additional activity request (not listed in activities 1-2 above)</i>
<input type="checkbox"/>	Activity 4 - <i>Insert additional activity request (not listed in activities 1-3 above)</i>

Evaluation Procedures for Objective 5:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 6: PROFESSIONAL DEVELOPMENT

Provide professional development for special education staff; or, professional development for all staff and parents if the content of the training is unique to students with disabilities or students suspected of having disabilities. Documentation must be maintained for audit purposes describing the content of all training activities supported by these funds, as well as the individuals participating in the professional development.

<input type="checkbox"/>	Activity 1 - Expenditures for substitutes and related benefits to provide release time for staff to attend trainings during regular contract hours (0120)
<input type="checkbox"/>	Activity 2 - Expenditures for stipends and related benefits to compensate staff to attend trainings outside of regular contract hours (0150)
<input type="checkbox"/>	Activity 3 - Expenditures for presenter/speaker fees requiring a staff record i.e., staff developer (0300)
<input type="checkbox"/>	Activity 4 - Expenditures for presenter/speaker fees not requiring a staff record, i.e., national keynote speaker (0390)
<input type="checkbox"/>	Activity 5 - Expenditures for rental of conference/training space and audio/visual equipment (0440)
<input type="checkbox"/>	Activity 6 - Expenditures for printing and duplication of conference/training materials (0550)
<input type="checkbox"/>	Activity 7 - Expenditures for travel costs, mileage reimbursement to staff and presenters, and registration fees related to professional development (0580)
<input type="checkbox"/>	Activity 8 - Expenditures for payments to service providers for services such as child care when professional development includes parents of students with disabilities (0599)
<input type="checkbox"/>	Activity 9 - Expenditures for supplies and materials associated with professional development such as food, office supplies, etc. (0610)
<input type="checkbox"/>	Activity 10 - Expenditures for books and periodicals associated with professional development such as training curriculum, etc. (0640)
<input type="checkbox"/>	Activity 11 - Expenditures for electronic media materials associated with professional development such as CDs/DVDs (0650)
<input type="checkbox"/>	Activity 12 - <i>Insert additional activity request (not listed in activities 1-11 above)</i>

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Activity 13 - Insert additional activity request (not listed in activities 1-12 above)

Evaluation Procedures for Objective 6:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 7: OTHER

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Expenditures or assessments for membership in professional special education organizations consistent with the AU's policy. The administrative unit will charge its approved restricted rate of indirect costs.

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Activity 1 - Expenditures for dues and fees associated with professional special education organizations (0810)

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Activity 2 - Indirect costs on all expenditures except capitalized equipment (0869)

Evaluation Procedures for Objective 7:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 8: ADDITIONAL NARRATIVE REQUEST (not listed in objectives 1-7 above)

Insert proposed objective here

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Activity 1 - *Insert proposed activity here...*

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Activity 2 - *Insert proposed activity here...*

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Activity 3 - *Insert proposed activity here...*

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Activity 4 - *Insert proposed activity here...*

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Activity 5 - *Insert proposed activity here...*

Evaluation Procedures for Objective 8:

Approval/Comments (For CDE Use Only):

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

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Performance Report 2022-2023 (due July 14, 2023):

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Performance Report 2023-2024 (due July 12, 2024):

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

IDEA Part B Project Narrative ~ Project B: ESY or Summer School

Submission Date:

AU / SOP Name
and Number:

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

NARRATIVE CYCLE 2021 - 2022 through 2023 - 2024

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 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.

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

☐

Activity 2 - Contracted professional or technical services with independent contractor for personnel costs (no fringe benefits) of individuals providing these services (0300)

☐

Activity 3 - Contracted services with other CO school districts or BOCES or AUs for personnel costs of individuals providing special education services (0592)

☐

Activity 4 - Insert additional activity request (not listed in activities 1-3 above)

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Activity 5 - Insert additional activity request (not listed in activities 1-4 above)

Evaluation Procedures for Objective 1:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 2: NON-SPECIFIC STAFF

Provide salaries and benefits for substitutes (release time) to cover special education staff to attend staffings or for the coverage of special education staff who are out on short-term leave (does not include long term substitutes); provide stipends (extra duty) for staff completing special education projects outside of their regular assignment; provide PERA retirement benefits; provide Administrative Unit / State Operated Program approved tuition reimbursement for staff completing special education coursework.

☐

Activity 1 - Salaries and benefits of substitutes - it is the responsibility of the AU/SOP to assure that all substitutes are appropriately licensed (0120)

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Activity 2 - Stipends for extra duty for projects outside of the employee's regular assignment (0150)

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Activity 3 - Pay PERA benefits associated with retirees who are contracting with the AU/SOP (0230)

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Activity 4 - *Insert additional activity request (not listed in activities 1-3 above)*

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Activity 5 - *Insert additional activity request (not listed in activities 1-4 above)*

Evaluation Procedures for Objective 2:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 3: PURCHASE SERVICES



Provide for the payment of associated costs to support the operation and management for the provision of special education services and programs.



Activity 1 - Other purchased professional and technical services not requiring a staff record, i.e., legal services for updating policy manuals (0390)



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)



Activity 3 - Expenditures for rentals/leases of special education specific equipment and/or devices such as mobility equipment (0440)



Activity 4 - Expenditures for student transportation services that are not claimed on the CDE 40 (0510)



Activity 5 - Expenditures for unemployment compensation insurance (0525)



Activity 6 - Expenditures for workers compensation insurance (0526)



Activity 7 - Expenditures for communication devices related to special education (0530)



Activity 8- Expenditures for printing and duplicating specific to special education services, staff and the students supported by the special education program (0550)



Activity 9 - Tuition paid to other AUs or BOCES for specific special education services for out-of-district placed pupils (0562)



Activity 10 - Tuition paid to private sources for specific special education services upon AU determination for the placement, i.e., community agency supporting individuals with disabilities (0564)

<input type="checkbox"/>	Activity 11 - Tuition paid to approved facility schools for specific special education services for out-of-district placed pupils (0565)
<input type="checkbox"/>	Activity 12 - Expenditures for mileage, travel (lodging and meals), and registration costs, i.e., mileage for itinerant staff (0580)
<input type="checkbox"/>	Activity 13 - Services purchased from other sources not classified elsewhere - description required below* (0599)
<input type="checkbox"/>	Activity 14 - <i>Insert additional activity request (not listed in activities 1-13 above)</i>
<input type="checkbox"/>	Activity 15 - <i>Insert additional activity request (not listed in activities 1-14 above)</i>

*** Description (Required if requesting Activity 13 above)**

Evaluation Procedures for Objective 3:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 4: SUPPLIES

Purchase of instructional and support supplies (including freight costs), materials, software, and equipment under \$1K, necessary to provide FAPE, included on the student's IEP and that are above and beyond what is provided to general education staff and students. All computers and small and attractive devices such as Go Talk augmentative communication device, etc. should be requested under Objective 5: Equipment (regardless of cost).

<input type="checkbox"/>	Activity 1 - Expenditures for general supplies specific to special education programming (0610)
<input type="checkbox"/>	Activity 2 - Expenditures for books and periodicals specific to special education programming (0640)
<input type="checkbox"/>	Activity 3 - Expenditures for electronic media materials including software licenses specific to special education programming (0650)
<input type="checkbox"/>	Activity 4 - <i>Insert additional activity request (not listed in activities 1-3 above)</i>
<input type="checkbox"/>	Activity 5 - <i>Insert additional activity request (not listed in activities 1-4 above)</i>

Evaluation Procedures for Objective 4:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 5: EQUIPMENT

Purchase of computers and small and attractive devices (regardless of cost including Go Talk augmentative communication device, iPads, etc.), as well as assistive technology and equipment over \$1K necessary to provide FAPE, included on the student's IEP, and that are above and beyond what is provided to general education staff and students. Documentation must be kept to demonstrate how purchases with IDEA funds are above and beyond what is provided to general education staff and students and utilized for students with disabilities only. Inventory must be maintained from acquisition to disposition and physically updated annually. When requesting to expend IDEA funds on equipment, a description must be entered within the web-based budget system.

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Activity 1 - Expenditures for capitalized equipment over \$5K. If AU's capitalization policy is more restrictive, CDE will defer to AU policy (0730)

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Activity 2 - Expenditures for non-capitalized equipment under \$5K including small and attractive equipment as described in the objective; if AU's non-capitalization policy is more restrictive, CDE will defer to AU policy (0735)

☐

Activity 3 - *Insert additional activity request (not listed in activities 1-2 above)*

☐

Activity 4 - *Insert additional activity request (not listed in activities 1-3 above)*

Evaluation Procedures for Objective 5:
Approval/Comments (For CDE Use Only):
Performance Report 2021-2022 (due July 8, 2022):
Performance Report 2022-2023 (due July 14, 2023):
Performance Report 2023-2024 (due July 12, 2024):

<input type="checkbox"/>	OBJECTIVE 6: OTHER The administrative unit will charge its approved restricted rate of indirect costs.
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Activity 1 - Indirect costs on all expenditures except capitalized equipment (0869)

Evaluation Procedures for Objective 6:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

<input type="checkbox"/>	OBJECTIVE 7: ADDITIONAL NARRATIVE REQUEST (not listed in objectives 1-6 above) <i>Insert proposed objective here</i>
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☐

Activity 1 - *Insert proposed activity here...*

☐

Activity 2 - *Insert proposed activity here...*

☐

Activity 3 - *Insert proposed activity here...*

☐

Activity 4 - *Insert proposed activity here...*

☐

Activity 5 - *Insert proposed activity here...*

Evaluation Procedures for Objective 7:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):



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IDEA Part B

Project Narrative ~ Project C: Charter Schools

Under 34 CFR 209(a)-(b), the authorizing District must serve children with disabilities attending its charter schools in the same manner that it serves children with disabilities attending its traditional schools and also provide funds to its charter schools on the same basis that it provides funds to its traditional schools. If your district has charter schools, please clarify how students with disabilities attending each charter school are being served and funded.

If flow through funds are not being funneled to the building level (traditional schools), you do not need specificity for charter schools here. If flow through funds are being funneled to the building level (traditional schools), the charters must be treated in the same manner as the traditional schools with respect to funding.

Does the AU flow through IDEA Part B funds to its traditional schools?

☐ Yes* ☐ No

* If yes, you must complete Project C objectives, activities, and evaluation strategies.

Submission Date:

AU / SOP Name
and Number:

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

NARRATIVE CYCLE 2021 - 2022 through 2023 - 2024

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)

☐ Activity 3 - Contracted professional or technical services with independent contractor for personnel costs (no fringe benefits) of individuals providing these services (0300)

<input type="checkbox"/>	Activity 4 - Contracted services with other CO school districts or BOCES or AUs for personnel costs of individuals providing special education services (0592)
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<input type="checkbox"/>	Activity 5 - <i>Insert additional activity request (not listed in activities 1-4 above)</i>
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Evaluation Procedures for Objective 1:

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Approval/Comments (For CDE Use Only):

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

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Performance Report 2022-2023 (due July 14, 2023):

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Performance Report 2023-2024 (due July 12, 2024):

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<input type="checkbox"/>	OBJECTIVE 2: NON-SPECIFIC STAFF Provide salaries and benefits for substitutes (release time) to cover special education staff to attend staffings or for the coverage of special education staff who are out on short-term leave (does not include long term substitutes); provide stipends (extra duty) for staff completing special education projects outside of their regular assignment; provide PERA retirement benefits; provide Administrative Unit / State Operated Program approved tuition reimbursement for staff completing special education coursework.
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<input type="checkbox"/>	Activity 1 - Salaries and benefits of substitutes - it is the responsibility of the AU/SOP to assure that all substitutes are appropriately licensed (0120)
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<input type="checkbox"/>	Activity 2 - Stipends for extra duty for projects outside of the employee's regular assignment (0150)
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<input type="checkbox"/>	Activity 3 - Pay PERA benefits associated with retirees who are contracting with the AU/SOP (0230)
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<input type="checkbox"/>	Activity 4 - Tuition reimbursement for special education staff when the content of the coursework is related to special education (0240)
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<input type="checkbox"/>	Activity 5 - <i>Insert additional activity request (not listed in activities 1-4 above)</i>
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<input type="checkbox"/>	Activity 6 - <i>Insert additional activity request (not listed in activities 1-5 above)</i>
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Evaluation Procedures for Objective 2:

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Approval/Comments (For CDE Use Only):

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

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Performance Report 2022-2023 (due July 14, 2023):

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Performance Report 2023-2024 (due July 12, 2024):

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<input type="checkbox"/>	OBJECTIVE 3: PURCHASE SERVICES Provide for the payment of associated costs to support the operation and management for the provision of special education services and programs.
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<input type="checkbox"/>	Activity 1 - Other purchased professional and technical services not requiring a staff record, i.e., legal services for updating policy manuals (0390)
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<input type="checkbox"/>	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)
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<input type="checkbox"/>	Activity 3 - Expenditures for rentals/leases of special education specific equipment and/or devices such as mobility equipment (0440)
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<input type="checkbox"/>	Activity 4 - Expenditures for student transportation services that are not claimed on the CDE 40 (0510)
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<input type="checkbox"/>	Activity 5 - Expenditures for unemployment compensation insurance (0525)
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<input type="checkbox"/>	Activity 6 - Expenditures for workers compensation insurance (0526)
<input type="checkbox"/>	Activity 7 - Expenditures for communication devices related to special education (0530)
<input type="checkbox"/>	Activity 8 - Expenditures for advertising related to recruitment of special education personnel, procurement of goods and services, and other specific purposes necessary to meet the requirements of the IDEA grant (0540)
<input type="checkbox"/>	Activity 9 - Expenditures for printing and duplicating specific to special education services, staff and the students supported by the special education program (0550)
<input type="checkbox"/>	Activity 10 - Tuition paid to other AUs or BOCES for specific special education services for out-of-district placed pupils (0562)
<input type="checkbox"/>	Activity 11 - Tuition paid to private sources for specific special education services upon AU determination for the placement, i.e., community agency supporting individuals with disabilities (0564)
<input type="checkbox"/>	Activity 12 - Tuition paid to agencies with CDE approved rates for specific special education services for out-of-district placed pupils, i.e., facility schools (0565)
<input type="checkbox"/>	Activity 13 - Expenditures for mileage, travel (lodging and meals), and registration costs, i.e., mileage for itinerant staff (0580)
<input type="checkbox"/>	Activity 14 - Services purchased from other sources not classified elsewhere - description required below* (0599)
<input type="checkbox"/>	Activity 15 - <i>Insert additional activity request (not listed in activities 1-14 above)</i>
<input type="checkbox"/>	Activity 16 - <i>Insert additional activity request (not listed in activities 1-15 above)</i>

*** Description (Required if requesting Activity 14 above)**

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Evaluation Procedures for Objective 3:

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Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 4: SUPPLIES

Purchase of instructional and support supplies (including freight costs), materials, software, and equipment under \$1K, necessary to provide FAPE, included on the student's IEP and that are above and beyond what is provided to general education staff and students. All computers and small and attractive devices such as Go Talk augmentative communication device, etc. should be requested under Objective 5: Equipment (regardless of cost).

☐

Activity 1 - Expenditures for general supplies specific to special education programming (0610)

☐

Activity 2 - Expenditures for books and periodicals specific to special education programming (0640)

☐

Activity 3 - Expenditures for electronic media materials including software licenses specific to special education programming (0650)

☐

Activity 4 - *Insert additional activity request (not listed in activities 1-3 above)*

☐

Activity 5 - *Insert additional activity request (not listed in activities 1-4 above)*

Evaluation Procedures for Objective 4:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 5: EQUIPMENT

Purchase of computers and small and attractive devices (regardless of cost including Go Talk augmentative communication device, iPads, etc.), as well as assistive technology and equipment over \$1K necessary to provide FAPE, included on the student's IEP, and that are above and beyond what is provided to general education staff and students. Documentation must be kept to demonstrate how purchases with IDEA funds are above and beyond what is provided to general education staff and students and utilized for students with disabilities only. Inventory must be maintained from acquisition to disposition and physically updated annually. When requesting to expend IDEA funds on equipment, a description must be entered within the web-based budget system.

☐

Activity 1 - Expenditures for capitalized equipment over \$5K; if AU's capitalization policy is more restrictive, CDE will defer to AU policy (0730)

☐

Activity 2 - Expenditures for non-capitalized equipment under \$5K including small and attractive equipment as described in the objective; if AU's non-capitalization policy is more restrictive, CDE will defer to AU policy (0735)

☐

Activity 3 - *Insert additional activity request (not listed in activities 1-2 above)*

☐

Activity 4 - *Insert additional activity request (not listed in activities 1-3 above)*

Evaluation Procedures for Objective 5:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 6: PROFESSIONAL DEVELOPMENT

Provide professional development for special education staff; or, professional development for all staff and parents if the content of the training is unique to students with disabilities or students suspected of having disabilities. Documentation must be maintained for audit purposes describing the content of all training activities supported by these funds, as well as the individuals participating in the professional development.

<input type="checkbox"/>	Activity 1 - Expenditures for substitutes and related benefits to provide release time for staff to attend trainings during regular contract hours (0120)
<input type="checkbox"/>	Activity 2 - Expenditures for stipends and related benefits to compensate staff to attend trainings outside of regular contract hours (0150)
<input type="checkbox"/>	Activity 3 - Expenditures for presenter/speaker fees requiring a staff record i.e., staff developer (0300)
<input type="checkbox"/>	Activity 4 - Expenditures for presenter/speaker fees not requiring a staff record, i.e., national keynote speaker (0390)
<input type="checkbox"/>	Activity 5 - Expenditures for rental of conference/training space and audio/visual equipment (0440)
<input type="checkbox"/>	Activity 6 - Expenditures for printing and duplication of conference/training materials (0550)
<input type="checkbox"/>	Activity 7 - Expenditures for travel costs, mileage reimbursement to staff and presenters, and registration fees related to professional development (0580)
<input type="checkbox"/>	Activity 8 - Expenditures for payments to service providers for services such as child care when professional development includes parents of students with disabilities (0599)
<input type="checkbox"/>	Activity 9 - Expenditures for supplies and materials associated with professional development such as food, office supplies, etc. (0610)

<input type="checkbox"/>	Activity 10 - Expenditures for books and periodicals associated with professional development such as training curriculum, etc. (0640)
<input type="checkbox"/>	Activity 11 - Expenditures for electronic media materials associated with professional development such as CDs/DVDs (0650)
<input type="checkbox"/>	Activity 12 - <i>Insert additional activity request (not listed in activities 1-11 above)</i>
<input type="checkbox"/>	Activity 13 - <i>Insert additional activity request (not listed in activities 1-12 above)</i>

Evaluation Procedures for Objective 6:

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Approval/Comments (For CDE Use Only):

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

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Performance Report 2022-2023 (due July 14, 2023):

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Performance Report 2023-2024 (due July 12, 2024):

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OBJECTIVE 7: OTHER

☐ **Expenditures or assessments for membership in professional special education organizations consistent with the AU's policy. The administrative unit will charge its approved restricted rate of indirect costs.**

<input type="checkbox"/>	Activity 1 - Expenditures for dues and fees associated with professional special education organizations (0810)
<input type="checkbox"/>	Activity 2 - Indirect costs on all expenditures except capitalized equipment (0869)

Evaluation Procedures for Objective 7:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 8: ADDITIONAL NARRATIVE REQUEST (not listed in objectives 1-7 above)

Insert proposed objective here

☐

☐

Activity 1 - *Insert proposed activity here...*

☐

Activity 2 - *Insert proposed activity here...*

☐

Activity 3 - *Insert proposed activity here...*

☐

Activity 4 - *Insert proposed activity here...*

☐

Activity 5 - *Insert proposed activity here...*

Evaluation Procedures for Objective 8:

Approval/Comments (For CDE Use Only):

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

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Performance Report 2022-2023 (due July 14, 2023):

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Performance Report 2023-2024 (due July 12, 2024):

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Department of Education

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Finance and Operations
Exceptional Student Services Unit
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IDEA Part B

Project Narrative ~ Project D: Comprehensive Coordinated Early Intervening Services (CCEIS)

Pursuant to §300.646, an SEA must provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the LEAs of the State with respect to – (1) The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment; (2) The placement in particular educational settings of these children; and (3) The incidence, duration, and type of disciplinary actions, including suspensions and expulsions. The SEA requires an LEA identified under §300.646 to reserve exactly 15% of their IDEA funds (611 and 619) to provide comprehensive coordinated early intervening services to serve children, age 3 through grade 12, particularly, but not exclusively, children in those groups that were significantly overidentified. The SEA also requires the LEA to publicly report on the revision of policies, practices, and procedures in regard to a determination of significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular educational settings of these children.

Comprehensive Coordinated Early Intervening Services (CCEIS) are to serve the following groups: Children who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment, and children currently identified as needing special education or related services (funds can be used primarily, but not exclusively, for this group).

Submission Date:

AU / SOP Name
and Number:

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



For CDE Use Only

The AU has been found to have significant disproportionality, per §300.646 in the following category/ies:

FUND SOURCE

The AU MUST reserve exactly 15% of their combined IDEA Part B AND Preschool (section 619) funds for Comprehensive Coordinated Early Intervening Services. The AU may choose to reserve those funds from any available year of IDEA allocations. If utilizing past years' carryover funds for CCEIS, there must be at least 15% of the identified year's total allocation remaining.

From which year will the AU reserve CCEIS funds? (Check only one)

☐

2019 - 2020

☐

20120- 2021

☐

2021 - 2022

The AU may choose to expend funds reserved for Comprehensive Coordinated Early Intervening Services from IDEA Part B, IDEA Preschool or a combination of both.

Check all that apply

☐

IDEA: Part B Flow Through Funds

☐

IDEA: Preschool Flow Through Funds

The AU must complete the Preschool Mandatory CEIS tab if using Preschool funds

NARRATIVE CYCLE 2021 - 2022 through 2023 - 2024

Check One

☐

New

☐

Amendment

☐

OBJECTIVE 1: Comprehensive Coordinated Early Intervening Services (CCEIS)

Provide activities to implement comprehensive coordinated early intervening services that include staff, professional development, and materials. The activities must address factors and policy , practice, or procedure contributing to the identified significant disproportionality.

☐

Activity 1 - Professional development and educational and behavioral evaluations, services, and supports.
(0100 / 0120/ 0150/ 0200 / 0300 / 0390 / 0440 / 0550 / 0580 / 0610 / 0640 / 0650)

Please describe the AU's plan in utilizing CCEIS funds to address significant disproportionality.

Evaluation Procedures for Objective 1:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):



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IDEA Part B

Project Narrative ~ Project D: Early Intervening Services

Pursuant to § 300.226, an LEA may not use more than 15% of the amount the LEA receives under Part B of the Act for any fiscal year, less any amount reduced by the LEA pursuant to § 300.205 if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated, early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. Each LEA that develops and maintains coordinated, early intervening services under this section must annually report to the SEA on the number of children served under this section who received early intervening services; and the number of children served under this section who received early intervening services and subsequently received special education and related services under Part B of the Act during the preceding two year period.

****Funds made available to carry out 34 CFR 300.226 may be used to carry out coordinated, early intervening services aligned with activities funded by, and carried out under the ESSA if those funds are used to supplement, and not supplant, funds made available under the ESSA for the activities and services assisted under 34 CFR § 300.226.**

[34 CFR § 300.226(e)] [20 U.S.C. 1413(f)(5)]

Submission Date:

AU / SOP Name
and Number:

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

NARRATIVE CYCLE 2021 - 2022 through 2023 - 2024

Check One

☐

New

☐

Amendment

FUND SOURCE

Check One

☐

IDEA: Part B Flow Through Funds

OBJECTIVE 1: Early Intervening Services

☐

Provide activities to implement coordinated early intervening services that include staff, professional development, and materials.

☐

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 for Objective 1:

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Approval/Comments *(For CDE Use Only)*:

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

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Performance Report 2022-2023 (due July 14, 2023):

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Performance Report 2023-2024 (due July 12, 2024):

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IDEA Part B

Project Narrative ~ Project E: Title I Schoolwide Schools

Pursuant to CFR § 300.206 an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESSA, except that the amount used in any schoolwide program may not exceed the amount received by the LEA under Part B of the Act for that fiscal year; divided by the number of children with disabilities in the jurisdiction of the LEA; and multiplied by the number of children with disabilities participating in the schoolwide program.

Submission Date:

AU / SOP Name
and Number:

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

NARRATIVE CYCLE 2021 - 2022 through 2023 - 2024

Check One

☐

New

☐

Amendment

FUND SOURCE

Check One

☐

IDEA: Part B Flow Through Funds

When requesting to expend IDEA funds on Project E, the section below must be completed describing how the students will receive services in accordance with a properly developed IEP; and are afforded all of the rights and services guaranteed to children with disabilities under the Act. A description must be entered within the web-based budget system for each object code.

Evaluation Procedures:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

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Performance Report 2023-2024 (due July 12, 2024):

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IDEA Part B

Project Narrative ~ Project F: Private Schools

Consistent with 34 CFR §§ 300.130 through 300.144, the District must calculate the proportionate share of IDEA Part B funds that will be used under Project F. The District must consult with representatives of the non-profit private schools and representatives of parents of students who are parentally placed in non-profit private schools to determine the services that will be provided.

If you have non-profit private schools within your boundaries, please provide 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 non-profit private schools.

Submission Date:

AU / SOP Name
and Number:

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

NARRATIVE CYCLE 2021 - 2022 through 2023 - 2024

Check One

☐ New

☐ Amendment

FUND SOURCE

Check One

☐ IDEA: Part B Flow Through Funds

Does the AU have non-profit private schools within their boundaries?

☐ Yes*


☐ No

* If yes, you must provide specific and detailed information in the box provided below 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. When requesting to expend IDEA funds on Project F, a description must be entered within the web-based budget system for each object code.

Evaluation Procedures:

Approval/Comments (For CDE Use Only):

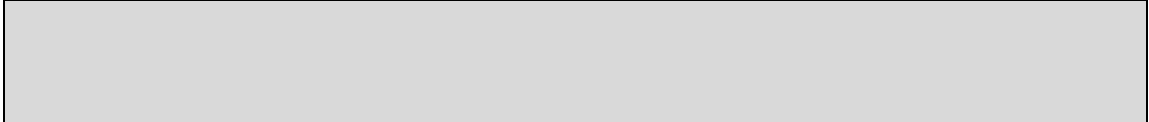
Performance Report 2021-2022 (due July 8, 2022):

A large, empty rectangular box with a black border, intended for the performance report for the 2021-2022 period.

Performance Report 2022-2023 (due July 14, 2023):

A large, empty rectangular box with a black border, intended for the performance report for the 2022-2023 period.

Performance Report 2023-2024 (due July 12, 2024):

A large, empty rectangular box with a black border, intended for the performance report for the 2023-2024 period.



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IDEA Preschool 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 2021 - 2022 through 2023 - 2024

Check One

☐ New

☐ Amendment

FUND SOURCE

Check One

☐ IDEA: Preschool Flow Through Funds

OBJECTIVE 1: STAFF

- ☐ Employ appropriately licensed and endorsed special education personnel to include early childhood instructional staff, speech language pathologists, related service providers, administrative staff, and coordinators to meet all IDEA requirements for children with disabilities, ages three through five. 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 early childhood special education responsibilities may be funded by IDEA Preschool funds.

☐

Activity 1 - Salaries and benefits of early childhood special education instructional and support staff (0100 / 0200)

☐

Activity 2 - Contracted professional or technical services with independent contractor for personnel costs (no fringe benefits) of individuals providing these services (0592)

☐

Activity 3 - Contracted services with other CO school districts or BOCES or AUs for personnel costs of individuals providing special education services (0592)

☐

Activity 4 - *Insert additional activity request (not listed in activities 1-3 above)*

☐

Activity 5 - *Insert additional activity request (not listed in activities 1-4 above)*

Evaluation Procedures for Objective 1:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 2: NON-SPECIFIC STAFF

Provide salaries and benefits for substitutes (release time) to cover early childhood special education staff to attend staffings or for the coverage of early childhood special education staff who are out on short-term leave (does not include long term substitutes); provide stipends (extra duty) for staff completing special education projects outside of their regular assignment; provide PERA retirement benefits; provide Administrative Unit / State Operated Program approved tuition reimbursement for staff completing special education coursework which will benefit preschool students with disabilities, ages three through five.

<input type="checkbox"/>	Activity 1 - Salaries and benefits of substitutes - it is the responsibility of the AU/SOP to assure that all substitutes are appropriately licensed (0120)
<input type="checkbox"/>	Activity 2 - Stipends for extra duty for projects outside of the employee's regular assignment (0150)
<input type="checkbox"/>	Activity 3 - Pay PERA benefits associated with retirees who are contracting with the AU/SOP (0230)
<input type="checkbox"/>	Activity 4 - Tuition reimbursement for special education staff when the content of the coursework is to benefit preschool students with disabilities, ages three through five (0240)
<input type="checkbox"/>	Activity 5 - <i>Insert additional activity request (not listed in activities 1-4 above)</i>
<input type="checkbox"/>	Activity 6 - <i>Insert additional activity request (not listed in activities 1-5 above)</i>

Evaluation Procedures for Objective 2:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 3: PURCHASE SERVICES



Provide for the payment of associated costs to support the operation and management for the provision of early childhood special education services and programs.

<input type="checkbox"/>	Activity 1 - Other purchased professional and technical services not requiring a staff record, i.e., legal services for updating policy manuals (0390)
<input type="checkbox"/>	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)
<input type="checkbox"/>	Activity 3 - Expenditures for rentals/leases of special education specific equipment and/or devices such as mobility equipment (0440)
<input type="checkbox"/>	Activity 4 - Expenditures for student transportation services that are not claimed on the CDE 40 (0510)
<input type="checkbox"/>	Activity 5 - Expenditures for unemployment compensation insurance (0525)
<input type="checkbox"/>	Activity 6 - Expenditures for workers compensation insurance (0526)

<input type="checkbox"/>	Activity 7 - Expenditures for communication devices related to special education (0530)
<input type="checkbox"/>	Activity 8 - Expenditures for advertising related to recruitment of early childhood special education personnel, procurement of goods and services, and other specific purposes necessary to meet the requirements of the IDEA grant (0540)
<input type="checkbox"/>	Activity 9 - Expenditures for printing and duplicating specific to special education services, staff and the students supported by the special education program (0550)
<input type="checkbox"/>	Activity 10 - Tuition paid to other AUs or BOCES for specific early childhood special education services for out-of-district placed pupils (0562)
<input type="checkbox"/>	Activity 11 - Tuition paid to private sources for specific early childhood special education services upon AU determination for the placement, i.e., community agency supporting individuals with disabilities (0564)
<input type="checkbox"/>	Activity 12 - Tuition paid to approved facility schools for specific early childhood special education services for out-of-district placed pupils (0565)
<input type="checkbox"/>	Activity 13 - Expenditures for mileage, travel (lodging and meals), and registration costs, i.e., mileage for itinerant staff (0580)
<input type="checkbox"/>	Activity 14 - Services purchased from other sources not classified elsewhere - description required below* (0599)
<input type="checkbox"/>	Activity 15 - <i>Insert additional activity request (not listed in activities 1-14 above)</i>
<input type="checkbox"/>	Activity 16 - <i>Insert additional activity request (not listed in activities 1-15 above)</i>

*** Description (Required if requesting Activity 14 above)**

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Evaluation Procedures for Objective 3:

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Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 4: SUPPLIES

Purchase of instructional and support supplies (including freight costs), materials, software, and equipment under \$1K, necessary to provide FAPE, included on the student's IEP and that are above and beyond what is provided to general education staff and students. All computers and small and attractive devices such as Go Talk augmentative communication device, etc. should be requested under Objective 5: Equipment (regardless of cost).

☐

Activity 1 - Expenditures for general supplies specific to early childhood special education programming (0610)

☐

Activity 2 - Expenditures for books and periodicals specific to early childhood special education programming (0640)

☐

Activity 3 - Expenditures for electronic media materials including software licenses specific to early childhood special education programming (0650)

☐

Activity 4 - *Insert additional activity request (not listed in activities 1-3 above)*

☐

Activity 5 - *Insert additional activity request (not listed in activities 1-4 above)*

Evaluation Procedures for Objective 4:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 5: EQUIPMENT

Purchase of computers and small and attractive devices (regardless of cost including Go Talk augmentative communication device, iPads, etc.), as well as assistive technology and equipment over \$1K necessary to provide FAPE, included on the student's IEP, and that are above and beyond what is provided to general education staff and students. Documentation must be kept to demonstrate how purchases with IDEA funds are above and beyond what is provided to general education staff and students and utilized for students with disabilities only. Inventory must be maintained from acquisition to disposition and physically updated annually. When requesting to expend IDEA funds on equipment, a description must be entered within the web-based budget system. Preschool funds may only be used for the reasonable and necessary equipment needs of preschool children with disabilities, ages three through five.

☐

Activity 1 - Expenditures for capitalized equipment over \$5K. If AU's capitalization policy is more restrictive, CDE will defer to AU policy (0730)

☐

Activity 2 - Expenditures for non-capitalized equipment under \$5K including small and attractive equipment as described in the objective; if AU's non-capitalization policy is more restrictive, CDE will defer to AU policy (0735)

☐

Activity 3 - *Insert additional activity request (not listed in activities 1-2 above)*

☐

Activity 4 - *Insert additional activity request (not listed in activities 1-3 above)*

Evaluation Procedures for Objective 5:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 6: PROFESSIONAL DEVELOPMENT

Provide professional development for special education staff; or, professional development for all staff and parents if the content of the training is unique to students with disabilities or students suspected of having disabilities, ages three through five. Documentation must be maintained for audit purposes describing the content of all training activities supported by these funds, as well as the individuals participating in the professional development.

<input type="checkbox"/>	Activity 1 - Expenditures for substitutes and related benefits to provide release time for staff to attend trainings during regular contract hours (0120)
<input type="checkbox"/>	Activity 2 - Expenditures for stipends and related benefits to compensate staff to attend trainings outside of regular contract hours (0150)
<input type="checkbox"/>	Activity 3 - Expenditures for presenter/speaker fees requiring a staff record i.e., staff developer (0300)
<input type="checkbox"/>	Activity 4 - Expenditures for presenter/speaker fees not requiring a staff record, i.e., national keynote speaker (0390)
<input type="checkbox"/>	Activity 5 - Expenditures for rental of conference/training space and audio/visual equipment (0440)
<input type="checkbox"/>	Activity 6 - Expenditures for printing and duplication of conference/training materials (0550)
<input type="checkbox"/>	Activity 7 - Expenditures for travel costs, mileage reimbursement to staff and presenters, and registration fees related to professional development (0580)
<input type="checkbox"/>	Activity 8 - Expenditures for payments to service providers for services such as child care when professional development includes parents of students with disabilities, ages three through five (0599)
<input type="checkbox"/>	Activity 9 - Expenditures for supplies and materials associated with professional development such as food, office supplies, etc. (0610)

<input type="checkbox"/>	Activity 10 - Expenditures for books and periodicals associated with professional development such as training curriculum, etc. (0640)
<input type="checkbox"/>	Activity 11 - Expenditures for electronic media materials associated with professional development such as CDs/DVDs (0650)
<input type="checkbox"/>	Activity 12 - <i>Insert additional activity request (not listed in activities 1-11 above)</i>
<input type="checkbox"/>	Activity 13 - <i>Insert additional activity request (not listed in activities 1-12 above)</i>

Evaluation Procedures for Objective 6:

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Approval/Comments (For CDE Use Only):

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

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Performance Report 2022-2023 (due July 14, 2023):

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Performance Report 2023-2024 (due July 12, 2024):

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OBJECTIVE 7: OTHER

☐ Expenditures or assessments for membership in professional special education organizations consistent with the AU's policy. The administrative unit will charge its approved restricted rate of indirect costs.

<input type="checkbox"/>	Activity 1 - Expenditures for dues and fees associated with professional special education organizations (0810)
<input type="checkbox"/>	Activity 2 - Indirect costs on all expenditures except capitalized equipment (0869)

Evaluation Procedures for Objective 7:

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Approval/Comments (For CDE Use Only):

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

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Performance Report 2022-2023 (due July 14, 2023):

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Performance Report 2023-2024 (due July 12, 2024):

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OBJECTIVE 8: ADDITIONAL NARRATIVE REQUEST (not listed in objectives 1-7 above)

☐ *Insert proposed objective here*

<input type="checkbox"/>	Activity 1 - <i>Insert proposed activity here...</i>
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<input type="checkbox"/>	Activity 2 - <i>Insert proposed activity here...</i>
--------------------------	--

<input type="checkbox"/>	Activity 3 - <i>Insert proposed activity here...</i>
--------------------------	--

<input type="checkbox"/>	Activity 4 - <i>Insert proposed activity here...</i>
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<input type="checkbox"/>	Activity 5 - <i>Insert proposed activity here...</i>
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Evaluation Procedures for Objective 8:

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Approval/Comments (For CDE Use Only):

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

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Performance Report 2022-2023 (due July 14, 2023):

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Performance Report 2023-2024 (due July 12, 2024):

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

IDEA Preschool Project Narrative ~ Project B: ESY or Summer School

Submission Date:

AU / SOP Name
and Number:

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

NARRATIVE CYCLE 2021 - 2022 through 2023 - 2024

Check One

☐ New

☐ Amendment

FUND SOURCE

Check One

☐ IDEA: Preschool Flow Through Funds

OBJECTIVE 1: STAFF

Employ appropriately licensed and endorsed early childhood special education personnel to include instructional staff, speech language pathologists, related service providers, administrative staff, and coordinators to meet all IDEA requirements for students with disabilities, ages three through five. 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 early childhood special education responsibilities may be funded by IDEA Preschool funds.

☐

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

☐

Activity 2 - Contracted professional or technical services with independent contractor for personnel costs (no fringe benefits) of individuals providing these services (0300)

☐

Activity 3 - Contracted services with other CO school districts or BOCES or AUs for personnel costs of individuals providing special education services (0592)

☐

Activity 4 - Insert additional activity request (not listed in activities 1-3 above)

☐

Activity 5 - Insert additional activity request (not listed in activities 1-4 above)

Evaluation Procedures for Objective 1:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 2: NON-SPECIFIC STAFF

Provide salaries and benefits for substitutes (release time) to cover early childhood special education staff to attend staffings or for the coverage of early childhood special education staff who are out on short-term leave (does not include long term substitutes); provide stipends (extra duty) for staff completing special education projects outside of their regular assignment; provide PERA retirement benefits; provide Administrative Unit / State Operated Program approved tuition reimbursement for staff completing special education coursework which will benefit preschool students with disabilities, ages three through five.

<input type="checkbox"/>	Activity 1 - Salaries and benefits of substitutes - it is the responsibility of the AU/SOP to assure that all substitutes are appropriately licensed (0120)
<input type="checkbox"/>	Activity 2 - Stipends for extra duty for projects outside of the employee's regular assignment (0150)
<input type="checkbox"/>	Activity 3 - Pay PERA benefits associated with retirees who are contracting with the AU/SOP (0230)
<input type="checkbox"/>	Activity 4 - Tuition reimbursement for special education staff when the content of the coursework is to benefit preschool students with disabilities, ages three through five (0240)
<input type="checkbox"/>	Activity 5 - <i>Insert additional activity request (not listed in activities 1-4 above)</i>
<input type="checkbox"/>	Activity 6 - <i>Insert additional activity request (not listed in activities 1-5 above)</i>

Evaluation Procedures for Objective 2:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 3: PURCHASE SERVICES



Provide for the payment of associated costs to support the operation and management for the provision of early childhood special education services and programs.

<input type="checkbox"/>	Activity 1 - Other purchased professional and technical services not requiring a staff record, i.e., legal services for updating policy manuals (0390)
<input type="checkbox"/>	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)
<input type="checkbox"/>	Activity 3 - Expenditures for rentals/leases of special education specific equipment and/or devices such as mobility equipment (0440)
<input type="checkbox"/>	Activity 4 - Expenditures for student transportation services that are not claimed on the CDE 40 (0510)
<input type="checkbox"/>	Activity 5 - Expenditures for unemployment compensation insurance (0525)
<input type="checkbox"/>	Activity 6 - Expenditures for workers compensation insurance (0526)

<input type="checkbox"/>	Activity 7 - Expenditures for communication devices related to special education (0530)
<input type="checkbox"/>	Activity 8 - Expenditures for printing and duplicating specific to special education services, staff and the students supported by the early childhood special education program (0550)
<input type="checkbox"/>	Activity 9 - Tuition paid to other AUs or BOCES for specific special education services for out-of-district placed pupils (0562)
<input type="checkbox"/>	Activity 10 - Tuition paid to private sources for specific special education services upon AU determination for the placement, i.e., community agency supporting individuals with disabilities (0564)
<input type="checkbox"/>	Activity 11 - Tuition paid to approved facility schools for specific special education services for out-of-district placed pupils (0565)
<input type="checkbox"/>	Activity 12 - Expenditures for mileage, travel (lodging and meals), and registration costs, i.e., mileage for itinerant staff (0580)
<input type="checkbox"/>	Activity 13 - Services purchased from other sources not classified elsewhere - description required below* (0599)
<input type="checkbox"/>	Activity 14 - <i>Insert additional activity request (not listed in activities 1-13 above)</i>
<input type="checkbox"/>	Activity 15 - <i>Insert additional activity request (not listed in activities 1-14 above)</i>

*** Description (Required if requesting Activity 13 above)**

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Evaluation Procedures for Objective 3:

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Approval/Comments (For CDE Use Only):

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

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Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 4: SUPPLIES

- ☐ Purchase of instructional and support supplies (including freight costs), materials, software, and equipment under \$1K, necessary to provide FAPE, included on the student's IEP and that are above and beyond what is provided to general education staff and students. All computers and small and attractive devices such as Go Talk augmentative communication device, etc. should be requested under Objective 5: Equipment (regardless of cost).

☐ Activity 1 - Expenditures for general supplies specific to early childhood special education programming (0610)

☐ Activity 2 - Expenditures for books and periodicals specific to early childhood special education programming (0640)

☐ Activity 3 - Expenditures for electronic media materials including software licenses specific to early childhood special education programming (0650)

☐ Activity 4 - *Insert additional activity request (not listed in activities 1-3 above)*

☐ Activity 5 - *Insert additional activity request (not listed in activities 1-4 above)*

Evaluation Procedures for Objective 4:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

OBJECTIVE 5: EQUIPMENT

Purchase of computers and small and attractive devices (regardless of cost including Go Talk augmentative communication device, iPads, etc.), as well as assistive technology and equipment over \$1K necessary to provide FAPE, included on the student's IEP, and that are above and beyond what is provided to general education staff and students. Documentation must be kept to demonstrate how purchases with IDEA funds are above and beyond what is provided to general education staff and students and utilized for students with disabilities only. Inventory must be maintained from acquisition to disposition and physically updated annually. When requesting to expend IDEA funds on equipment, a description must be entered within the web-based budget system. Preschool funds may only be used for the reasonable and necessary equipment needs of preschool children with disabilities, ages three through five.

<input type="checkbox"/>	Activity 1 - Expenditures for capitalized equipment over \$5K. If AU's capitalization policy is more restrictive, CDE will defer to AU policy (0730)
<input type="checkbox"/>	Activity 2 - Expenditures for non-capitalized equipment under \$5K including small and attractive equipment as described in the objective; if AU's non-capitalization policy is more restrictive, CDE will defer to AU policy (0735)
<input type="checkbox"/>	Activity 3 - <i>Insert additional activity request (not listed in activities 1-2 above)</i>
<input type="checkbox"/>	Activity 4 - <i>Insert additional activity request (not listed in activities 1-3 above)</i>

Evaluation Procedures for Objective 5:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

☐

OBJECTIVE 6: OTHER

The administrative unit will charge its approved restricted rate of indirect costs.

☐

Activity 1 - Indirect costs on all expenditures except capitalized equipment (0869)

Evaluation Procedures for Objective 6:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):

☐

OBJECTIVE 7: ADDITIONAL NARRATIVE REQUEST (not listed in objectives 1-6 above)

Insert proposed objective here

☐

Activity 1 - *Insert proposed activity here...*

<input type="checkbox"/>	Activity 2 - <i>Insert proposed activity here...</i>
<input type="checkbox"/>	Activity 3 - <i>Insert proposed activity here...</i>
<input type="checkbox"/>	Activity 4 - <i>Insert proposed activity here...</i>
<input type="checkbox"/>	Activity 5 - <i>Insert proposed activity here...</i>

Evaluation Procedures for Objective 7:

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Approval/Comments (For CDE Use Only):

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

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Performance Report 2022-2023 (due July 14, 2023):

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Performance Report 2023-2024 (due July 12, 2024):

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COLORADO
Department of Education

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

IDEA Preschool Project Narrative ~ Project D: Comprehensive Coordinated Early Intervening Services (CCEIS)

Pursuant to §300.646, an SEA must provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the LEAs of the State with respect to – (1) The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment; (2) The placement in particular educational settings of these children; and (3) The incidence, duration, and type of disciplinary actions, including suspensions and expulsions. The SEA requires an LEA identified under §300.646 to reserve exactly 15% of their IDEA funds (611 and 619) to provide comprehensive coordinated early intervening services to serve children, age 3 through grade 12, particularly, but not exclusively, children in those groups that were significantly overidentified. The SEA also requires the LEA to publicly report on the revision of policies, practices, and procedures in regard to a determination of significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular educational settings of these children.

Comprehensive Coordinated Early Intervening Services (CCEIS) are to serve the following groups: Children who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment, and children currently identified as needing special education or related services (funds can be used primarily, but not exclusively, for this group).

Submission Date:

AU / SOP Name
and Number:

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



For CDE Use Only

The AU has been found to have significant disproportionality, per §300.646 in the following category/ies:

FUND SOURCE

The AU MUST reserve exactly 15% of their combined IDEA Part B AND Preschool (section 619) funds for Comprehensive Coordinated Early Intervening Services. The AU may choose to reserve those funds from any available year of IDEA allocations. If utilizing past years' carryover funds for CCEIS, there must be at least 15% of the identified year's total allocation remaining.

From which year will the AU reserve CCEIS funds? (Check only one)

☐

2019-2020

☐

2020-2021

☐

2021-2022

The AU may choose to expend funds reserved for Comprehensive Coordinated Early Intervening Services from IDEA Part B, IDEA Preschool or a combination of both.

Check all that apply

☐

IDEA: Part B Flow Through Funds

The AU must complete the Part B Mandatory CEIS tab if using Part B funds

☐

IDEA: Preschool Flow Through Funds

NARRATIVE CYCLE 2021 - 2022 through 2023 - 2024

Check One

☐

New

☐

Amendment

☐

OBJECTIVE 1: Comprehensive Coordinated Early Intervening Services (CCEIS)

Provide activities to implement comprehensive coordinated early intervening services that include staff, professional development, and materials. The activities must address factors and policy , practice, or procedure contributing to the identified significant disproportionality.

☐

Activity 1 - Professional development and educational and behavioral evaluations, services, and supports.
(0100 / 0120/ 0150/ 0200 / 0300 / 0390 / 0440 / 0550 / 0580 / 0610 / 0640 / 0650)

Please describe the AU's plan in utilizing CCEIS funds to address significant disproportionality.

Evaluation Procedures for Objective 1:

Approval/Comments (For CDE Use Only):

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

Performance Report 2022-2023 (due July 14, 2023):

Performance Report 2023-2024 (due July 12, 2024):



COLORADO
Department of Education

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

IDEA Preschool Project Narrative ~ Project D: Early Intervening Services

Pursuant to § 300.226, an LEA may not use more than 15% of the amount the LEA receives under Part B of the Act for any fiscal year, less any amount reduced by the LEA pursuant to § 300.205 if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated, early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. Each LEA that develops and maintains coordinated, early intervening services under this section must annually report to the SEA on the number of children served under this section who received early intervening services; and the number of children served under this section who received early intervening services and subsequently received special education and related services under Part B of the Act during the preceding two year period.

****Funds made available to carry out 34 CFR 300.226 may be used to carry out coordinated, early intervening services aligned with activities funded by, and carried out under the ESSA if those funds are used to supplement, and not supplant, funds made available under the ESSA for the activities and services assisted under 34 CFR § 300.226.**

[34 CFR § 300.226(e)] [20 U.S.C. 1413(f)(5)]

Submission Date:

AU / SOP Name
and Number:

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

NARRATIVE CYCLE 2021 - 2022 through 2023 - 2024

Check One

☐ New

☐ Amendment

FUND SOURCE

Check One

☐ IDEA: Preschool Flow Through Funds

OBJECTIVE 1: Early Intervening Services

☐ Provide activities to implement coordinated early intervening services that include staff, professional development, and materials.

☐ 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 for Objective 1:

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Approval/Comments *(For CDE Use Only)*:

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

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Performance Report 2022-2023 (due July 14, 2023):

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Performance Report 2023-2024 (due July 12, 2024):

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Allowable Costs for IDEA Funds

GENERAL GUIDANCE

This document is not all-inclusive and is intended to provide guidance for allowable and non-allowable uses of IDEA funds. This list reflects common funding requests from the field. All program and pertinent administrative requirements, including the Education Department General Administrative Regulations (EDGAR), the Office of Management and Budget (OMB) Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirements, must be followed.

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 federal grants.

When determining whether a cost is an excess cost, ask the following guiding questions:

In the absence of special education needs, would this cost exist? If the answer is...

Yes - the cost is not allowed

No - the cost may be allowed

Is this cost also generated by students without disabilities? If the answer is...

Yes - the cost is not allowed

No - the cost may be allowed

If it is a child specific service, is the service documented in the student's IEP (i.e., assistive communication device)? If the answer is...

Yes - the cost may be allowed

No - the cost may not be allowed

For a particular cost to be allowed, it also must be *necessary* and *reasonable* for proper and efficient performance and administration of the grant. A cost is reasonable if it does not exceed what a district would normally incur in the absence of federal funds. Additional guidance about standards for determining costs for federal grants is available from the [Universal Grant Guidance](#).

Any *individual* charged to a federal grant must keep time and effort reporting whether or not it is a semi-annual certification or monthly personnel activity report (PAR). Semi-annual certification is completed by those individuals who have a single cost objective. Monthly personnel activity reports are completed by individuals who have multiple cost objectives. Under IDEA, any individual who is not 100% special education would need to complete monthly PARs.

The chart below lists budget items for IDEA Part B flow through or IDEA Preschool flow through funds. If an item is not listed, it still may be allowed.

Allowable Costs for IDEA Funds ~ Part B

PROJECT A: SPECIAL EDUCATION SERVICES

Topic	Allowed	Not Allowed	Description
Personnel / Staff			<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>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.



Allowable Costs for IDEA Funds

Evaluations and Reevaluations			Allowable uses: <ul style="list-style-type: none"> • purchase and administration of special education evaluations and reevaluations. • purchase and administration of assessments for the identification and evaluation of vocational interests, aptitudes, and skills of students with disabilities, regardless of age. • Independent Education Evaluations (IEEs) consistent with 34 CFR § 300.502.
			Non-allowable uses: <ul style="list-style-type: none"> • evaluation for at risk students. • progress monitoring tools used in the RtI process. • progress monitoring tools used for general education students.
Contracted Services / Purchased Services			Allowable uses: <ul style="list-style-type: none"> • contract or purchase services of special education licensed and endorsed personnel, including: occupational therapists, physical therapists, and bilingual specialists; purchased services contracts with CDE licensed and endorsed related service providers, professional development consultants, and legal counsel for determining legality of policies and procedures. Purchased service staff always requires a staff record. • other purchased services. Each purchased services contract must be submitted and approved on the electronic budget. The purchased services must be unique to programs and services for children with disabilities and must be above and beyond what is provided to general education students. • transportation costs associated with private agencies, other AUs or parents for the transportation of students with disabilities.
			Non-allowable uses: <ul style="list-style-type: none"> • legal representation of the district in cases of due process and/or mediation. • Medicaid school-based services. • staff who are not appropriately licensed and endorsed for the assignment.
Training and Staff Development			Allowable uses: <p>Documentation must be maintained for audit purposes describing the content of all training activities supported by these funds, as well as the individuals participating in the training.</p> <ul style="list-style-type: none"> • associated costs, including registration costs for conference and trainings, facility/room rental, food, supplies, audio visual equipment, materials including printing and duplicating of materials, substitute pay, travel and per diem are approved when the content of conferences and trainings meet the criteria listed below: <ul style="list-style-type: none"> - training for parents of students with disabilities or students who have been referred to special education; - professional development for special education staff; or, - professional development for all staff if the content of the training is unique to students with disabilities, including the special education process. • dues and fees and miscellaneous objects of expenditures unique to programs and services for children with disabilities that are above and beyond what is provided to general education staff. • fees for presenter/speakers. • costs for child care to allow special education parents to attend training specific to special education.
			Non-allowable uses: <ul style="list-style-type: none"> • professional development for general education staff covering general education topics. • professional development for all staff not related to special education.
Travel/ Transportation			Allowable uses: <p>** If IDEA funds are used to pay for student transportation, these costs cannot be included on the CDE 40 for transportation reimbursement. Using federal funds for this purpose does not maximize the resources of the AU.</p> <ul style="list-style-type: none"> • travel costs, including lodging and per diem, for special education staff to attend trainings and conferences. • travel costs for site visits to other programs/services by special education staff as related to their special education duties. • costs for transporting students with disabilities, to include private agency or parent reimbursement. • travel costs for itinerant staff traveling between sites during their regularly scheduled day. • purchase/lease/rental of busses/vehicles for the sole purpose of transporting students with disabilities who require special transportation. Busses/vehicles may also be used by special education staff or for special education purposes. • purchase of bus passes for students with disabilities accessing the community for transition purposes.
			Non-allowable uses: <ul style="list-style-type: none"> • costs for transporting both general education and special education students together. • purchase of busses/vehicles that will be used by both general education and special education students. • costs for travel related to personal guest(s) of special education attendees at conferences. • costs associated with extended stay beyond the conclusion of business.
Supplies, Materials, and Equipment			Allowable uses: <p>** Documentation must be maintained for audit purposes to demonstrate: (1) how all materials and equipment purchased with IDEA funds are above and beyond what is provided to general education students, and (2) how these materials and equipment are used for students with disabilities only.</p> <ul style="list-style-type: none"> • supplies, materials, and equipment for students with disabilities and special education staff who are serving those students. These supplies, materials, and equipment must be above and beyond what is provided for general education students and staff. • adaptive equipment specified for students with disabilities through the IEP decision-making process and reflected on IEPs. This equipment must be above and beyond what is provided for students who are not eligible for special education services under the IDEA. • purchase and maintenance of a computerized IEP system, including documentation from the point of referral for services under the IDEA. • the IEP component of a computerized data system. • costs associated with the delivery of materials and equipment for students with disabilities. • purchase of vehicles that will be used exclusively for special education staff required to travel within the BOCES/district to provide services to students with disabilities. These vehicles cannot be used by any other staff for any other purpose. Any revenue received through the sale of the vehicle must be credited to the IDEA program. • instructional materials and equipment to support special education staff. These materials and equipment must be above and beyond what is provided for general education staff. • purchase of assessment and evaluation materials for students with disabilities or suspected of having disabilities that are above and beyond what is used for general education students. • assistive technology and equipment for students with disabilities. The assistive technology and equipment must be above and beyond what is provided for general education students. The need for assistive technology must be documented in students' Individualized Education Programs (IEPs). • funds for equipment rentals and replacements specific to students with disabilities. • training of students with disabilities and the staff serving those students in the use of specialized equipment as required by the students' IEPs. • technology equipment when it is above and beyond what is provided to students without disabilities and is documented on students' IEPs; such as laptops for written work due to disability. • purchase of behavior programs to be used in classes for students with affective needs as related to their disability and documented on their IEPs. • costs associated with making a playground accessible to children with disabilities. • purchase of specialized furniture such as wheelchair accessible desks and adjustable tables or workstations.
			Non-allowable uses: <ul style="list-style-type: none"> • purchase and maintenance of an automated data management system for ALL students. • technology networking costs. • technology that is used with all students. • purchase of any item that may be construed as a restraint.



Allowable Costs for IDEA Funds

Rtl		Allowable uses: **Training of staff, both general and special education, must focus on the identification of, and appropriate interventions for, students with disabilities within a multi-tiered model. **If special education staff provides direct or consultative services to general education students, they must keep time and effort documentation, and the time spent with general education students cannot be charged to special education (IDEA, ECEA, or local fund 3130). • training specific to SLD criteria within the multi-tiered model of RtI. • support identification of students with disabilities within a multi-tiered model from the point of referral to special education. • training special education teachers, speech language pathologists, and related service providers about their role in the RtI process as it relates to evaluation of students with suspected SLD from the point of referral to special education.
		Non-allowable uses: • develop a universal structure for RtI and PBIS for all students. • provide support for schools on how to use data to drive instruction for all students using RtI and PBIS methodologies. • develop an RtI framework. • screening materials, supplies, or assessments. • address prevention and pre-referral interventions.
Tuition Costs		Allowable uses: • tuition costs in approved facility schools. Funds can only be used to pay the CDE-approved excess cost rate, plus additional costs included in the IEP for special education services for an individual student that were not included in the CDE approved rate. • tuition costs for students with disabilities who are placed by the AU in other administrative units or private schools. • tuition for a preschool program if charged for a placement made by the AU to provide a child with FAPE. Only the cost of the time necessary to provide FAPE is allowed. • tuition costs for technical or college classes for students with disabilities if the classes/programs are required by the IEP and the student receives high school credit. • tuition reimbursement for staff if the content of the course is specific to special education.
		Non-allowable uses: • general education, occupancy, and administrative overhead costs in approved facility schools cannot be paid for with IDEA Part B funds. • tuition reimbursement for staff if the content of the course is not specific to special education.
Family / Parent		Allowable uses: • workshops for special education parents and special education staff. • expenses of the Special Education Advisory Committee, including rental of meeting space, food, materials and supplies. • promoting parent involvement in the special education process. • providing the following support for parents of children with disabilities: - Parent groups for parents of children with disabilities where the focus of the group is related to special education & parenting children with disabilities & committees that serve to link parents of children with disabilities with community agencies that focus on providing service to children with disabilities • costs for child care to allow special education parents to attend training specific to special education.
		Non-allowable uses: • workshops or trainings for parents related to general education topics.
Child Find		Allowable uses: • salaries and benefits of a child find coordinator. This person must be special education licensed and endorsed. • child find activities.
		Non-allowable uses: • universal screenings.
Brailled Texts/ Braillists		Allowable uses: • annual assessment fee to the Colorado School for the Deaf and the Blind to provide brailled text(s) for students who are blind/visually impaired. • fund the salary and benefits of, or contract with, a braillist to prepare instructional materials in braille format for students who are blind/visually impaired.

PROJECT B: ESY OR SUMMER SCHOOL

Topic	Allowed	Not Allowed	Description
Personnel / Staff			Allowable uses: • salaries and benefits of appropriately licensed and endorsed staff to provide ESY services. Approval is also granted to use these funds to pay for salaries and benefits of special education paraprofessionals. • appropriately licensed and endorsed special education teachers providing IEP services to students with disabilities in the regular summer school program. • appropriate tuition contracts. Information regarding each contract must be detailed in your electronic budget for review and approval.
Services			Allowable uses: **Please be aware that ESY services must be based on the unique needs of the child and may include services for longer than six weeks. • IEP-required Extended School Year services. • ESY services needed for students with disabilities found eligible for ESY services. • contract with community agencies providing the IEP-required Extended School Year services.
			Non-allowable uses: • one-size-fits-all ESY program. • costs associated with summer school fees and/or credit recovery.
Travel/ Transportation			Allowable uses: • reimburse mileage between sites for special education staff providing ESY services. • transportation costs for children with disabilities to attend ESY programs. • transportation costs associated with internships or work experiences for students with disabilities as long as these costs are not reported for reimbursement on Form CDE-40.
			Non-allowable uses: • costs associated with commuting to/from daily assignment.



Allowable Costs for IDEA Funds

PROJECT C: CHARTER SCHOOLS

Topic	Allowed	Not Allowed	Description
			<p>For districts:</p> <ul style="list-style-type: none">under 34 CFR 209(a)-(b), the authorizing District must serve children with disabilities attending its charter schools in the same manner that it serves children with disabilities attending its traditional schools and also provide funds to its charter schools on the same basis that it provides funds to its traditional schools. If your district has charter schools, please clarify how students with disabilities attending each charter school are being served and funded.if flow through funds are not being funneled to the building level (traditional schools), you do not need specificity for charter schools here. If flow through funds are being funneled to the building level (traditional schools), the charters must be treated in the same manner as the traditional schools with respect to funding. Please describe how IDEA Part B funds are flowed through to the charter schools in the district. <p>For BOCES:</p> <ul style="list-style-type: none">under 34 CFR 209(a)-(b), the administrative unit (AU) must serve children with disabilities attending charter schools in the same manner as it serves children with disabilities attending traditional schools within the AU and also provide funds to those charter schools on the same basis that it provides funds to the traditional schools.if your AU has charter schools within its member districts, please clarify how the students with disabilities attending each charter school are being served and funded

PROJECT D: EARLY INTERVENING SERVICES

Topic	Allowed	Not Allowed	Description
Progress Monitoring and Reporting Systems	<input checked="" type="checkbox"/>		<p>Allowable uses:</p> <p>**Funds made available to carry out 34 CFR § 300.226 may be used to carryout coordinated, early intervening services aligned with activities funded by, and carried out under the ESEA if those funds are used to supplement, and not supplant, funds made available under the ESEA for the activities and services assisted under 34 CFR § 300.226. [34 CFR § 300.226(e)] [20 U.S.C. 1413(f)(5)]</p> <ul style="list-style-type: none">funding for training and AIMSWeb site licenses for use ONLY for students who have been identified as needing additional academic and behavioral support to succeed in a general education environment. You must assure that the training and AIMSWeb site licenses will not benefit general education students who have not been identified as needing early intervening services or students with IEPs.funding for training on reporting software for use ONLY for monitoring students who have been identified as needing additional academic and behavioral support to succeed in a general education environment. You must assure that the training will not benefit general education students who have not been identified as needing early intervening services or students with IEPs.
		<input type="checkbox"/>	<p>Non-allowable uses:</p> <ul style="list-style-type: none">if AIMSweb or any other monitoring or reporting software is used for all students, IDEA Part B funds cannot be used to pay for this tool.
Supplies and Materials	<input checked="" type="checkbox"/>		<p>Allowable uses:</p> <ul style="list-style-type: none">costs for curriculum, interventions, and assessments to be used ONLY for students who have been identified as needing additional academic and behavioral support to succeed in a general education environment. You must assure that the curriculum, interventions, and assessments will not benefit general education students who have not been identified as needing early intervening services or students with IEPs.
Central Data System	<input checked="" type="checkbox"/>		<p>Allowable uses:</p> <ul style="list-style-type: none">funding for a central data system for use ONLY by teachers who are providing early intervening services to students who have been identified as needing additional academic and behavioral support to succeed in a general education environment. You must assure that the comprehensive site will not benefit general education students who have not been identified as needing early intervening services or students with IEPs.

PROJECT E: TITLE 1 SCHOOLWIDE SCHOOLS

****Pursuant to CFR § 300.206 an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA, except that the amount used in any schoolwide program may not exceed the amount received by the LEA under Part B of the Act for that fiscal year; divided by the number of children with disabilities in the jurisdiction of the LEA; and multiplied by the number of children with disabilities participating in the schoolwide program.**

PROJECT F: PRIVATE SCHOOLS

****Pursuant to CFR § 300.134, to ensure timely and meaningful consultation, an LEA, or if appropriate, an SEA, must consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children.**

Topic	Allowed	Not Allowed	Description
Proportionate Share	<input checked="" type="checkbox"/>		<p>Allowable uses:</p> <ul style="list-style-type: none">provide a proportionate share of funds to serve children identified with disabilities in private schools.
Services	<input checked="" type="checkbox"/>		<p>Allowable uses:</p> <ul style="list-style-type: none">services determined through the consultation process.
		<input type="checkbox"/>	<p>Non-allowable uses:</p> <ul style="list-style-type: none">the district cannot enter into contracts for services with private schools, and the funds cannot benefit the private schools.costs of child find activities for children suspected of having disabilities who are parentally-placed in private schools cannot be included in Project F.funds cannot be used to support non-secular instruction and/or curriculum.
Personnel/Staff	<input checked="" type="checkbox"/>		<p>Allowable uses:</p> <ul style="list-style-type: none">salaries and benefits of appropriately licensed and endorsed AU employed special education personnel to provide services to children with disabilities in private schools. Staff must be reported on the budget under Project F. Time and effort documentation must be maintained to document time spent with students with disabilities in private schools. A proportionate amount of staff salaries and benefits must be reported on Project F.salaries and benefits of private school staff meeting the same standards as personnel providing services in the public schools. Services must be performed outside of regular hours of duty and under public supervision and control.
Professional Development	<input checked="" type="checkbox"/>		<p>Allowable uses:</p> <ul style="list-style-type: none">professional development opportunities specific to special education for staff employed by the private schools, within the boundaries of the District, who serve students with disabilities.<ul style="list-style-type: none">documentation must be maintained for audit purposes describing the content of all training activities supported by these funds as well as the individuals participating in the training.private school staff who participate in District professional development activities must be specifically identified as having students with disabilities in their classes. Documentation matching eligible students to the teachers must be maintained. The proportionate share costs of each training must be documented to reflect the ratio of private school staff to total staff participating in the training.



Allowable Costs for IDEA Funds

			Non-allowable uses: <ul style="list-style-type: none"> costs associated with consultation meetings with private school staff and parents cannot be applied toward the district's proportionate share of IDEA Part B funds for children with disabilities parentally-placed in private schools.
Other			<ul style="list-style-type: none"> Private Schools Project F funds must be tracked and spent during the duration of the grant period. The District must maintain documentation of Project F funds separate from other IDEA projects. a description of how the proportionate share of IDEA Part B funds will be used to provide services to children with disabilities placed by parents in private schools is needed. consistent with 34 CFR §§ 300.130 through 300.144, the District must calculate the proportionate share of IDEA Part B funds that will be used under Project F. The District must consult with representatives of the private schools and representatives of parents of students who are parentally-placed in private schools to determine the services that will be provided.

Allowable Costs for IDEA Funds ~ Preschool

PROJECT A: SPECIAL EDUCATION SERVICES

Topic	Allowed	Not Allowed	Description
Personnel / Staff			Allowable uses: <ul style="list-style-type: none"> salaries and benefits of licensed and endorsed early childhood special education teachers, related service providers and speech/language pathologists to provide services to children with disabilities, ages three through five. If special education related service providers or speech/language pathologists are serving children with disabilities, age six and above, in addition to their preschool assignment, the time spent with children age six and above must be paid out of a different funding source and time and effort documentation must be maintained. salaries and benefits of appropriately licensed and endorsed early childhood special education supervisors. salary and benefits of an appropriately licensed and endorsed child find coordinator only for the portion of time spent on behalf of children ages three through five. Detailed time and effort documentation must be maintained. contracts for appropriately licensed and endorsed early childhood special education consultants. special education paraprofessionals and other qualified early childhood special education classified staff. These staff can be hired directly by the administrative unit or purchased through a contract with an outside agency. appropriately qualified staff to provide child find services for children ages three through five.
			Non-allowable uses: <ul style="list-style-type: none"> salaries and benefits of special education staff serving children over the age of five. salaries and benefits of regular early childhood teachers.
Blended Preschools			Allowable uses: <ul style="list-style-type: none"> if your district is operating a blended preschool program, you may contact CDE for additional information regarding how to document time and effort for special education endorsed teachers who are providing services to preschool children with and without disabilities in this service delivery model.
Tuition to Non-Public Preschools			Allowable uses: <ul style="list-style-type: none"> to pay tuition to non-public preschools for the purpose of providing special education services in the least restrictive environment for up to 360 program hours per school year, or more as determined by the child's IEP team. Please see December 3, 2008 memo regarding FAPE for special education preschool students at December 3, 2008 Memo
Child Find			Allowable uses: <ul style="list-style-type: none"> child find activities for children ages three through five only.
Age Requirements			Allowable uses: <ul style="list-style-type: none"> child find activities for preschool children suspected of having disabilities, ages three through five.
			Non-allowable uses: <ul style="list-style-type: none"> **619 funds are for 3-5 year old children, based on a K-12 formulation. CFR § 300.800 indicates that states can choose to include children who are 2 years of age. cannot be used for children with disabilities who are six years of age. cannot be used to provide services to infants and toddlers under the age of three unless they are receiving preschool services.
Data Systems			Allowable uses: <ul style="list-style-type: none"> data systems to be used for preschool special education purposes only.
			Non-allowable uses: <ul style="list-style-type: none"> cannot be used to pay costs related to Results Matter because that system is not unique to preschool children with disabilities. Results Matter is for all preschool children.
Training / Staff Development			Allowable uses: <ul style="list-style-type: none"> Associated costs, including registration costs for conference and trainings, substitute pay, travel and per diem are approved when the content of conferences and trainings meet the criteria listed below. Documentation must be maintained for audit purposes describing the content of all training activities supported by these funds, as well as the individuals participating in the training. travel costs of early childhood special education personnel to attend professional development activities pertaining to special education and preschool children with disabilities. substitutes for early childhood special education teachers to enable those teachers to attend professional development on special education or on topics related to the education of preschool children with disabilities. the following training/staff development is approved: <ul style="list-style-type: none"> training for parents of preschool children with disabilities or preschool children who have been referred to special education; staff development for preschool special education staff; and, staff development for all preschool staff if the content of the training is uniquely regarding preschool children with disabilities, including the special education process.
Supplies, Materials, and Equipment			Allowable uses: <ul style="list-style-type: none"> supplies, materials, and equipment for preschool children with disabilities and special education staff who are serving those students. These supplies, materials, and equipment must be above and beyond what is provided for general education preschool children and staff.
Contracted or Purchased Services			Allowable uses: <ul style="list-style-type: none"> contracts with presenters for training of early childhood special education staff or to provide training to all early childhood staff on content specific to early childhood special education.

PROJECT B: ESY OR SUMMER SCHOOL

Topic	Allowed	Not Allowed	Description
Personnel/Staff			Allowable uses: <ul style="list-style-type: none"> salaries and benefits of appropriately licensed and endorsed early childhood special education teachers, related service providers, and speech language pathologists to provide ESY services. Use of these funds to pay for salaries and benefits of special education paraprofessionals would also be allowable.



Allowable Costs for IDEA Funds

Services	<input checked="" type="checkbox"/>		Allowable uses: **Please be aware that ESY services must be based on the unique needs of the child and may include services for longer than six weeks. <ul style="list-style-type: none">• IEP-required Extended School Year preschool services.• purchase ESY services needed for preschool students with disabilities found eligible for ESY services.• contract with community agencies providing the IEP-required Extended School Year preschool services.
Travel/Transportation	<input checked="" type="checkbox"/>		Allowable uses: <ul style="list-style-type: none">• reimburse mileage between sites for special education staff providing preschool ESY services.• transportation costs for children with disabilities to attend ESY preschool programs.
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Non-allowable uses: <ul style="list-style-type: none">• costs associated with a one-size-fits-all ESY program.• costs associated with commuting to/from daily assignment.

PROJECT C: CHARTER SCHOOLS

Topic	Allowed	Not Allowed	Description
			• please refer to Part B, Project C above for general guidance.

PROJECT E: TITLE 1 SCHOOLWIDE SCHOOLS

Topic	Allowed	Not Allowed	Description
			• please refer to Part B, Project E above for general guidance.

PROJECT F: PRIVATE SCHOOLS

Topic	Allowed	Not Allowed	Description
			• please refer to Part B, Project F above for general guidance.

*IDEA Part B funds **can** be used for birth through 21 years of age and includes preschool.

*Preschool funds **can only** be used for students with disabilities ages three through five.

Schedule for Federal Project Narrative Cycles



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

Schedule for Federal Project Narrative Cycles

ADMINISTRATIVE UNIT		2021-2022	2022-2023	2023-2024
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
16010	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	
35030	PARK R-3 PARK	X		
38010	LOGAN RE-1 VALLEY			X
39031	MESA 51 GRAND JUNCTION	X		
41010	MOFFAT RE-1 CRAIG			X
43010	MONTROSE RE-1J		X	
44020	MORGAN RE-3 FORT MORGAN	X		
49010	PITKIN 1 ASPEN		X	
51010	PUEBLO 60 URBAN		X	
51020	PUEBLO 70 RURAL			X
54010	ROARING FORK			X
59010	SUMMIT RE-1		X	
62040	WELD RE-4 WINDSOR	X		

Schedule for Federal Project Narrative Cycles

ADMINISTRATIVE UNIT		2021-2022	2022-2023	2023-2024
62050	WELD RE-5J JOHNSTOWN-MILLIKEN		X	
62060	WELD 6 GREELEY			X
64043	EAST CENTRAL BOCES			X
64045	EDUCATION ReENVISIONED BOCES		X	
64053	MOUNT EVANS BOCES, IDAHO SPRINGS	X		
64093	MOUNTAIN BOCES			X
64103	NORTHEAST BOCES			X
64123	NORTHWEST BOCES	X		
64133	PIKES PEAK BOCES		X	
64143	SAN JUAN BOCES	X		
64153	SAN LUIS VALLEY BOCES			X
64160	SANTA FE TRAIL BOCES			X
64163	SOUTH CENTRAL BOCES	X		
64193	SOUTHEASTERN BOCES			X
64200	UNCOMPAHGRE BOCES	X		
64203	CENTENNIAL BOCES	X		
64205	UTE PASS BOCES		X	
64213	RIO BLANCO BOCES		X	
64233	COLORADO RIVER BOCES			X
66050	CSDB		X	
66060	CMHI PUEBLO	X		
66070	DEPARTMENT OF CORRECTIONS			X
66080	DIVISION OF YOUTH SERVICES		X	
80010	CHARTER SCHOOL INSTITUTE			X