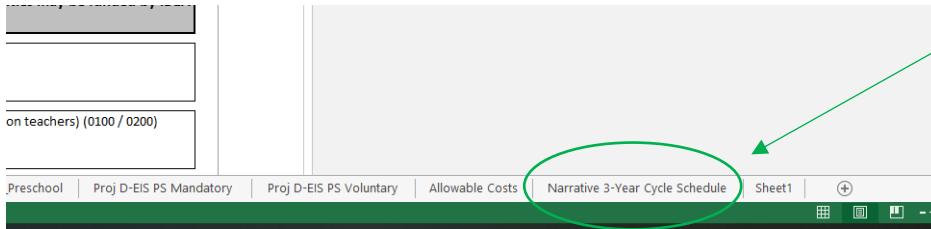


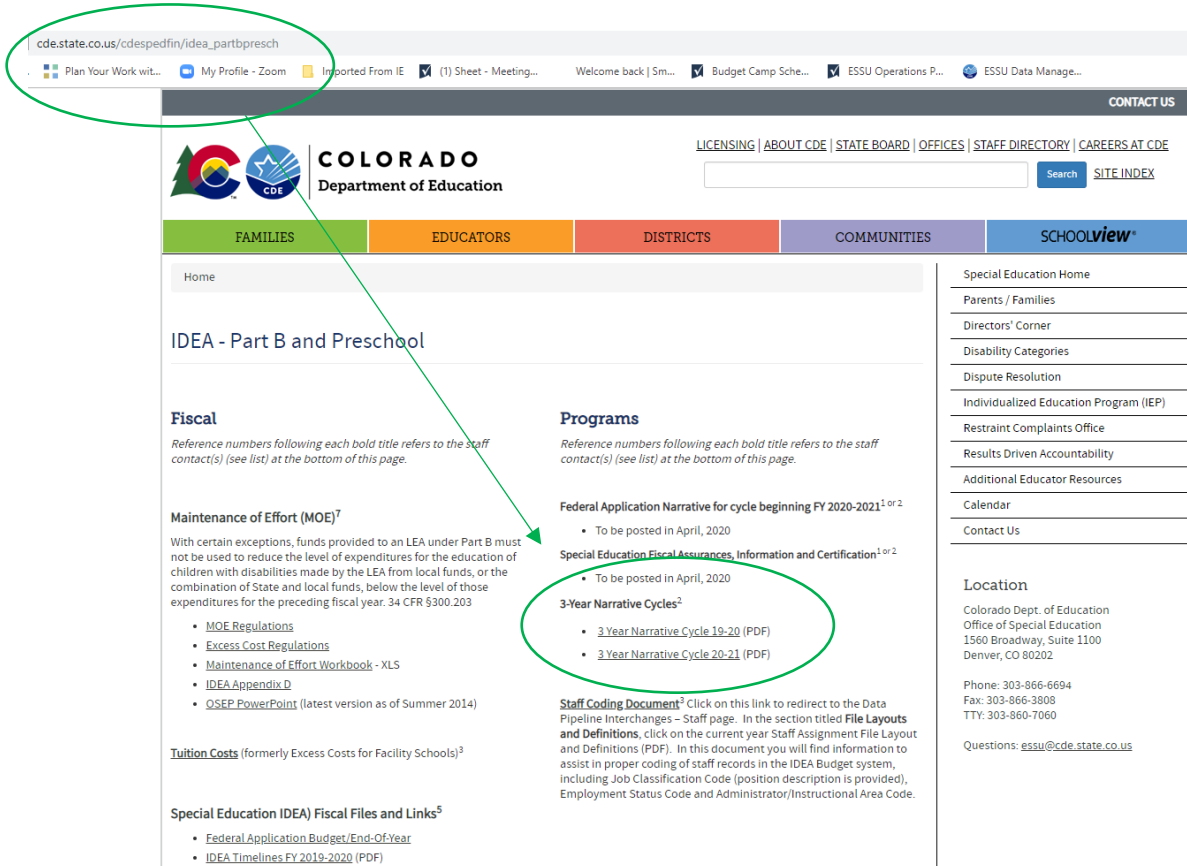
IDEA Federal Application Narrative Guidance FY 2021-2022

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

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



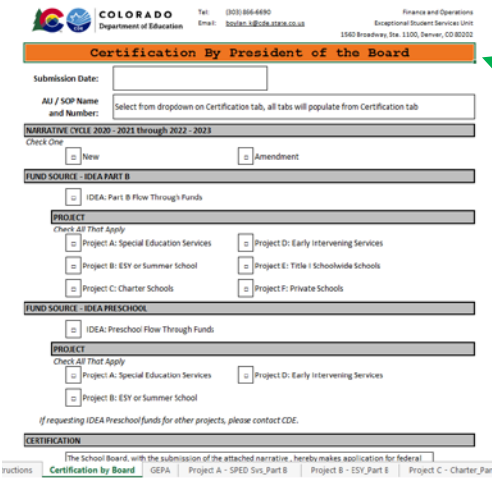
Or here on the CDE website:



Schedule for Federal Project Narrative Cycles			
ADMINISTRATIVE UNIT	2020-2021	2021-2022	2022-2023
01010 ADAMS 1 MAPLETON		X	X
01020 ADAMS 12 NORTHGLENN		X	
01030 ADAMS COUNTY 34 COMMERCE CITY			X
01040 BRIGHTON 277 BRIGHTON		X	
01070 ADAMS 50 WESTMINSTER	X		
01010 ARAPAHOE 1 ENGLEWOOD			X
01020 ARAPAHOE 2 SHERIDAN	X		
01030 ARAPAHOE 5 CHERRY CREEK		X	
01040 ARAPAHOE 6 LITTLETON			X
01060 ADAMS-ARAPAHOE 233 AURORA			X
07010 BOULDER RE-1 ST VRAIN	X		
07020 BOULDER RE-2 BOULDER		X	
15010 DELTA 501	X		
16010 DENVER 1			X
18010 DOUGLAS RE-1			X
19010 EAGLE COUNTY			X
19200 ELIZABETH	X		
21020 EL PASO 2 HARRISON		X	
21030 EL PASO 3 WOODFIELD	X		
21040 EL PASO 8 FOUNTAIN		X	
21050 EL PASO 11 COLE SPRINGS			X
21060 EL PASO 12 CHEYENNE MOUNTAIN	X		
21080 EL PASO 20 ACADEMY			X
21080 EL PASO 38 LEWIS-PALMER			X
21090 EL PASO 49 FALCON			X
21490 FORT LUPFON/KEENESBURG			X
22010 FREMONT RE-1 CANON CITY			X
26011 GUNNISON RE-1J		X	
30011 JEFFERSON 1	X		
34010 DURANGO	X		
35010 LARIMER R-1 Poudre		X	
35020 LARIMER R-2J THOMPSON			X
35030 PARK R-3 PARK		X	X
39010 LOGAN RE-1 VALLEY	X		
39033 MESA 51 GRAND JUNCTION		X	
41010 MOFFAT RE-1 CRAIG	X		
43010 MONTROSE RE-1J			X

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

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



CERTIFICATION BY PRESIDENT OF THE BOARD

Submission Date:

AU / SOP Name and Number:

NARRATIVE CYCLE 2020 - 2021 through 2022 - 2023

Check One: New Amendment

FUND SOURCE - IDEA PART B

IDEA Part B Flow Through Funds

PROJECT

Check All That Apply

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

Project B: ESY or Summer School

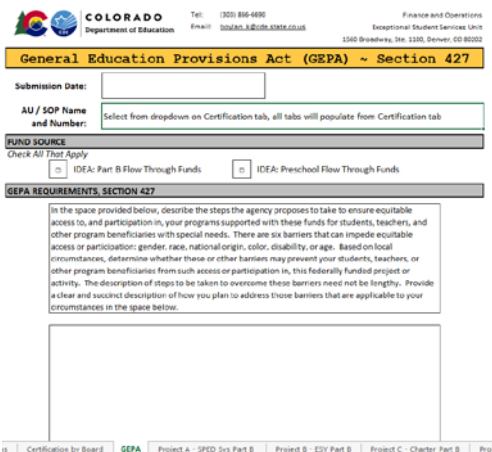
If requesting IDEA Preschool funds for other projects, please contact CDE.

CERTIFICATION

The School Board, with the submission of the attached narrative, hereby makes application for federal _____

Instructions: Certification by Board | GEPA | Project A - SPED Svs, Part B | Project B - ESY, Part B | Project C - Charter, Part B

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



GENERAL EDUCATION PROVISIONS ACT (GEPA) - SECTION 427

Submission Date:

AU / SOP Name and Number:

FUND SOURCE

Check All That Apply

IDEA: Part B Flow Through Funds IDEA: Preschool Flow Through Funds

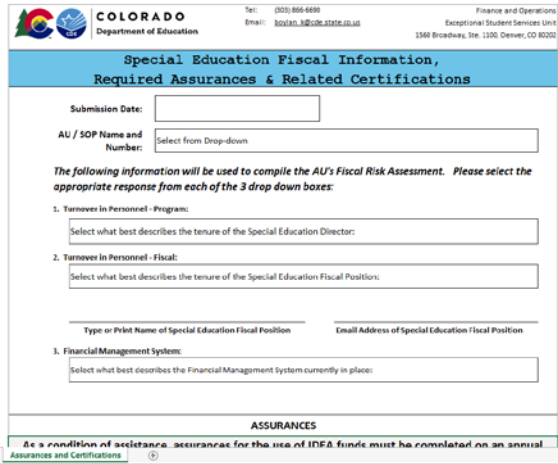
GEPA REQUIREMENTS, SECTION 427

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.

Instructions: Certification by Board | GEPA | Project A - SPED Svs, Part B | Project B - ESY, Part B | Project C - Charter, Part B | Proj

This tab is required with new narratives. It must be completed and signed by the Special Education Director, scanned and uploaded to the ESSU Data Management System's Fiscal tab.

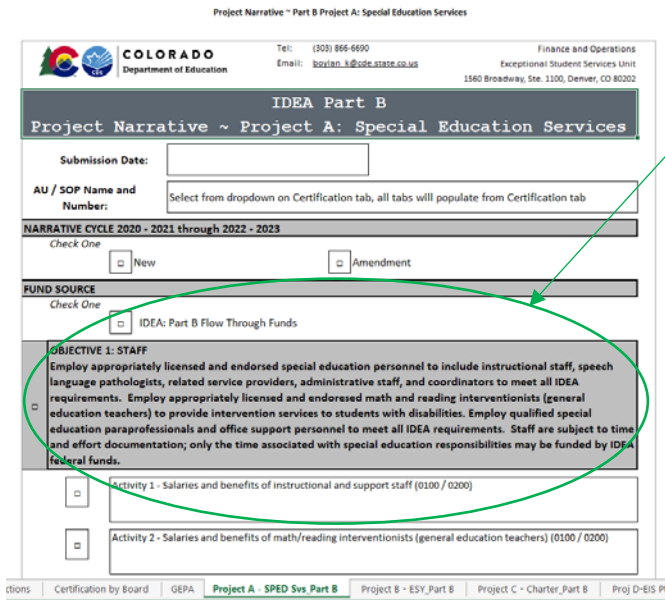
The Special Education Fiscal Information, Assurances and Certifications document is posted separately to the Special Education Finance webpage and is due from every AU by July 1.
http://www.cde.state.co.us/cdespedfin/idea_partbpsresch



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

Project Tabs for Part B and Preschool:

From each project tab, select the appropriate objectives and activities, followed by Evaluation Procedures for each objective (see below for examples of Evaluation Procedures).



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

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

OBJECTIVE 1: STAFF
Employ appropriately licensed and endorsed special education personnel to include instructional staff, speech language pathologists, related service providers, administrative staff, and coordinators to meet all IDEA requirements. Employ appropriately licensed and endorsed math and reading interventionists (general education teachers) to provide intervention services to students with disabilities. Employ qualified special education paraprofessionals and office support personnel to meet all IDEA requirements. Staff are subject to time and effort documentation; only the time associated with special education responsibilities may be funded by IDEA federal funds.

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

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

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

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

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

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

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

Page 1 of 10

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

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

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

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

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

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

Page 1 of 10

Project Narrative - Part B Project A: Special Education Services

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

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

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

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

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

Objective 2: Non-specific staff

Activity 1: Salaries and benefits of substitutes - it is the responsibility of the AU/SOP to assure that all substitutes are appropriately licensed (0120/0200)

Evaluation Procedures: Appropriately licensed substitute teachers will be utilized for instruction when special education teachers are unavailable due to leave.

EOY Performance Report: We have 23 licensed substitute teachers. We utilized their services for students with disabilities during 2 professional development days when a majority of our special education teachers were receiving training in literacy. The substitute teachers followed through with instruction that was outlined in teachers' lesson plans to meet the individual needs of students on IEPs. The substitute teachers also provided coverage/instruction when

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

Objective 3: Purchase Services

Activity 2: Expenditures for repairs and maintenance of specific special education equipment and devices which are not provided directly by the AU's personnel (0430)

Evaluation Procedures: IDEA funds will be used to maintain equipment and devices specific to individual students' needs as identified on their IEPs.

EOY Performance Report: We had 4 communication devices that were in need of repair this year. The repairs were needed to ensure access to the general education curriculum and classroom for students with communication needs identified in their IEPs. In addition, maintenance was needed on equipment used in our 18-21 transition services program.

Objective 6: Professional Development

Activity 4: Expenditures for presenter/speaker fees not requiring a staff record, i.e., national keynote speaker (0390);

Activity 6: Expenditures for printing and duplication of conference/training materials (0550)

Evaluation Procedures: Our professional development initiatives will focus on instructional and behavioral interventions this year. Participants will be expected to utilize strategies learned within their classrooms and provide documentation as to how the strategies were utilized and results from the strategies.

EOY Performance Report: IDEA funds were used to send special education instructors and paraprofessionals to a training provided by Richard Villa to our district. Richard provided training on organizational and instructional support systems for educating all students within the general education setting. As part of the training, each attendee received the book, “A Guide to Co-Teaching”, and book studies were conducted across the district. Each participant completed an end of year progress report, identifying strategies which they utilized in their classrooms. 90% of the attendees identified face-to-face planning time and accountability check-ins as the most useful strategies.

Charter Schools (Project C) – *this tab has an initial question that must be answered and the tab completed, if necessary.*

Objective 1: Staff

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

Evaluation Procedures: All Charter School staff paid with IDEA Part B and Preschool funds will be evaluated, yearly, using the district and SB-191 evaluation system. Teacher effectiveness, student achievement and progress monitoring will be assessed through this process. Additionally, Charter School special education programs are reviewed yearly to determine staff needs and program needs in order to assure that all students in special education are receiving FAPE.

EOY Performance Report: Charter School staff paid with IDEA Part B and Preschool funds were evaluated utilizing the Teacher Effectiveness Standards and Student Learning Outcomes. All teachers received a score of at least Proficient or higher. SLOs were also in the “Expected or above range”. Time and Effort documentation is available for all providers who are funded through federal dollars. Evaluation and monitoring of program needs assures that all students in special education are receiving FAPE and that there are sufficient licensed personnel to provide those services.

Early Intervening Services (Project D) – *the Mandatory Project D tab is required for AUs found to have Significant Disproportionality; the Voluntary Project D tab is for AUs who wish to provide Early Intervening Services (EIS).*

Objective 1: Early Intervening Services

Activity 1: Salaries and benefits of instructional program consultants to provide educational and behavioral evaluations, services, and supports, including scientifically-based literacy instruction (0100 / 0200)

Activity 2: Professional development for teachers and other school staff to enable them to deliver scientifically-based academic and behavioral interventions, including scientifically-based literacy instruction, and instruction on the use of adaptive and instructional software and which may include speaker fees, substitutes and related benefits, stipends and related benefits, room rental, registrations, travel, food, printing costs and materials (0100 / 0120/ 0150/ 0200 / 0300 / 0390 / 0440 / 0550 / 0580 / 0610 / 0640 / 0650)

Activity 3: Materials to include educational and behavioral evaluations and scientifically-based literacy instructional materials (0610 / 0640 / 0650)

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

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

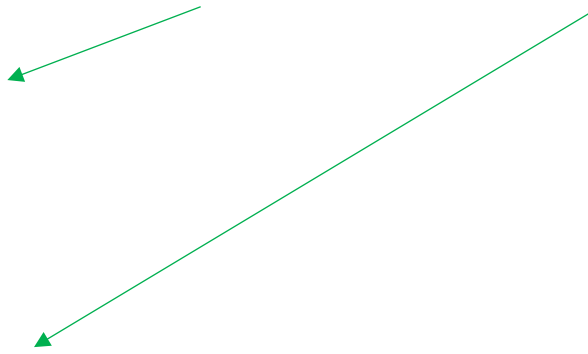
Private Schools (Project F) – *this tab has an initial question that must be answered and the tab completed, if necessary.*

Allowable Costs:



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

Allowable Costs for IDEA Funds	
EIS and other interventions	<p><input checked="" type="checkbox"/> Allowable costs:</p> <ul style="list-style-type: none"> • purchase and administration of special education evaluations and assessments. • 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 (IEE) consistent with 34 CFR § 300.512. <p><input type="checkbox"/> Not allowable costs:</p> <ul style="list-style-type: none"> • insurance for at-risk students. • program monitoring tools used in the classroom. • program monitoring tools used for general education students.
	<p><input checked="" type="checkbox"/> Allowable costs:</p> <ul style="list-style-type: none"> • instruction or substitute services of special education (content and assessed personnel, including occupational therapists, physical therapists, and sign language interpreters) purchased services consistent with IDEA (content and assessed related service providers, professional development consultants, and legal counsel for determining eligibility of students and procedures. Purchased services are limited to those that are a direct result of the student's IEP. • other purchased services, such as purchased services contracted by a state and approved on the state's budget. The purchased services must be unique to students and services for children with disabilities and must be above and beyond what is provided to general education students. • transportation costs associated with service agencies, other than transportation for the transportation of students with disabilities. <p><input type="checkbox"/> Not allowable costs:</p> <ul style="list-style-type: none"> • right-of-attorney of the parent or student of the program or other mediation. • therapy and out-of-school services. • staff who are not appropriately licensed and employed for the assignment.
Contracted Services / Purchased Services	<p><input checked="" type="checkbox"/> Allowable costs:</p> <ul style="list-style-type: none"> • The transportation must be needed for adult purposes describing the content of all training activities supported by these funds, as well as the individual's participation in the training. • associated costs, including registration costs for conference and on-site, face-to-face virtual, food, supplies, and a travel equipment, materials, including for living and duration of necessary, substance abuse, travel and other items are approved when the content of conference and training meet the criteria listed below. • training the parents of students with disabilities or students who have been referred for special education. • professional development for special education staff, or • professional development for all staff (the content of the training is unique to students with disabilities, including the special education program). • travel and fees and associated expenses, if applicable, when the program and services for children with disabilities that are above and beyond what is provided to general education students. • fees for transportation. • costs for out-of-state to attend special education services to attend a training that is for special education. <p><input type="checkbox"/> Not allowable costs:</p> <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.
	<p><input checked="" type="checkbox"/> Allowable costs:</p> <ul style="list-style-type: none"> • The transportation must be needed for adult purposes describing the content of all training activities supported by these funds, as well as the individual's participation in the training. • associated costs, including registration costs for conference and on-site, face-to-face virtual, food, supplies, and a travel equipment, materials, including for living and duration of necessary, substance abuse, travel and other items are approved when the content of conference and training meet the criteria listed below. • training the parents of students with disabilities or students who have been referred for special education. • professional development for special education staff, or • professional development for all staff (the content of the training is unique to students with disabilities, including the special education program). • travel and fees and associated expenses, if applicable, when the program and services for children with disabilities that are above and beyond what is provided to general education students. • fees for transportation. • costs for out-of-state to attend special education services to attend a training that is for special education. <p><input type="checkbox"/> Not allowable costs:</p> <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.



Narrative cycle and FAQs:

Q: Since there will be unanticipated costs associated with current suspension of in person learning (due to Covid-19) that are not aligned with the AU's original narrative and budget, will narratives and budgets need to be updated to reflect these changes?

A: Narratives may need to be updated if cost items are not already in the narrative. For example, if additional unanticipated costs are for instructional supplies, but instructional supplies are already in the narrative, then an update is not required. However, the budgeted amount for instructional supplies may not reflect the amount that is now required due to the unanticipated costs, so a budget update may be necessary. To inquire about narrative updates contact Kim Boylan boylan_K@cde.state.co.us. To inquire about budget updates please contact Evan Davis davis_E@cde.state.co.us.

Q: Is the narrative the only requirement for our IDEA Part B and Preschool application?

A: No. Every AU is required to submit an annual budget by June 30. Please contact Evan Davis in the Office of Grants Fiscal if you have questions davis_e@cde.state.co.us.

Q: Do we have to submit a new narrative every year?

A: No. Each AU is required to submit a new narrative every 3 years, as indicated on the “Narrative 3-Year Cycle Schedule” tab of the IDEA Federal Application Narrative workbook.

Q: Once our narrative is approved, do we have to do anything more with it for 3 years?

A: Yes. The narrative workbook also serves as the EOY Performance Report, which is required for all approved Objectives/Activities every year, across all of the Project tabs. You will see three separate text boxes following each Objective that also include the due dates. You have 3 opportunities each fiscal year to amend your narrative. Please refer to the IDEA Timeline document posted to the webpage for the amendment and budget revision windows.

Q: Do we have to amend our narrative?

A: No. Amendment windows are indicated on the “IDEA Timeline” document for AUs who need to request new Objectives or Activities as the need presents itself throughout the 3 year cycle. For example, there is a Professional Development opportunity, and the Special Education Director would like to utilize IDEA Part B or Preschool funds for staff to attend, but it’s not approved in the Narrative. During the Amendment window (typically October, February and May), that Objective and Activity can be selected, an Evaluation Procedure provided, the narrative workbook uploaded to the ESSU DMS Fiscal tab, and Kim Boylan is alerted to its submission; after approval, the IDEA Budget can be amended to include funds for this Objective/Activity. Please keep in mind that CDE approval of an activity is not retroactive. Therefore, the submission of a narrative amendment in May, to include professional development not previously included in the narrative, would not retroactively approve training costs that occurred in a February training.

Q: What if we discover we didn’t request an Objective or Activity for approval and the amendment window is closed?

A: If it’s a unique situation and it cannot wait until the next amendment window, please contact Kim Boylan for assistance.

Q: Can we check all Objectives and all Activities for all Projects?

A: Yes. But please remember that you would also need to provide Evaluation Procedures and EOY Performance Reports for each Objective across all of the Projects each year. *(Please note: if an Objective has been approved, but no funds have been expended for the year, please indicate as such in the appropriate Performance Report text box).*

Q: How does the narrative workbook evolve over the 3 years?

A: The narrative workbook begins as the initial submission and approvals. Moving forward, the narrative evolves with any approved amendment (requesting new Objectives/Activities throughout the 3 year cycle, if necessary), and the addition of EOY Performance Reports until the last ones are submitted at the end of the 3 years. This is why the most recently-approved Narrative workbook is housed on the ESSU Data Management System’s Fiscal tab, with the most recent date, and why it’s important to use that iteration of the narrative workbook, to prevent confusion and multiple versions.

Q: What is due each year?

A: Special Education Fiscal Information, Assurances and Certifications document is due from all AUs every year by July 1. Each AU is also required to submit EOY Performance Reports for all approved objectives/activities (look for the due dates listed next to each text box throughout the narrative workbook).

For those AUs submitting new IDEA Federal Application Narratives, completed and signed Board Certification and GEPA documents are required as well.

For further questions, please contact:

Kim Boylan (Narratives, Amendments, IDEA Timelines and EOY Performance Reports), boylan_k@cde.state.co.us

Lauren Rossini (IDEA Budget questions pertaining to staff and contracts), rossini_l@cde.state.co.us

Evan Davis (IDEA Budget questions pertaining to allocations, indirect costs and cost line items), davis_e@cde.state.co.us

Moira Blake, Fiscal Specialist, blake_m@cde.state.co.us

Vicki Graham, Fiscal Supervisor, graham_v@cde.state.co.us