

**ANNUAL REPORT OF THE INDIVIDUALS
WITH DISABILITIES EDUCATION
IMPROVEMENT ACT PART B GRANTS
FEDERAL FISCAL YEAR 2020/FISCAL YEAR 2021**



Connecticut State Department of Education



The Individuals with Disabilities Education Act (IDEA) Annual Report identifies the total amount of the IDEA Part B, Section 611 and Section 619 funds the Connecticut State Department of Education (CSDE) receives, the total amount of those funds the CSDE disburses to local education agencies (LEAs), the total amount of these funds the CSDE disburses to sub-grantees (broken down by LEA), and how the federal funds are allocated between LEA programs and the CSDE with other state activities, as well as, a brief description of the purpose and background of the IDEA Part B grant.



Table of Contents

I. Introduction.....	1
II. Background Information.....	1–2
III. Purpose of the Program	2
IV. Total Amount of Federal Funds Received	3–4
V. Total IDEA Part B Award Broken Down by LEA	4–20
VI. How IDEA Part B Federal Funds are Allocated	20–25
VII. IDEA Part B - CSDE Use of Funds	25
VIII. IDEA Part B - LEA Subgrantee Use of Funds.....	25–26
Summary.....	26
Appendix A: Federal Fiscal Year 2020 Allocations for Grants to States IDEA - Part B, Section 611 - Table I	
Appendix B: Federal Fiscal Year 2020 Allocations for Preschool Grants, IDEA - Part B, Section 619 - Table II	



Annual Report of the IDEA Part B Grants Federal Fiscal Year (FFY) 2020/Fiscal Year (FY) 2021

I. INTRODUCTION

The Connecticut General Assembly (CGA) requires an annual report regarding federal funds received pursuant to the federal IDEA, 20 United States Code 1400 et seq., as amended from time to time, to the joint standing committee of the CGA having cognizance of matters relating to education, in accordance with the provisions of Section 11-4a of the general statutes. Such report shall include, but need not be limited to:

- (1) The total amount of federal funds the Department receives pursuant to said IDEA, (2) the total amount of such federal funds the Department disburses to local and regional boards of education, (3) the total amount of such federal funds the Department disburses *to each* local or regional board of education, and (4) a description of how such federal funds are being spent, including, but not limited to, which programs are receiving such federal funds from the Department.

II. BACKGROUND INFORMATION

The Connecticut State Department of Education (CSDE) submits an application annually to the Office of Special Education Programs (OSEP) for the “Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities: IDEA Part B, Sections 611 (ages 3 through 21) and 619 (ages 3 through 5)” (34 Code of Federal Regulations [CFR] Sections 300 and 301, as amended in 2004). It is a two-year grant that supports the state with federal entitlement funding, to assist with the excess costs of providing special education and related services to children with disabilities in accordance with the IDEA. The maximum grant amount a state may receive is based on a formula delineated in federal law (34 CFR Section 300.700 (b)) through an established base rate, which is adjusted annually as determined by two factors of the state’s school census (85 percent of the state’s population of children ages 3 through 21 who are of the same age as children with disabilities for whom the state ensures the availability of a free appropriate public education [FAPE] under Part B of the act) and level of poverty (15 percent of the state’s population of children who are living in poverty).

IDEA Part B allocations to states (34 CFR Section 300.703) are divided by federal regulations into three areas:

1. State administration – for the purpose of administering Part B of the act (34 CFR Section 300.704(a));
2. Other state-level activities – reserved allocations for monitoring, enforcement and complaint investigation, and to establish and implement the mediation process, including providing for the costs of mediators and hearing officers for due process; support and direct services, including technical assistance (TA), personnel preparation and professional development (PD), and training; support paperwork reduction activities, including expanding the use of technology in the individualized education program (IEP) process; assist local education agencies (LEAs) in providing positive behavioral interventions and supports and mental health services for children with disabilities; improve the use of technology in the classroom to enhance learning; support the use of technology, including technology with universal design principles and assistive technology (AT) devices, to maximize accessibility to the general education curriculum for children with disabilities; development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of students with disabilities to postsecondary



activities; to assist LEAs in meeting personnel shortages; support capacity building activities and improve LEAs' services delivery to improve results for children with disabilities; alternative programming for children with disabilities who have been expelled from school, services for children with disabilities in correctional facilities, children enrolled in state-operated or state-supported schools, and children with disabilities in charter schools; support the development and provision of appropriate accommodations for children with disabilities or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities; and provide TA to schools and LEAs and direct services, including supplemental educational services to children with disabilities and in schools or LEAs identified for improvement on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing PD to special and regular education teachers, who teach children with disabilities based on scientifically-based research, to improve educational instruction and academic achievement to meet or exceed the objectives established by the state (34 CFR Section 300.704(b)(i-xi)); and

3. Sub-grants to eligible LEAs in Connecticut – An eligible LEA is a grant subgrantee with the calculations determined by a base payment, school census in public and private schools within the jurisdiction, and children identified as living in poverty within the LEA (34 CFR Section 300.705).

The CSDE has a fiscal management system that monitors risk for the IDEA Part B grant through a collaborative effort between the Bureau of Special Education (BSE); Bureau of Fiscal Services (BFS), Grants Management Unit; Performance Office, Data Collection Unit; and the Office of Internal Audit (OIA).

Recipients of formula grants, under Uniform Grant Guidance (UGG), are required to complete risk assessments on each subgrantee (2 CFR Section 200.331), to ensure that potential risks are identified, and appropriate monitoring is established to mitigate those risks. The UGG further explains under 2 CFR Section 200.207, that during the course of the award and in appropriate circumstances, the state education agency [SEA] (may designate those conditions as “high risk,” and if the identified risks are significant) can impose specific conditions.

The CSDE has several internal and external mechanisms in place, to ensure LEA compliance with federal requirements as to the distribution and use of IDEA Part B funds at the local level (e.g., LEA attestations in the IDEA Part B grant application). The CSDE monitors LEAs' use of IDEA Part B funds through various activities to ensure legal requirements are met and performance goals are achieved. The BSE provides fiscal oversight for each LEA that applies as a subgrantee and receives IDEA Part B, Section 611 and Section 619 funds. If an LEA is identified as moderate or high risk, the BSE requires the LEA to examine policies and procedures, and if possible, change practices that address the concerns identified, to reduce the level of risk associated with the use of IDEA Part B funds.

III. PURPOSE OF THE PROGRAM

The IDEA Part B grants, Sections 611 and 619, allow the CSDE to provide federal entitlement funding to assist with the excess costs of providing special education and related services to children with disabilities ages 3 through 21 (as defined by 34 CFR Sections 300.16 and 300.202). (34 CFR Section 300.203(a) and (b)). Both the CSDE State application to OSEP and the LEA sub-grantee application for flow-through funds delineate assurances that awarded IDEA Part B funds will be expended in accordance with the applicable conditions as stated under the IDEA, federal law, and Connecticut statutes. IDEA Part B funds are intended to supplement and not supplant local and state funding (Section 613(a)(2)(A)(iii)).



IV. TOTAL AMOUNT OF FEDERAL FUNDS RECEIVED

A. IDEA Part B, Section 611 - Allocations for Grants to States (ages 3–21)

The total amount of federal 611 funds is noted on the *OSEP Federal Fiscal Year (FFY) 2020 Allocations for Grants to States IDEA – Part B, Section 611 - Table I* (see attachment with highlights added). The table delineates the country’s distribution of grant monies for all the states’ awards with established thresholds.

Connecticut is listed to receive a total award of \$144,547,867 for FFY 20. The CSDE chose the *Maximum Available for Allowable Administration* set-aside and indicated *Maximum Other Set-Aside* from the FFY 20 allocations. The BSE uses the thresholds to generate a request for grant calculation from the BFS, Grants Management Unit (see computation below).

Chart A below delineates an abbreviated allocation table of the FFY 20 IDEA Part B, Section 611 award.

CHART A

IDEA Part B, Section 611	Total Award	Maximum Available for Administration	Maximum Other Set-Aside	Flow through to LEAs
Connecticut Calculation 7/1/2020	\$144,547,867	\$3,275,157	\$14,249,432	\$127,023,278

The calculation below demonstrates the computation for the overall IDEA Part B, Section 611 entitlement amounts to be distributed to eligible subgrantees who apply for flow-through funds to LEAs:

$$\$144,547,867 - (\$3,275,157 + \$14,249,432) \$17,524,589 = \$127,023,278$$

The Federal Grant Award of \$144,547,867 minus the combination of the maximum amount allowable for Maximum Available for Administration (\$3,275,157) and the maximum amount allowable for Maximum Other Set-Aside (\$14,249,432) for a sum of \$17,524,589. The computation leaves a total distribution of \$127,023,278 or 88 percent flow through to the LEAs as subgrantees.

B. IDEA Part B, Section 619 – Allocations for Preschool Grants (ages 3–5)

The total amount of federal 619 funds is noted on the *OSEP FFY 2020 Allocations for Preschool Grants IDEA – Part B, Section 619 -Table II* (see attachment with highlights added). The table delineates the country’s distribution of grant monies for all the states’ awards with established thresholds.

The State of Connecticut is listed to receive a total award of \$5,063,524 for FFY 20. The CSDE chose the allowable *Maximum Available for Administration* set-aside (\$266,873). However, due to historical practices of level funding for 619, the CSDE reduced *Maximum State Set-Aside* to provide comparable funding to LEAs year to year. The total dollar amount for Maximum State Set-Aside has been adjusted to \$1,000,775 (75 percent of the available total \$1,334,366) leaving a total of \$3,795,876 to be distributed to the LEAs. The BSE uses these references to generate a request for grant calculation from the BFS (see computation below).



Chart B below delineates an abbreviated allocation table of the FFY 20 IDEA Part B, Section 619 award.

CHART B

IDEA Part B, Section 619	Total Award	Maximum Available for Administration	Other Set-Aside	Flow through to LEAs
Connecticut Calculation 7/1/2020	\$5,063,524	\$266,873	\$1,000,775	\$3,795,876

The calculation below demonstrates the computation for the overall IDEA Part B, Section 619 entitlement amounts to be distributed to eligible subgrantees who apply for flow-through funds to LEAs:

$$\$5,063,524 - (\$266,873 + \$1,000,775) \$1,267,648 = \$3,795,876$$

The Federal Grant Award of \$5,063,524 minus the combination of the Maximum Available for Administration (\$266,873) and the adjusted maximum amount allowable for Maximum State Set-Aside (\$1,000,775) for a sum of \$1,267,648. The computation leaves a total for distribution of \$3,795,876 or 75 percent flow through to the LEAs as subgrantees.

V. TOTAL IDEA PART B AWARD BROKEN DOWN BY LEA (34 CFR Section 300.705)

A. Total IDEA Part B, Section 611 Award Flow through to LEAs

FFY 20 IDEA Part B, Section 611 (ages 3 through 21) - The total IDEA Part B 611 Award is \$144,547,867 and the sub-grantee award is \$127,023,278 or 88 percent flow through to the LEAs.

Connecticut State Department of Education FFY 20/FY 21 IDEA Part B, Section 611 Entitlements		
District Code	LEA/Sub-grantee Name	FFY 20 IDEA Part B 611 Entitlements
1	ANDOVER	47,434
2	ANSONIA	627,432
3	ASHFORD	112,072
4	AVON	631,179
5	BARKHAMSTED ***	60,936
7	BERLIN	615,585



8	BETHANY	80,425
9	BETHEL	693,191
11	BLOOMFIELD	570,820
12	BOLTON	159,217
13	BOZRAH	62,513
14	BRANFORD	737,579
15	BRIDGEPORT	5,592,156
17	BRISTOL	2,077,423
18	BROOKFIELD	532,412
19	BROOKLYN	246,874
21	CANAAN *	26,671
22	CANTERBURY	149,775
23	CANTON	315,648
24	CHAPLIN ****	39,621
25	CHESHIRE	973,424
26	CHESTER **	56,992
27	CLINTON	411,848
28	COLCHESTER	539,959
29	COLEBROOK ***	25,493
30	COLUMBIA	114,498
31	CORNWALL	37,226
32	COVENTRY	376,260



33	CROMWELL	415,088
34	DANBURY	2,608,585
35	DARIEN	844,385
36	DEEP RIVER **	68,508
37	DERBY	349,055
39	EASTFORD	39,632
40	EAST GRANBY	161,459
41	EAST HADDAM	244,877
42	EAST HAMPTON	400,038
43	EAST HARTFORD	1,984,463
44	EAST HAVEN	668,333
45	EAST LYME	538,896
46	EASTON	198,187
47	EAST WINDSOR	259,621
48	ELLINGTON	468,843
49	ENFIELD	1,384,144
50	ESSEX **	67,532
51	FAIRFIELD	2,311,857
52	FARMINGTON	803,008
53	FRANKLIN	41,509
54	GLASTONBURY	1,193,001
56	GRANBY	371,016



57	GREENWICH	2,548,663
58	GRISWOLD	391,344
59	GROTON	1,106,504
60	GUILFORD	702,436
62	HAMDEN	1,678,817
63	HAMPTON	25,587
64	HARTFORD	6,526,511
65	HARTLAND ***	43,174
67	HEBRON	139,907
68	KENT *	170,493
69	KILLINGLY	649,565
71	LEBANON	241,555
72	LEDYARD	533,802
73	LISBON	117,618
74	LITCHFIELD	251,583
76	MADISON	611,887
77	MANCHESTER	192,4527
78	MANSFIELD	284,045
79	MARLBOROUGH	103,684
80	MERIDEN	2336,353
83	MIDDLETOWN	1,367,644
84	MILFORD	1,516,333



85	MONROE	640,645
86	MONTVILLE	604,479
88	NAUGATUCK	1,151,119
89	NEW BRITAIN	3,165,877
90	NEW CANAAN	888,950
91	NEW FAIRFIELD	449,680
92	NEW HARTFORD	103,584
93	NEW HAVEN	6,422,424
94	NEWINGTON	789,931
95	NEW LONDON	1,133,186
96	NEW MILFORD	923,834
97	NEWTOWN	883,480
98	NORFOLK ***	23,120
99	NORTH BRANFORD	415,905
100	NORTH CANAAN *	72,623
101	NORTH HAVEN	588,028
102	NORTH STONINGTON	182,407
103	NORWALK	2,389,171
104	NORWICH	1,542,073
106	OLD SAYBROOK	288,262
107	ORANGE	320,938
108	OXFORD	346,575



109	PLAINFIELD	570,721
110	PLAINVILLE	531,251
111	PLYMOUTH	347,648
112	POMFRET	182,439
113	PORTLAND	267,788
114	PRESTON	133,298
116	PUTNAM	333,307
117	REDDING	196,033
118	RIDGEFIELD	898,042
119	ROCKY HILL	536,507
121	SALEM	109,473
122	SALISBURY *	240,224
123	SCOTLAND	27,761
124	SEYMOUR	532,453
125	SHARON *	47,824
126	SHELTON	930,459
127	SHERMAN	61,248
128	SIMSBURY	1,013,506
129	SOMERS	296,803
131	SOUTHINGTON	1,478,870
132	SOUTH WINDSOR	901,953
133	SPRAGUE	97,933



134	STAFFORD	367,958
135	STAMFORD	3,923,625
136	STERLING	104,760
137	STONINGTON	504,521
138	STRATFORD	1,610,835
139	SUFFIELD	455,665
140	THOMASTON	240,648
141	THOMPSON	328,676
142	TOLLAND	453,970
143	TORRINGTON	1,016,521
144	TRUMBULL	1,525,151
145	UNION	9,702
146	VERNON	925,155
147	VOLUNTOWN	77,200
148	WALLINGFORD	1,342,636
151	WATERBURY	5,477,963
152	WATERFORD	571,335
153	WATERTOWN	719,491
154	WESTBROOK	141,153
155	WEST HARTFORD	2,389,403
156	WEST HAVEN	1,680,229
157	WESTON	475,388



158	WESTPORT	1,113,528
159	WETHERSFIELD	744,506
160	WILLINGTON	109,422
161	WILTON	829,917
162	WINCHESTER	299,237
163	WINDHAM	969,583
164	WINDSOR	1,016,572
165	WINDSOR LOCKS	400,080
166	WOLCOTT	475,283
167	WOODBIDGE	194,466
169	WOODSTOCK	341,488
201	DISTRICT NO. 1 *	91,782
204	DISTRICT NO. 4 **	190,286
205	DISTRICT NO. 5	432,935
206	DISTRICT NO. 6	189,843
207	DISTRICT NO. 7 ***	218,447
208	DISTRICT NO. 8	273,205
209	DISTRICT NO. 9	168,816
210	DISTRICT NO. 10	431,006
211	DISTRICT NO. 11 ****	63,740
212	DISTRICT NO. 12	300,343
213	DISTRICT NO. 13	361,458



214	DISTRICT NO. 14	416,439
215	DISTRICT NO. 15	836,745
216	DISTRICT NO. 16	427,836
217	DISTRICT NO. 17	448,754
218	DISTRICT NO. 18	286,586
219	DISTRICT NO. 19	242,734
336	DEPT CORRECTION/USD1	220,122
347	DCF/USD2	216,179
900/301	CTECS	2,699,391
FFY 20 IDEA Part B, Section 611	Total Entitlements	127,023,278
* - Delineates as part of Regional School District 1 consortium		
** - Delineates as part of Regional School District 4 consortium		
*** - Delineates as part of Shared Services / Region School District 7 consortium		
**** - Delineates as part of Regional School District 11 consortium		

B. Total IDEA Part B, Section 619 Award Flow through to LEAs

FFY 20 IDEA Part B, Section 619 (ages 3 through 5) - The total IDEA Part B 619 Award is \$5,063,524 and the sub-grantee award is \$3,795,876 or 75 percent flow through to the LEAs.

Connecticut State Department of Education FFY 20/FY 21 IDEA Part B, Section 619 Entitlements		
District Code	LEA/Sub-grantee Name	FFY 20 Part B 619 Entitlements
1	ANDOVER	3,496
2	ANSONIA	7,740
3	ASHFORD	7,009
4	AVON	17,738
5	BARKHAMSTED ***	5,443



7	BERLIN	21,324
8	BETHANY	8,425
9	BETHEL	25,855
11	BLOOMFIELD	14,828
12	BOLTON	3,757
13	BOZRAH	3,981
14	BRANFORD	28,647
15	BRIDGEPORT	161,859
17	BRISTOL	60,152
18	BROOKFIELD	20,238
19	BROOKLYN	10,688
21	CANAAN *	520
22	CANTERBURY	14,304
23	CANTON	9,974
24	CHAPLIN ****	4,931
25	CHESHIRE	31,414
26	CHESTER **	7,867
27	CLINTON	16,339
28	COLCHESTER	27,853
29	COLEBROOK ***	1,988
30	COLUMBIA	5,060
31	CORNWALL *	1,500



32	COVENTRY	21,215
33	CROMWELL	10,209
34	DANBURY	75,102
35	DARIEN	21,152
36	DEEP RIVER **	6,443
37	DERBY	15,390
39	EASTFORD	2,015
40	EAST GRANBY	880
41	EAST HADDAM	8,756
42	EAST HAMPTON	14,011
43	EAST HARTFORD	61,613
44	EAST HAVEN	36,099
45	EAST LYME	11,489
46	EASTON	3,389
47	EAST WINDSOR	10,295
48	ELLINGTON	11,476
49	ENFIELD	51,099
50	ESSEX **	3,564
51	FAIRFIELD	55,575
52	FARMINGTON	17,175
53	FRANKLIN	1,548
54	GLASTONBURY	29,975



56	GRANBY	11,032
57	GREENWICH	49,836
58	GRISWOLD	19,380
59	GROTON	58,212
60	GUILFORD	20,923
62	HAMDEN	45,315
63	HAMPTON	1,507
64	HARTFORD	202,717
65	HARTLAND ***	2,503
67	HEBRON	5,648
68	KENT *	4,362
69	KILLINGLY	31,552
71	LEBANON	9,711
72	LEDYARD	20,119
73	LISBON	9,926
74	LITCHFIELD	7,406
76	MADISON	9,625
77	MANCHESTER	65,923
78	MANSFIELD	16,654
79	MARLBOROUGH	4,605
80	MERIDEN	75,470
83	MIDDLETOWN	38,150



84	MILFORD	63,347
85	MONROE	23,778
86	MONTVILLE	14,410
88	NAUGATUCK	23,823
89	NEW BRITAIN	98,727
90	NEW CANAAN	16,168
91	NEW FAIRFIELD	12,676
92	NEW HARTFORD	8,955
93	NEW HAVEN	115,729
94	NEWINGTON	20,974
95	NEW LONDON	30,363
96	NEW MILFORD	33,714
97	NEWTOWN	26,986
98	NORFOLK ***	1,975
99	NORTH BRANFOR	17,344
100	NORTH CANAAN *	7,401
101	NORTH HAVEN	2,3412
102	NORTH STONINGTON	4,754
103	NORWALK	81,108
104	NORWICH	37,506
106	OLD SAYBROOK	98,78
107	ORANGE	11,946



108	OXFORD	10,531
109	PLAINFIELD	14,864
110	PLAINVILLE	10,503
111	PLYMOUTH	14,840
112	POMFRET	4,849
113	PORTLAND	8,898
114	PRESTON	4,134
116	PUTNAM	23,487
117	REDDING	8,176
118	RIDGEFIELD	32,012
119	ROCKY HILL	12,444
121	SALEM	5,071
122	SALISBURY *	8,928
123	SCOTLAND	1,999
124	SEYMOUR	26,335
125	SHARON *	3,930
126	SHELTON	40,196
127	SHERMAN	1,587
128	SIMSBURY	32,059
129	SOMERS	9,868
131	SOUTHINGTON	46,407
132	SOUTH WINDSOR	20,110



133	SPRAGUE	7,010
134	STAFFORD	13,380
135	STAMFORD	97,156
136	STERLING	3,598
137	STONINGTON	11,840
138	STRATFORD	51,879
139	SUFFIELD	14,787
140	THOMASTON	18,882
141	THOMPSON	14,364
142	TOLLAND	14,220
143	TORRINGTON	27,471
144	TRUMBULL	36,536
145	UNION	1,477
146	VERNON	47,078
147	VOLUNTOWN	3,046
148	WALLINGFORD	38,743
151	WATERBURY	14,1853
152	WATERFORD	17,753
153	WATERTOWN	15,879
154	WESTBROOK	6,642
155	WEST HARTFORD	55,398
156	WEST HAVEN	57,324



157	WESTON	9,319
158	WESTPORT	22,314
159	WETHERSFIELD	14,968
160	WILLINGTON	5,086
161	WILTON	33,444
162	WINCHESTER	13,763
163	WINDHAM	36,797
164	WINDSOR	33,920
165	WINDSOR LOCKS	22,182
166	WOLCOTT	19,487
167	WOODBIDGE	11,121
169	WOODSTOCK	12,540
206	DISTRICT NO. 6	7,734
210	DISTRICT NO. 10	6,866
212	DISTRICT NO. 12	11,941
213	DISTRICT NO. 13	12,530
214	DISTRICT NO. 14	14,374
215	DISTRICT NO. 15	27,968
216	DISTRICT NO. 16	18,999
217	DISTRICT NO. 17	20,347
218	DISTRICT NO. 18	15,165



347	DCF/USD2	517
FFY 20 IDEA Part B, Section 619	Total Entitlements	3,795,876
* - Delineates as part of Regional School District 1 consortium		
** - Delineates as part of Regional School District 4 consortium		
*** - Delineates as part of Shared Services / Region School District 7 consortium		
**** - Delineates as part of Regional School District 11 consortium		

VI. HOW IDEA PART B FEDERAL FUNDS ARE ALLOCATED

The BFS, Grants Management Unit calculates the LEA flow-through allocations based on a federal formula delineated in federal law (34 CFR Section 300.705 and 300.815) through an established base rate, which is adjusted annually as determined by two factors of census and level of poverty.

For both Section 611 and Section 619, LEAs are eligible to apply for subgrants if they meet the State’s definition of an LEA and are responsible for providing FAPE to children with disabilities under the IDEA. The eligible LEA must submit an application to the State and be substantially approved to receive IDEA Part B, Section 611 and Section 619 subgrants. The application provides assurances that the LEA meets specific requirements regarding the use of funds, has policies and procedures in place to ensure that children with disabilities receive FAPE, and demonstrates the funds are used to supplement not supplant local and state funding.

To ensure LEAs have funds available to identify or serve children with disabilities who subsequently enroll or are identified during the year, the LEA is eligible for the Section 611 and Section 619 subgrants even if the LEA is not serving children with disabilities. LEAs do not need to have preschool programs to be eligible for Section 619 subgrants. The subgrants are made based on the ages of children who may be served and not on the basis of existing programs for children with disabilities. If an LEA could serve 5-year-olds in kindergarten, regardless of whether the children have disabilities, the LEA is eligible for a Section 619 subgrant. However, if an LEA is not responsible for educating children ages 3 through 5, such as an LEA with only a high school, it is not eligible for a Section 619 subgrant.

NOTE: Under specific circumstances, an LEA may return Part B funds. If the BSE determines that any portion of a Section 611 or Section 619 subgrant is not needed by a particular LEA to provide FAPE to children with disabilities, the CSDE may reallocate those funds to other LEAs in the state that are “not adequately providing special education and related services to all children with disabilities residing in their jurisdictions.”

The CSDE may also redistribute Section 611 or Section 619 subgrants that had been allocated to an eligible LEA if that LEA is no longer serving any children with disabilities and the SEA determines that the LEA will not use the funds. The SEA may reallocate those funds to other LEAs in the state that are “not adequately providing special education and related services to all children with disabilities.” If the state has not reserved the maximum amount allowed for a state set-aside, then the SEA may choose to retain funds that have been returned from an LEA that does not need them or from an LEA not serving children with disabilities, for use at the state level. For more details, see 34 CFR Section 300.705(c) and 300.817.



Upon request, payment is made monthly to an LEA. The BFS, Grants Management Unit processes monthly requests with support from the BFS and the CSDE, BSE IDEA funds manager completes budget revisions or follow up for unexpended funds as needed. Throughout the process, eligible LEAs must meet the requirements contained in the IDEA, including the use of a separate accounting system that includes an audit trail for the expenditure of funds received under this act and prohibition of commingling funds (as defined by 34 CFR Section 300.162 (b)).

IDEA Part B funds must be used to supplement state, local, and other federal funds and not to supplant or reduce the level of expenditures for the education of children with disabilities unless exceptions and adjustments are requested and granted. To ensure that IDEA Part B funding is utilized as mandated and to determine the eligibility for receipt of IDEA Part B, Sections 611 and 619 entitlement grants, each district must demonstrate maintenance of effort (MOE) for special education expenditures from year to year in two areas (1) MOE eligibility standard and (2) MOE compliance standard.

The MOE eligibility standard compares the amount budgeted for the year in which the LEA is applying for Part B funds to the amount expended in the most recent prior year for which data are available (Section 300.203(a)). The MOE compliance standard addresses a district's need to maintain or increase the amount of local or state and local funds it spends for the education of children with disabilities (special education expenditures) when compared to the preceding fiscal year, which met the subsequent year rule or the last year when MOE was met. MOE can be demonstrated through four methods (1) comparing local to local, (2) comparing the combination of local and state, (3) comparing the per capita local to per capita local, or (4) comparing the per capita combination of local and state to per capita combination of local and state (Section 300.203(b)).

There is also a maintenance of state financial support requirement for the State of Connecticut—it must not reduce the amount of State financial support for special education and related services for children with disabilities below the amount of that fiscal support for the preceding fiscal year in order to receive IDEA Part B funds in the subsequent year (as established in the IDEA Section 618(a)(3)).

The LEAs used the CSDE Prepayment Grant (PPG) system to track and explain how funds were being allocated. The CSDE replaced the PPG with the eGrants Management System (eGMS) that LEAs currently use for their federal grant funds. This change was implemented at the beginning of the new state fiscal year, July 1, 2020. The system is entirely web based and the eGMS automates the entire grant lifecycle. All grant applications feature a consistent interface, which greatly simplifies training. The application process includes budgeting, program activities, and document upload. The system allows grantees to initiate and complete budget revisions. Changes are tracked between revisions so that reviewers can quickly approve or reject budget amendments—greatly improving efficiency.

The BFS, Grants Management Unit uses object code definitions from the *Financial Accounting for Local and State School Systems*, United States Department of Education publication. There are nine major object categories with subcategories and qualifiers for the IDEA Part B grant.

1. **Personal Services - Salaries** - Amounts paid to both permanent and temporary grantee employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees. The category is split into two subcategories:



- i. non-instructional - amounts paid to administrative employees not involved in providing direct services to pupils/clients. This includes all gross salary payments for these individuals while they are on the payroll, including overtime salaries or salaries paid to employees of a temporary nature and cannot exceed more than 10 percent of the total budget; and
 - ii. instructional - salaries for employees providing direct instruction/counseling to pupils/clients. Include employees who are on the payroll with benefits (a person who is paid a fee with no obligation for benefits is not included).
2. **Personal Services - Employee Benefits** - Amounts paid on behalf of the non-instructional and instructional employees (see above - 1i and 1ii. These amounts are not included in the gross salary but are fringe benefit payments and while not paid directly to employees, nevertheless, are part of the cost of personal services such as the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation, and worker's compensation insurance.
3. **Purchased Professional and Technical Services** - Services that can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. The category is split into 12 subcategories:
 - i. professional educational services - services supporting the instructional program and its administration, including curriculum improvement services, assessment, counseling and guidance services, library and media support, and contracted instructional services;
 - ii. tutors - payments for services performed by qualified persons directly engaged in providing learning experiences for students, including the services of teachers and teachers' aides who are not on the payroll or in the instructional non-payroll services;
 - iii. in-service - payments for services performed by persons qualified to assist teachers and supervisors, which includes instructional program improvement services, to enhance the quality of the teaching process, including curriculum consultants, in-service training specialists, etc., who are not on the payroll;
 - iv. pupil services expense - a non-payroll services expense for certified or licensed individuals who are not on the payroll and who assist in solving pupils' mental and physical problems, including medical doctors, therapists, audiologists, neurologists, psychologists, and psychiatrists;
 - v. field trips - costs incurred for conducting educational activities off site, including admission costs to educational centers and fees for tour guides;
 - vi. parental activities - expenditures related to services for parenting, including workshop presenters, counseling services, babysitting services, and overall seminar/workshop costs;
 - vii. employee training and development services - services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees; course registration fees (fees that are not tuition reimbursement); charges from external vendors to conduct training courses (at school district facilities or off site); and other expenditures associated with training or PD by third-party vendors are included;
 - viii. other professional services - professional services other than educational services that support the operation of the school district, including medical doctors, lawyers, architects, auditors, accountants, therapists, audiologists, dieticians, editors, negotiations specialists, paying agents, systems analysts, and planners;
 - ix. audit - direct cost for the audit of the grant program by an independent auditor;



- x. technical services -services to the school district that are not regarded as professional but require basic scientific knowledge, manual skills, or both, including data-processing services, purchasing and warehousing services, and graphic arts;
 - xi. data-processing and coding services - data entry, formatting, and processing services other than programming; and
 - xii. other technical services - technical services other than data-processing/related services.
4. **Purchased Property Services** - Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees and while a product may or may not result from the transaction, the primary reason for the purchase is the service provided. The category is split into four subcategories:
- i. repairs and maintenance services - expenditures for repairs and maintenance services not provided directly by school district personnel;
 - ii. rentals - costs for renting or leasing land, buildings, equipment, and vehicles;
 - iii. construction services - includes amounts for constructing, renovating, and remodeling buildings or infrastructure assets paid to contractors. This accounts for the costs of non-permanent site improvements, such as fencing, walkways, and roads that are related to buildings and the building site; and expenditures for the contracted construction of buildings for major permanent structural alterations and for the initial or additional installation of heating and ventilating systems, fire protection systems, and other service systems; and
 - iv. other purchased property services - purchased property services that are not classified above.
5. **Other Purchased Services** - Amounts paid for services rendered by organizations or personnel not on the payroll and separate from professional and technical services or property services. The category is split into five subcategories:
- i. student transportation services - expenditures for transporting pupils to and from school and other activities;
 - ii. communication - services provided by persons or businesses to assist in transmitting and receiving messages or information, including voice communication services; data communication services to establish or maintain computer-based communications, networking, and internet services; video communications services to establish or maintain one- or two-way video communications via satellite, cable, or other devices; postal communications services to establish or maintain postage machine rentals, postage, express delivery services, and couriers);
 - iii. advertising - expenditures for announcements in professional publications, newspapers, or broadcasts over radio and television for such purposes as personnel recruitment, legal ads, new and used equipment, and sale of property. Costs for professional advertising or public relations services are not recorded here;
 - iv. tuition - expenditures to reimburse other educational agencies for instructional services to pupils; and
 - v. travel - expenditures for transportation, meals, hotel, and other expenses associated with staff travel.
6. **Supplies** - Amounts paid for items that are consumed, worn out, or deteriorated through use or items that lose their identity through fabrication or incorporation into different or more complex units or substances. The category is split into two subcategories:
- i. books and periodicals - expenditures for books, textbooks, and periodicals prescribed and available for general use, including reference books, the cost of workbooks, textbook binding

- or repairs, textbooks that are purchased to be resold or rented, and costs of binding or other repairs to school library books; and
- ii. supplies—technology-related - includes supplies that are typically used in conjunction with technology-related hardware or software such as CDs, flash or jump drives, parallel cables, and monitor stands.
7. **Property** - Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. In accordance with the Connecticut State Comptroller’s definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$5,000 and the useful life of more than one year and data processing equipment that has a unit price under \$1,000 and a useful life of not less than five years. The category is split into five subcategories:
- i. land and land improvements - expenditures for the purchase of land and the improvements thereon. Purchases of air and mineral rights, for example, are included in this category. Also included are special assessments against the school district for capital improvements such as streets, curbs, and drains;
 - ii. buildings - expenditures for acquiring existing buildings, except payments to public school housing authorities or similar agencies; expenditures for the contracted construction of buildings for major permanent structural alterations; and for the initial or additional installation of heating and ventilating systems, fire protection systems, and other service systems in existing buildings are recorded under object code 450. Buildings built and alterations performed by the school district’s own staff are charged to object codes 100, 200, and 600, and equipment object code 730 [specify unit(s) and cost(s)] is used for tangible property having a useful life of more than one year and an acquisition cost equal to or greater than \$5,000, as appropriate. This code is used with governmental funds only;
 - iii. equipment - expenditures for initial, additional, and replacement items of equipment, such as machinery, furniture and fixtures, and vehicles, which will allow children to benefit from special education and related services;
 - iv. technology-related hardware - expenditures for technology-related equipment and technology infrastructure. These costs include those associated with the purchase of network equipment, servers, PCs, printers, other peripherals, and devices. Technology-related supplies should be coded to object code 650, supplies—technology related; and
 - v. technology software - expenditures for purchased software used for educational or administrative purposes that exceed the capitalization threshold. Expenditures for software that meet the standards for classification as a supply should be coded to object code 650, supplies—technology related.
8. **Debt Service and Miscellaneous** - Amounts paid for goods and services not otherwise classified above.
9. **Other Items** - Series of codes used to classify transactions, which are not properly recorded as expenditures to the grantee but require budgetary or accounting control. The category is split into two subcategories:
- i. internal transfers - includes all transactions conveying financial resources from one fund to another within the district; and
 - ii. indirect costs - costs incurred by the grantee, which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the CSDE to apply for a restricted and unrestricted rate. Only grantees that have received rate approvals are



eligible to claim indirect costs. **NOTE:** Grantees who receive most of their grant funds other than through the CSDE may use the rate approved by another federal agency.

VII. IDEA PART B – CSDE USE OF FUNDS

The CSDE aligns state level activities with state and federally required special education responsibilities. Priorities are established by analyzing data within, and across, general monitoring and supervision activities. The administration portion of the IDEA Part B grant supports a limited number of payroll positions and Other Set-Aside for State Level Activities to fund components of the IDEA such as general monitoring and supervision, dispute resolution process activities (including complaint investigations, mediations, and due process hearings). The funds are also used to support technical assistance activities, PD, and our surrogate parent program. The CSDE also utilizes *Other State Set-Aside* funds to establish special education stipend opportunities for school districts. Priority areas are established in the spring of each school year and stipend applications are available to school districts in the eGMS. Special Education Recovery activities were identified as priority areas during the previous two years.

The CSDE has established multiple partnerships to carry out special education activities throughout the state. IDEA funding supports our partnership with the Connecticut Parent Advocacy Center (CPAC). CPAC is our federally appointed parent training and information center. In addition to their call center, CPAC provides information and training to parents and families throughout the state. They also work closely with school districts to establish parent advisory structures. The State Education Resource Center (SERC) provides a comprehensive array of PD activities that are aligned with the State Performance Plan. SERC also supports stakeholder communication structures and special education committees throughout the year. The Regional Educational Service Centers Alliance plays a critical role in supporting regional special education activities and supports a variety of professional communities of practice. Public Consulting Group supports Connecticut’s new IEP within a statewide special education data system. American Institute for Research supports this work with the design and implementation of IEP Quality training. New England Assistive Technology (NEAT) Center of Oak Hill School/Connecticut Institute for the Blind supports LEAs’ access to AT services, evaluations, and needed resources for students with disabilities. The supports were expanded for all LEAs throughout the state to access a NEAT membership. The membership provides LEAs opportunities for specific trainings on AT and educational technology related to distance learning—matching the devices and learning tools to the needs of the LEAs and students (such as trialing technology before purchasing the items).

Additionally, there are multiple contracts established between the CSDE and outside contractors, such as the LRP Special Education Connections, Microscribe, and memoranda of agreements to address training demands and PD such as, but not limited to, IEP development, planning-and-placement team chair training, universal design principles, and AT devices to meet the needs of children with disabilities.

VIII. IDEA PART B - LEA SUBGRANTEE USE OF FUNDS

LEAs expend IDEA Part B funds for many programs and activities for students with disabilities based upon the goals and objectives identified by the LEA, in alignment with the intent of the IDEA, on the sub-grantee application. Some examples of the expenditures include hiring special education teachers and paraprofessionals, providing PD, developing unique programs around literacy or for students with specific needs, providing tuition for students publicly placed in private schools to meet their unique needs, funding preschool special education programs for 3–5-year-olds, and providing transition services and programs for students ages 18 through 21.



School districts receiving IDEA Part B funding must expend a proportionate amount of funding for the benefit of eligible students who had FAPE made available to them and whose parents elected to place them in private schools. As noted in the *Provisions Related to Children with Disabilities Enrolled by Their Parent in Private Schools* - U.S. Department of Education (February 2008), “IDEA is designed to improve educational results for all children with disabilities, providing benefits and services to children with disabilities in public schools, and also requires LEAs to make services and benefits available to children with disabilities enrolled by their parents in nonpublic (private) schools, to ensure the equitable participation of parentally placed children with disabilities in programs assisted by, or carried out under, the equitable participation requirements that apply to them.”

An LEA, as part of an annual, timely, and meaningful consultation with private schools (nonpublic schools within the geographic boundaries of the district), is required to determine the number of students with disabilities enrolled in the school/district. Children with disabilities enrolled in public schools or publicly placed in private schools are entitled to FAPE and must receive the full range of services under the IDEA Section 300.133 (c). IEPs for children publicly placed in private schools are generally more comprehensive than the services plans developed for parentally placed private school students (PPPSS), since PPPSS do not have an individual entitlement to any or all the services they would receive if they were enrolled in a public school. A services plan only reflects the services offered to them. The LEA is obligated to spend a proportionate amount of IDEA Part B funds to provide equitable services, as determined by the meaningful consultation, to children with disabilities enrolled in private schools by their parents. (34 CFR Section 300.130 through 300.144)

The LEA can also use IDEA Part B funds to conduct coordinated early intervening services (CEIS) for students without disabilities. Under Section 300.226, “An LEA may not use more than 15 percent of the amount the LEA receives under Part B of the act for any fiscal year...to develop and implement CEIS, which may include interagency financing structures for students in kindergarten through Grade 12 (with a particular emphasis on students in kindergarten through Grade 3) 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.”

CEIS is noted on the IDEA Part B grant application as a voluntary component unless the LEA has been identified through the BSE’s monitoring system as having significant disproportionality in either the identification, placement, or discipline of students with disabilities in which case 15 percent of IDEA Part B funds for comprehensive coordinated early intervening services is required to be used for students with and without disabilities to address the data of concern.

Summary:

The CSDE and LEAs work collaboratively to ensure that the principles of the IDEA are realized all over Connecticut. The IDEA Part B grant, Sections 611 and 619, enriches this partnership to assist with the excess costs of providing special education and related services for children and students with disabilities ages 3 through 21, to ensure educational access, participation, and progress throughout the state.