



# STATE OF CONNECTICUT

## DEPARTMENT OF EDUCATION



### Appropriations Committee Working Group March 11, 2025

#### Special Education Oversight and Funding

- What would the Excess Cost tier percentages be in FY 25 if an additional \$40 million was added to the appropriation and how much would towns receive?
- **SDE does not currently have available data to make an accurate assessment of this scenario. The final excess cost filing for this fiscal year is currently under review. SDE will administer the distribution of the \$40M provided during special session in accordance with the legislation and will provide a town run when it is completed.**
- Please share the application used by SDE to determine approval of special education providers, as well as any documentation used when evaluating programs.  
[Principles, Procedures, and Standards for the Approval of Private Special Education Programs](#)  
**APSEP approval Application: See Attachment B**  
**APSEP Annual Statement of Assurances: See Attachment B1**  
**APSEP PPS August 2021: See Attachment B2**
- Any information about approved therapeutic boarding/day schools and corresponding oversight—how many students attend, how do you look at the programming and evaluate its effectiveness, etc.?  
**CSDE does not approve private boarding/day schools. There are 6 APSEPS that also have residential programs. The CSDE approves the educational component of the program. The residential component of the program is licensed by either DDS or DCF. (2 DDS) (4 by DCF)**
- Legislation that requires the Auditors of Public Accounts (APA) to perform audits.  
**Title 10 - Education and Culture**  
**Chapter 164 - Educational Opportunities**  
**[Section 10-91g](#) - Audits of private providers of special education services.**

#### IDEA Funding

- How much funding does SDE keep for administrative purposes and state-level activities?  
**\$3,920,210- See Chart A IDEA 611**
- Please provide the breakdown of IDEA funding by district and the formula used to determine the IDEA funds among districts.  
**Sub-grants to eligible LEAs in Connecticut – An eligible LEA is a subgrantee of the grant 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). Also see Attachment C.**
- List of how we are spending \$16M.  
**The Connecticut State Department of Education (CSDE) annually, applies 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 aspects of 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 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 upon scientifically-based research, to enhance educational instruction in an effort to improve 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 subgrantee of the grant 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).

We do not decide “how much to keep” for the State Set Aside. It is determined by the Federal Government.

**CHART A IDEA 611 (Ages 3-22)**

Final IDEA Part B, Section 611 Award	Final Total Award	Final Max Available for Administration	Final Other Set-Aside	Final Flow through to LEAs
Connecticut Total IDEA Part B, Section 611 Award 7/1/2024	\$159,185,765	\$3,920,210	\$17,711,819* (\$16,438,580)	\$138,826,975

\*To offset the impact of the decreased flow-through amount for LEAs (\$-1,433,019), the CSDE has reduced the Part B Section 611 state agency “Set-Aside” amount by \$1,273,239 and passed those funds along to LEAs.

Approximate Breakdown of remaining “Other State Activities”

- Dispute Resolution (Mediation/Due Process/Surrogate Parent Program/Complaints): \$2.5M
- Professional Development and Technical Assistance: SERC: \$7M
- Connecticut Parent and Advocacy Center (Parent Training and Information Center): \$400K
- Professional Development and Training: RESC \$5M
- Special Education Data System: \$1M
- Other Contracts/Subscriptions: \$1M

**CHART B IDEA 619 (Ages 3-22)**

Final IDEA Part B, Section 619 Award	Final Total Award	Final Maximum Available for Administration	Final Other Set-Aside	Final Flow-through to LEAs
Connecticut Total IDEA Part B, Section 619 Award 7/1/20224	\$5,398,783	\$276,229	\$1,381,146* (\$690,573)	\$4,431,981

\*To offset the impact of the decreased flow-through amount for LEAs, the CSDE has reduced the Part B Section 619 state agency “Set-Aside” amount by \$690,573 and passed those funds along to LEAs.

#### Breakdown of remaining “Other State Activities”:

- MOA with Office of Early Childhood \$690,147K

#### ARPA Funded Programs [See Attachment D](#)

- How much ARPA funding remains for the LEAP, Dual Credit, Science of Reading Masterclass, and High Dosage Tutoring programs for FY 26 implementation?
- Please bring the updated listing of all remaining ARPA funds and the programs they’re committed to.
- Which entities receive the funds?

#### Consolidating Programs into a Single Student Support Services Grant

- Please bring a breakdown for all the programs that are being consolidated and what they look like. [See Attachments E-J](#)

#### Behavior Health Services—Primary Mental Health

- Please share the three separate reports that describe the impact of the ARPA programs. [See Attachments K-M](#)

#### ECS Grant Increases

- Please provide the legislative proposal that details the expected uses for ECS funding increases. —[HB 6866 Section 6](#)

[61 \(2\) For the fiscal year ending June 30, 2026, and each fiscal year  
62 thereafter, if a town receives an increase in funds pursuant to this section  
63 over the amount it received for the fiscal year ending June 30, 2025, such  
64 increase shall be used for direct supports to classroom instruction that  
65 may include, but need not be limited to, evidence-based programs  
66 designed to address chronic absenteeism, student disengagement and  
67 academic recovery. Any town whose increase is greater than one  
68 hundred thousand dollars shall submit, at such time and in such manner  
69 as prescribed by the Commissioner of Education, a plan to the  
70 Department of Education indicating how such increase will be  
71 expended in accordance with the provisions of this subsection.](#)

- How many districts will be impacted?

[72 districts receive an increase with 46 districts receiving greater than \\$100,000,  
including alliance districts. This is only comparing 2025-2026 to 2024-2025, and in any  
given year the number will change. Additionally, please note that the ECS Data for FY  
26 has yet to be finalized, meaning this number could change for FY 26 as well. Note that  
we adjusted Mansfield’s population per the Governor’s proposal, otherwise they would  
have also increased.](#)

#### Charter Schools

- What would the cost be to implement the seven recently approved charter schools?  
[See Attachment N](#)
- School construction grants for charter schools—RFPs  
[Pending a review by the CSDE Forms Review team, the Request For Proposals for the charter school bond will be finalized by CSDE and posted after March 6, 2025.](#)

#### Bridgeport

- In regard to providing resources to Bridgeport: why are we not getting the right resources to Bridgeport and why haven't they been able to achieve what's been achieved in New Haven and Hartford? Why do they deserve less than the big cities?
  - [Attachment O provides a high-level calculation of the 2025-26 Educational Cost Share \(ECS\) amounts for Bridgeport, Hartford, and New Haven. A three-year average of the Equalized Net Grand List \(ENGL\) for each town is one component of the calculation used to determine the base aid ratio for students. Hartford's calculated ENGL \(\\$8.2 billion\) is slightly more than half that of Bridgeport's \(\\$14.4 billion\) and New Haven's \(\\$14.3 billion\). This disparity is one of the greatest factors resulting in a higher percentage of base aid ratio for Hartford students.](#)