



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Building Capacity
and
Establishing Sustainable Supports**

Summit – Session One
“Making a Plan”



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Presented by:

**Thomas Boudreau – Ed Consultant BSE/CSDE
IDEA Part B - Fiscal Manager**

**Andrea Brinnel – Ed Consultant BSE/CSDE
IDEA Part B – 619 Coordinator**



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Thank You

Partners

Colleagues


Critical Friends

Day One Agenda

Making a Plan


- One Time funding sources
 - ARP IDEA Part B
 - ESSER II (thru the BSE) Special Education Recovery Activities
- Avoiding Pitfalls & Mistakes
- LEA MOE (part one)
- (BREAK – 10 min)
- Sustainability
- Managerial Worksheets (PDF/Excel)
- “What is a Team? ”
- Break Out Session (Making a plan)
- Share Out – Big Ideas and Jam Board
- Looking toward Day Two





**Be sure when you
step, step with care
and great tact. And
remember that life
is a great balancing
act.**

-- Dr. Seuss



Elementary and Secondary School Emergency Relief (ESSER) funds

ESSER I

\$111 million
Survive

ESSER II

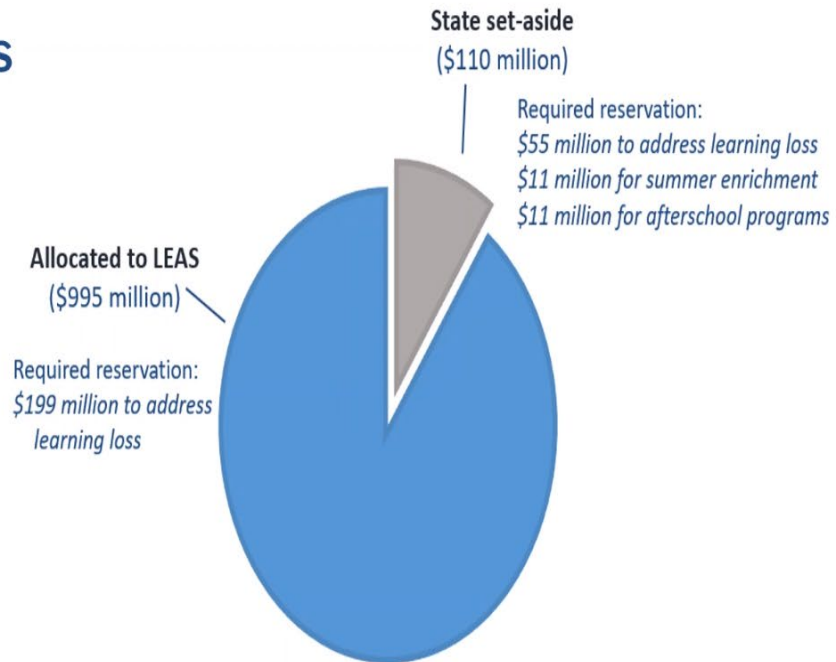
\$492 million
Thrive

ARP ESSER

\$1.1 billion
Transform



Division of funds



Csejka, Madison



ARP ESSER: State-Level Investments

Learning Acceleration

- Supporting students with disabilities in every district

Supporting Gifted and Talented Learners

- Supporting Youth involved in the Criminal Justice System
- Grants to LEAs for high-dosage tutoring
- College advising resources
- Expanding Afterschool Program offerings

SEL & Mental Health

- Supporting districts in integrating and providing behavioral health services for staff and students

Strategic use of Tech & Staff Development

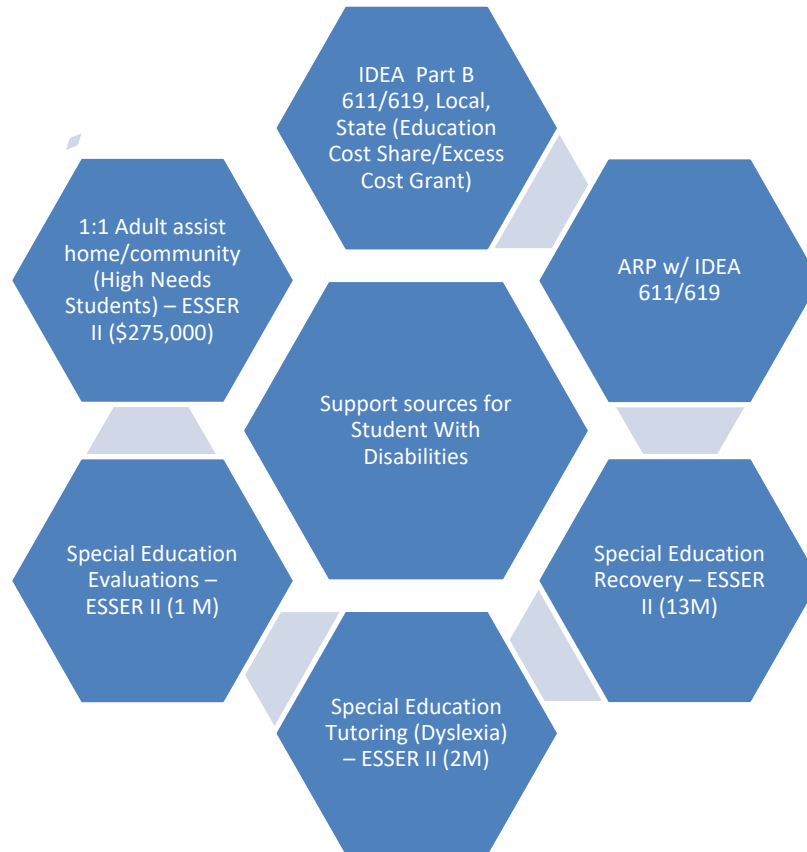
- Educator support, recruitment, and retention

Family & Community Connection

- Continued Stakeholder Engagement and Co-creating opportunities with families and community members

**Investments details
to be announced
later this year**

Sources for supports related to Students with Disabilities



eGMS

Electronic Grant Management System



One Time Federal Resources for Students with Disabilities in CT

American Rescue Plan (ARP) IDEA Part B FFY21/FY22

- Section 2014(a) of the American Rescue Plan (ARP) Act of 2021 provided the following supplemental funding under the obligation of IDEA Part B for Federal Fiscal Year (FFY) 2021/Fiscal Year (FY) 2022 for the IDEA formula grant programs.



Individuals with Disabilities Education Act (IDEA) Part B Grant

PURPOSE:

The purpose of the IDEA grant programs are to provide federal entitlement funds to eligible applicants to assist with the excess costs of providing special education and related services to children with disabilities (as defined by 34 Code of Federal Regulations [CFR] Sections 300.16 and 300.202).



American Rescue Plan (ARP)

IDEA Part B FFY21/FY22

ARP IDEA Part B allocations:

Based upon the federal formula and under the obligation of IDEA Part B.

Eligible LEAs will receive up to two ARP IDEA Part B allocations:

611: 3-21 year olds - **\$27,238,088 - 100% flow through to LEAs**

619: Early Childhood (if the LEA provides services to the 3-5 year olds)
\$2,495,071 - 99% flow through to LEAs

[FACT SHEET: Section 2014 of the American Rescue Plan Act of 2021 and the Individuals with Disabilities Education Act \(PDF\)](#)



ARP IDEA Information Pages

ARP IDEA 611 Goals

- Must be completed by districts examining and determining if FY22 ARP IDEA 611 activities align with and under the goals of FY22 IDEA Part B 611.

ARP IDEA 611 Budget

- Funds may be used for all allowable purposes under IDEA and are subject to all requirements and provisions that apply to IDEA Part B funds.
- Same Budget Shell with same codes / line-item definitions.
- Set-aside(s) is noted under the “budget by purpose”.

ARP IDEA 619 Goals

- Must be completed by districts examining and determining if FY22 ARP IDEA 619 activities align with and under the goals of FY22 IDEA Part B 619.

ARP IDEA 619 Budget

- Funds may be used for all allowable purposes under IDEA and are subject to all requirements and provisions that apply to IDEA Part B funds.
- Same Budget Shell with same codes / line-item definitions.
- Set-aside(s) is noted under the “budget by purpose”.



ARP with IDEA Part B

Section 611 & 619

Things to know:

All set aside funds for LEAs that identified themselves on the FY22 IDEA Part B application are to be calculated with FY22 ARP with IDEA Part B funds and placed in separate budgets (for tracking).

***Private School Proportionate Share – any LEA identified with nonpublic school in the FY22 ARP IDEA Part B application must:**

1. Review the Private School Proportionate Share section and calculation (which was corrected in the recent eGMS version). Ensure the proper information is recorded (checked off before/ must be checked now), and that the total amount of Parentally Placed Private School Students (PPPSS) and/or Service Plans (SPs) align with the 10/1 child count identified in FY22 IDEA Part B application, in order to calculate the LEA's obligation of set aside.
2. Complete a new meaningful consultation with non-publics (see revised template in the eGMS that needs to be uploaded with signatures and date of meeting) that discusses the adjusted final award of the FY22 IDEA Part B and additional FY22 ARP with IDEA Part B amount.
3. Complete a budget with the non-public funds in the eGMS. Go under the Private School Activities budget (02)



ARP with IDEA Part B

Section 611

Things to know:

All set aside funds for LEAs that identified themselves on the FY22 IDEA Part B application are to be calculated with FY22 ARP with IDEA Part B funds and placed in separate budgets (for tracking).

* Comprehensive Coordinated Early Intervening Services (CCEIS) – **15% mandated set aside** (districts identified with FY22 IDEA Part B Application) needs to be calculated with a corresponding budget. Set aside activities used for both disabled and non-disabled students 3-21.

* Coordinated Early Intervening Services (CEIS) – the voluntary up to 15% of the total award (IDEA Part B & ARP with IDEA Part B) can be calculated with a corresponding budget. Set aside activities used for K-12 non-disabled students only.

NOTE: CCEIS/CEIS Activities (03) separate budget must be completed in the eGMS budget section under FY22 ARP with IDEA 611/619 (go to “budget by purpose” to access the separate budgets).





CONNECTICUT STATE DEPARTMENT OF EDUCATION



ESSER II

Elementary and Secondary
School Emergency Relief



Elementary and Secondary School Relief Fund (ESSER)

- Federal funds provided to State Educational Agencies (SEA) and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students.
- Allowable expenses for ESSER II funds are the same as ESSER I funds and must relate to *preventing, preparing for and responding to COVID-19*.
- Managed by Jay Brown, Education Consultant BSE – contact information: phone (860)713-6918/email: Jay.Brown@ct.gov



ESSER II - BSE (1)

2020-21 Pilot (IDEA Part B Grant – Other State Activities)

- Special Education Recovery
 - **Delayed, interrupted, suspended or inaccessible IEP services/supports**
 - \$20,000 Stipend \$2.34 million

ESSER II State Set-aside

- Special Education Recovery
 - **Delayed, interrupted, suspended or inaccessible IEP services/supports**
 - \$30K/40K/80K/120K Stipend
 - \$25K+ priority bonus (\$13 million)



ESSER II – BSE (2)

2020-21 Pilot (IDEA Grant – Other State Activities)

- N/A

ESSER II State Set-aside

- **Special Education Reading Tutoring**
 - Primary Disability Category (SLD/Dyslexia)
 - 3027 Students
 - \$650
 - \$2 million dollar commitment



ESSER II - BSE (3)

2020-21 Pilot (IDEA Grant – Other State Activities)

- **Special Education Evaluations (no cost to LEA)**
 - Regional Evaluation Teams
 - Three Year Re-evaluations
 - 6 Districts (10 evaluations/district)

ESSER II State Set-aside

- **Special Education Evaluations (no cost to LEA)**
 - Regional Evaluation Teams
 - Three Year Re-evaluations
 - 1 million dollar expansion



ESSER - BSE (4)

2020-21 Pilot (IDEA Grant – Other State Activities)

- **In-home support (“high needs students”)**
 - Partnership with DDS
 - Support to access LEA remote instruction
 - \$700K

ESSER II State Set-aside

- **In-home support (“high needs students”)**
 - Partnership with DDS
 - Support to access LEA remote instruction
 - \$275K



ESSER & ARP ESSER Funding Sources

* ESSER I

* ESSER II

FY22 ESSER II through the BSE
(eGMS dates 7/1/21 – 6/30/23)

* ARP ESSER

FY22 ARP IDEA Part B 611/619
(eGMS dates 7/1/21 – 6/30/23)

* Refer to the Bureau of Fiscal Services (BFS) for finalized timelines including due dates for expenditures, obligations and liquidation requirements.



Funding Sources – BGM

- 1) **Check grant award letters** and adhere to the grant period (top of the letter) and dates shown in the body of the letter for submitting budget revisions. ESSER grants are all federally funded, grantees have 60 days from the end of the grant period (30 days for state funds) to liquidate any obligations outstanding on the last day of the grant period.
- 2) **Expenditure report deadlines**, there is no open/close date for these reports.
- 3) End of year reports as of 6/30/20XX can be filed as soon as 1 day after June 30. End of project are available for filing 1 day after the end date on the award letter has passed. Suggest these be completed within a timely period, **soon as the district has the necessary expenditure data to complete the report but no later than 12/31/21.**
- 4) LEAs are required to have their audits completed. For purposes of the EFS, it has an annual statutory due date of September 1, suggest **LEAs have the end of year reports completed by this date to be in compliance with the statute.**

Any further questions related to grants contact Jeff Lindgren and EFS question should go to Mark Stange or Dave Twedt.



Avoiding Pitfalls

Fear to do anything:

Paralysis from analysis

Fear of failure:

Keep status quo

Fear of judgment:

Tried before and won't work

Fear of the Scale (“New Years Day Syndrome”):

Make resolution (great idea) ... Old habits happen

Fear of today vs. future:

Disregard warning – future is “not my problem”

Fear not enough staffing to deliver services:

All in this together – as a discipline looking at different ways of delivery



Avoiding Mistakes

Failure to expend resources in a timely manner:

First in / First Out (FIFO)

Failure to keep a good records:

Make sure all documentation is saved and aligned

Failure of use funds for allowable costs:

Fundamental principles of the grant

Failure to align goals with activities:

Keep eye on the prize

Failure to seek help and support:

Seek advice - find answers and keep the “band” together

Failure to meet Maintenance of Effort (MOE):

NO Waiver and LEA MOE status needs to be maintained



IDEA Part B 611/619 Grant

What is Local Educational Agency (LEA) Maintenance of Effort (MOE) under IDEA?

The MOE requirement under IDEA obligates any local educational agency (LEA) receiving IDEA Part B funds to budget and spend at least the same amount of local or state and local funds for the education of children with disabilities on a year-to-year basis (34 CFR 300.203).

The required MOE levels for **budgeting** and **spending** are referred to, respectively, as the “**eligibility standard**” and the “**compliance standard.**”



IDEA Part B LEA MOE

- **Eligibility for IDEA Part B funding** is based upon a LEA's ability to demonstrate "Maintenance of Effort" (MOE).
- The IDEA Part B Grant is to **Supplement not Supplant** Local/State/Other Federal funding.
- **Supplanting** occurs when the LEA's local special education *proposed budget* is less than local special *education previous year's expenditures that met MOE*.
- **MOE Eligibility Standard** is measured through budgeting the same or more for special education compared against data available of expenditures when MOE was met.
- The **consequence for failure** of the MOE Eligibility Standard – **LEA does not receive/is ineligible for current IDEA Part B award.**



IDEA Part B LEA MOE

- **MOE Compliance Standard** is measured through expending the same or more for special education compared against expenditures to the subsequent year that MOE was met.

If a shortfall is realized and preliminary MOE failure is noted after comparison have been completed, **allowable exceptions** and adjustments are applied.

COVID19 IS NOT AN ALLOWABLE EXCEPTION.

- The **consequence for failure** to maintain effort includes a **recovery action** using **non-federal dollars to be returned** to OSEP (34 CFR 300.203 (d)).



LEA MOE under IDEA – plain language

The **eligibility standard** requires that the LEA must budget at least the same amount or more for special education as the LEA spent for the most recent fiscal year for which information is available, unless allowable exceptions or adjustments apply, in order to be eligible for the IDEA Part B grant award. The consequence for eligibility standard failure is the LEA will not receive IDEA Part B award.

The **compliance standard** requires that the LEA must not reduce the level of expenditures for special education below the level of expenditures from the previous fiscal year the district met MOE (subsequent year rule) unless allowable exceptions or adjustments apply. The consequence for compliance failure includes a recovery action using non-federal dollars to be returned.

NOTE: LEA is to keep all data that demonstrate that the LEA has satisfied LEA MOE under IDEA for auditing purposes. Although the district does not have to complete all four available methods, calculating and tracking all four methods with the information available for "look back" and ease for future comparison years is recommended. Furthermore, the BSE strongly encourages LEAs to develop written district specific LEA MOE Protocols in order to have a consistent and reliable process in place.



IDEA Part B 611/619

LEA MOE

Things to NOTE:

No waiver of LEA MOE for IDEA Part B.

No Federal Dollars can be used to demonstrate LEA MOE such as:

- * IDEA Part B section 611/619
- * ESSER funds (Cares Act)/ ARP IDEA

Use LEA MOE calculator (1.4v) developed for CT with CIFR.

Must use **Special Education budget/expenditures** from the Education Financial System (EFS) financial reports for expenditures in Amounts Tab in the MOE Calculator.

Child Count: enter the child count of students with disabilities for each year (defined 300.101). The 10/1 PSIS Child Count is used to determine the per capita method.

Note: LEA SEDAC Data Manager can get the total 3-21 IEP/Services Plan count from the Child Count Verification Reports-Summary Statistics located in SEDAC.

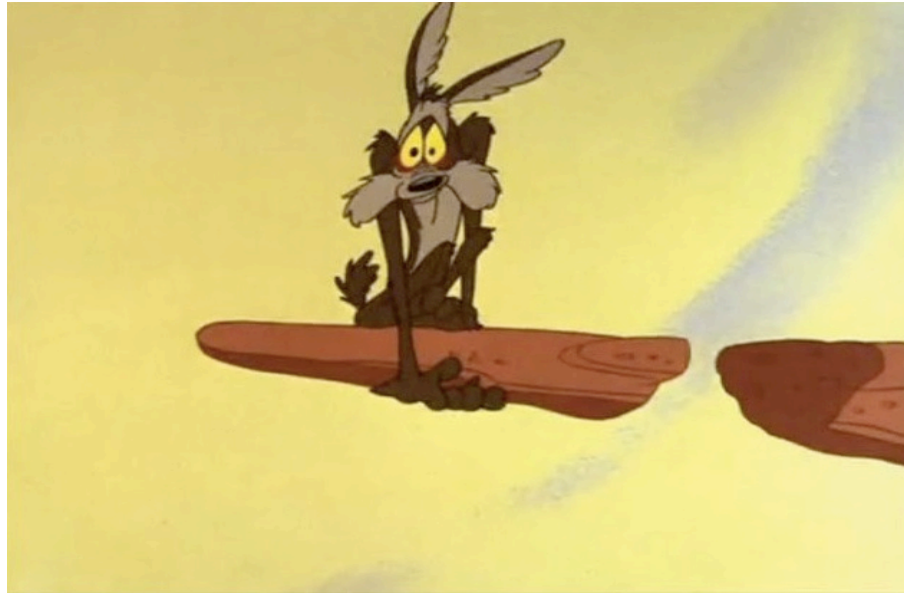
BSE Strongly encourage LEAs to develop written protocols on LEA MOE. (NOTE: LEA MOE written protocol review is be part of the LEA fiscal risk review monitoring process related to use of IDEA Part B funds.)



Break Time



Sustainability



Avoiding the cliff

Developing a Plan

Gather information

Preparation

Internal Process

Examine existing goals

- a. State-Wide Goals
- b. District-wide Goals
- c. School-based Goals

Adjustments based on data (as needed)



Collaborative Process

1. Departments (Gen Ed/Spec Ed)
2. Across Schools/ Grade Levels
3. Critical Friends (example of the Secretary to be part of team)
4. Additional Stakeholders

Development of the Plan



IDEA Part B Project Activity Planning

IDEA Project/Activity Planning 21-22 & 22-23

Goal:

Objectives (accomplishable achievements to ensure on the right track to meet the goal):

Objective #1:

Objective #2:

Objective #3:

Activities (actions to achieve goal):

WHAT	WHO	WHEN

P. 2: Planning notes

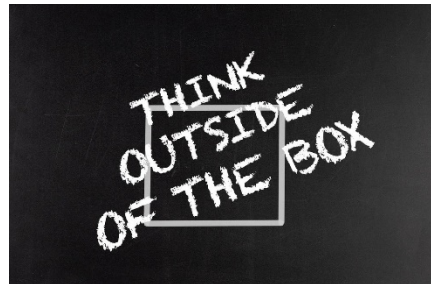




Jamboard

[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

- Brainstorming by RESC
- No idea is bad/crazy
Think “out of the box”
- Summary of big ideas

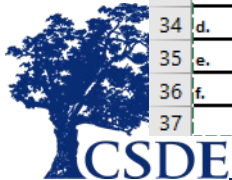


[This Photo](#) by Unknown Author is licensed under [CC BY](#)

LEA Goals and Grant Source Management Timeline Worksheet

Tab 1 is the blank form

LEA Goals and Grant Source Management Timeline Worksheet																	
3	LEA NAME:	Team Members:	Date:	Update:										Guidance:			
5	I Write a goal that aligns with identified needs of the LEA and Students with Disabilities. Establish at least one Objective (others can be added later) to ensure the team is headed toward the attainable Goal.													Section I is designed for the District Team to develop sustainable supports through small steps (objectives) aligned to LEA initiatives for accomplishable goals with braided grant sources. Use as many pages as needed (or PDF).			
8	Goal (G):																
9	Objective #1:																
10	Objective #2:																
11	Objective #3:													Section II is a managerial time grid that follows the FY22 year. Place in the Goal (G) and small steps (Objectives). Determine funding source from list codes below and place in arrows/color bar along the time line. Place in projected running balances in order to know status.			
13	II Place symbol G1 (Goal) and Objectives (O1) above the month that the team projects actions to occur.																
14	Place an arrow or color bar along the funding source - projected balances should be updated regularly.																
16	Start														Tip: Work backwards from end date to present. Tip: Have standing goal/source review meetings with team on a regular basis. Tip: Consider running grant source scenarios in LEA MOE Calculator throughout year.		
17	Source	7.21	8.21	9.21	10.21	11.21	12.21	1.22	2.22	3.22	4.22	5.22	6.22				
18	Local																
19	State																
20	a.																
21	b.																
22	c.																
23	d.																
24	e.																
25	f.																
27												End	Obligate	Liquidate	Return	Grant Sources Codes/ Definitions List with approximate funding/balance amount.	
28	Source	7.22	8.22	9.22	10.22	11.22	12.22	1.23	2.23	3.23	4.23	5.23	6.23	7.23	8.23		9.23
29	Local																
30	State																
31	a.																
32	b.																
33	c.																
34	d.																
35	e.																
36	f.																



LEA Goals and Grant Source Management Timeline Worksheet

Tip: Work backwards from end date to present.

Tip: Have standing goal/source review meetings with team on a regular basis.

Tip: Consider running grant source scenarios in LEA MOE Calculator throughout year.

Guidance:

Section I is designed for the District Team to develop sustainable supports

Grant Sources Codes/ Definitions List with approximate funding/balance amount.

Local	Local Special Education Fund \$
State	ECS/ExcessCost Grant \$
a.	IDEA Part B \$
b.	ARP IDEA Part B \$
c.	
d.	
e.	
f.	



LEA Goals and Grant Source Management Timeline Worksheet

Section I – Example #1 Goal (tab 2)

Guidance:

Section I is designed for the District Team to develop sustainable supports through small steps (objectives) aligned to LEA initiatives for accomplishable goals with braided grant sources. Use as many pages as needed (or PDF).

LEA NAME:	Happy Town	Team Members: TB, AB, AT, MT	Date: 11.1.21	Update:
------------------	------------	-------------------------------------	----------------------	----------------

I Write a goal that aligns with identified needs of the LEA and Students with Disabilities. Establish at least one Objective (others can be added later) to ensure the team is headed toward the attainable Goal.

<i>Goal (G):</i>	Establish the use of Read and Writing Apps across the District.
<i>Objective #1</i>	Contact RESC/NEAT/SERC schedule consult and training
<i>Objective #2</i>	Get License for Read and Write
<i>Objective #3</i>	Impliment with CEIS (non-disabled) - struggling readers with IEPs



LEA Goals and Grant Source Management Timeline Worksheet

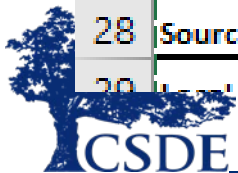
Sources

Month/ Year

**Grant Sources Codes/ Definitions List
with approximate funding/balance amount.**

Source
Local
State
a.
b.
c.
d.
e.
f.

Local	Local Special Education Fund \$
State	ECS/ExcessCost Grant \$
a.	IDEA Part B \$
b.	ARP IDEA Part B \$
c.	
d.	
e.	
f.	



LEA Goals and Grant Source Management Timeline Worksheet

Section II – Example Goal (tab 5)

II	Place symbol G (Goal) and Objectives (O1) above the month that the team projects actions to occur.																
Place an arrow or color bar along the funding source - projected costs/balances should be updated regularly.																	
	start				2		3	1 & 2b									
Source	7.21	8.21	9.21	10.21	11.21	12.21	1.22	2.22	3.22	4.22	5.22	6.22	Total				
Local	pay for APP license 25k for all students with disabilities in LEA through 6/30/23												13K	Tip: Work backw			
State	RESC to Assess New 10k														10k	Tip: Have standi	
a.								NEAT Training of Special Ed Staff 3k,					3k	Tip: Consider run			
b.							CEIS - struggling readers nondisabled kids 1k					1k	Tip: Have standi				
c.															Tip: Consider run		
d.															Tip: Have standi		
e.															Tip: Consider run		
f.															Tip: Have standi		
	4		3a		2b		3a		G		End	obligate	liqudate	Total			
Source	7.22	8.22	9.22	10.22	11.22	12.22	1.23	2.23	3.23	4.23	5.23	6.23	7.23	8.23	9.23		
Local	NOTE: All School App is 50K only use 25K out of local Special Education budget.												12k				
State																	
a.	IDEA Part B Salaries 17k												10k				
b.	ESY IEPs 1k							Manage IEPs 5k						6k			
c.				ESSER II Dyslexia 5k										5k			
d.	ESSER II - Bonus 25k Dyslexia															25k	
e.																	
f.																	

Section II is a managerial time grid that follows the FY22 year.

Place in the Goal (G) and small steps (Objectives).

Determine funding source from list codes below and place in arrows/color bar along the time line.

Place in projected running balances in order to know status.

Local	Local Spec Ed Fund - 25k/150k
State	ECS/ExcessCost Grant 10k/\$ 100k
a.	IDEA Part B 80k (611 - 20k/68K, 619 - 0k/12k)
b.	APP IDEA Part B \$10K (611 - CEIS 1k/7k, 619 - 0k/2k)
c.	Esser II - Dyslexia (5k/5k)
d.	Esser II - Bonus Dyslexia (25k/25k)
e.	
f.	



LEA Goals and Grant Source Management Timeline Worksheet

Section II – Example B. Budget with Total (tab 6)

13

14 **II** Place symbol G (Goal) and Objectives (O1) above the month that the team projects actions to occur.

15 Place an arrow or color bar along the funding source - projected costs/balances should be updated regularly.

16

17	start				2		3	1 & 2b						FY22
18	Source	7.21	8.21	9.21	10.21	11.21	12.21	1.22	2.22	3.22	4.22	5.22	6.22	Subtotal
19	Local					pay for APP license 25k for all students with disabilities in LEA through 6/30/23							13K	
20	State	RESC to Assess Needs 10k												10
21	a.							NEAT Training of Special Ed Staff 3k,					3k	
22	b.													0
23	c.							CEIS - struggling readers nondisabled kids 1k					1k	
24	d.													
25	e.													
26	f.													

27

28

	4		3a		2b		3a			G		End	obligate	liquidate		
29	Source	7.22	8.22	9.22	10.22	11.22	12.22	1.23	2.23	3.23	4.23	5.23	6.23	7.23	8.23	9.23

30 Local NOTE: All School App is 50K only use 25K out of local Special Education budget.

31 State

32 a. IDEA Part B Salaries 17k

33 b. ESY IEPs 1k Manage IEPs 6k

34 c.

35 d. ESSER II Dyslexia 5k

36 d. ESSER II - Bonus 25k Dyslexia

37 f.

38

Section II is a managerial time grid that follows the FY22 year.

Place in the Goal (G) and small steps (Objectives).

Determine funding source from list codes below and place in arrows/color bar along the time line and projected budget.

Place in projected running balances in order to know status.

Tip: Work backwards from end date..

Tip: Have standing goal/source review meetings with team on a regular basis.

Tip: Consider running grant source scenarios in LEA MOE Calculator throughout

with approximate funding/balance amount.

	FY22 Total	Balance	Expenditure	Remain
Local Spec Ed Fund - 25k	150000	25000	125000	
State ECS/ExcessCost Gra	100000	10,000	90000	
a. IDEA Part B 80k (611 -	80000	20000	60000	
b. ARP IDEA Part B \$10K	10000	7000	3000	
c. ARP IDEA Part B 611 - c	1000	1000	0	
d. Esser II - Dyslexia (5k/5k)	5000	5000	0	
d. Esser II - Bonus Dys	25000	25000	0	
f.				

What is a TEAM

“The Team that fails to plan – plans to fail”

Short time and need a Team rowing in the same direction - thus plan accordingly!



shutterstock

MARKUS W. FREY (ARTIST)
www.shutterstock.com

What is a TEAM

- Nothing New – Everything is new!
- **Team Leader:** project manager who facilitates the team & helps defines the roles – (May be one of these but no one member more than 2 roles).
- **Scribe:** if it is not written it did not happen... (template for the summit / LEAs worksheet/management plan). Takes notes on important thoughts expressed in the group. Writes final summary and shares with the group.
- **Queen (or King) of Accountability:** job is to maintain focus ... assign duties with deadlines (soft deadlines but timelines will allow greater accountability).

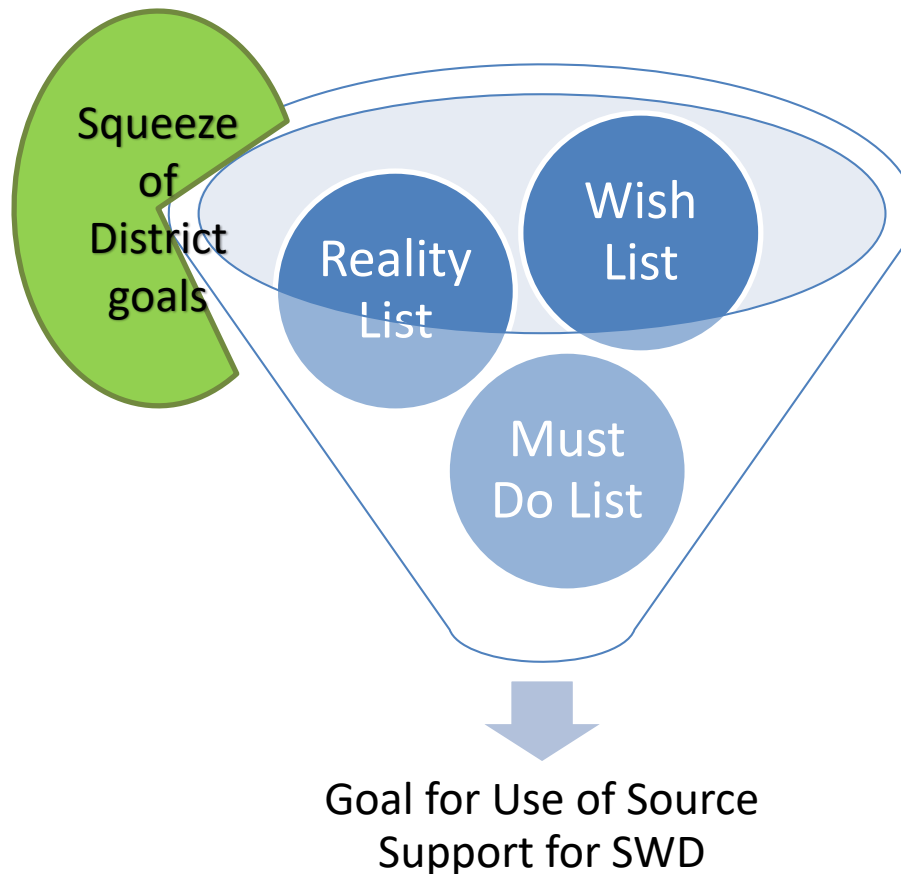


What is a TEAM

- **Scrounger (Researcher)** – does the research and finds the resources/supports required to make the job happen.
- **Captain Time-Keeper** – make meetings (right now) place them in calendars (not there it will not happen) better to have it and cancel then not commit (they won't happen).
 - Reminds the team of meetings, agenda and time (stay focused).
 - Consider meeting regularly to review challenges and applaud success (a day and time every month every other Tuesday from 1-130).
- **Officer Rigby (Checker)** – security/making sure that pitfalls/mistakes are avoided and reminds the team of specific “rules of engagement”. Federal Dollars in play – “you take the king’s bread /you must sing the king’s song”.



BREAK OUT ROOMS: Start/Continue making an LEA Plan for Use of Support for SWD



Making a Plan / Brain Storming

Team Leader (define roles)

- Goals
- Identify sources to match needs
- Address sustained support opportunities for learning
- Write down management timeline (start at Goal backwards)

Goal “Smoothie” (do not “comingle funds”)

What you already have in fridge

“Extras”

example: Kale or Spinach will be green ...

Braid Resources

Examine sources in the eGMS

Use monies to support common components as needed

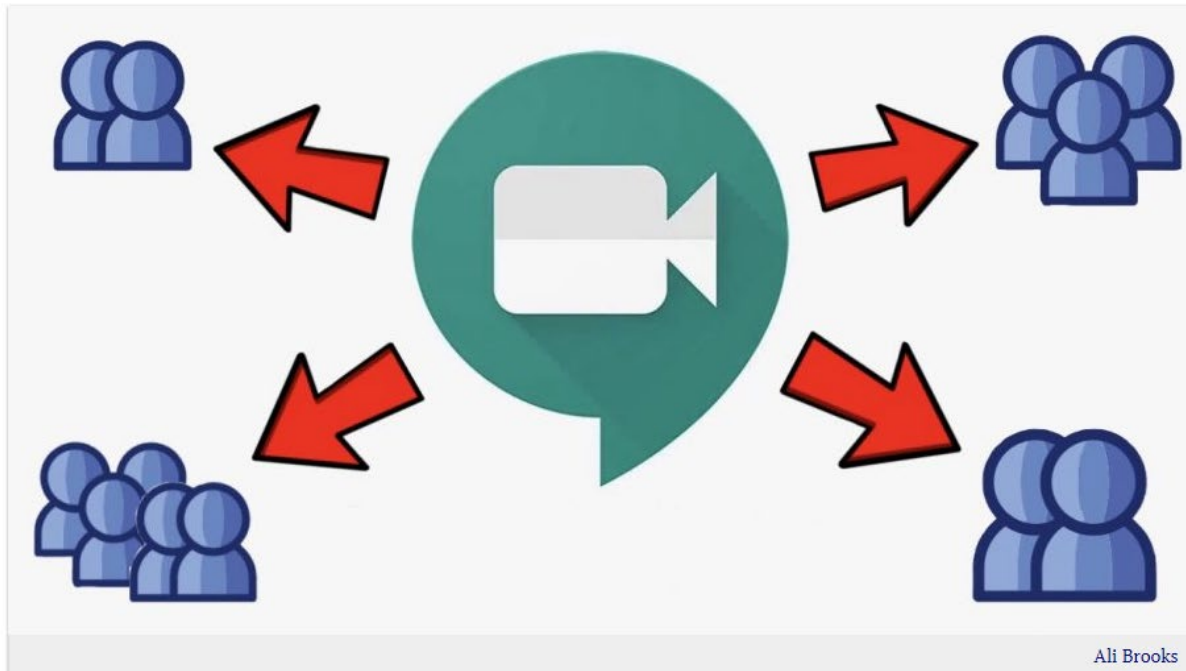
(School App – BOE funds, Train SpEd Staff on App – ARP IDEA)

“Tag” budgeted sources with activities



Break Out Rooms “Brain Storm Ideas”

Ali Brooks, Staff Writer | February 9, 2021



Welcome Back

Discuss – – Compilation of Big Ideas

Jam Board Review



Day Two

- Have the plan and sources identified – Now What?
- Do scenarios and avoid failures - use tools such as: MOE Calculator to avoid failing MOE
- Creating Sustainable Support / Allowable Costs for ARP with ECE
- Get the resources /Panel of supports in CT
 - Transition
 - AT/AEM
 - Early Childhood Education
 - Dyslexia/SLD





CONNECTICUT STATE DEPARTMENT OF EDUCATION

Thank You

Special Education Directors

Break Out Room Leaders

Partners – SERC/RESC

Colleagues – Bryan Klimkiewicz

Critical Friends – Jeff Lindgren





**'Today is gone. Today was fun.
Tomorrow is another one.'**

One Fish Two Fish Red Fish Blue Fish



QUESTIONS/COMMENTS?

