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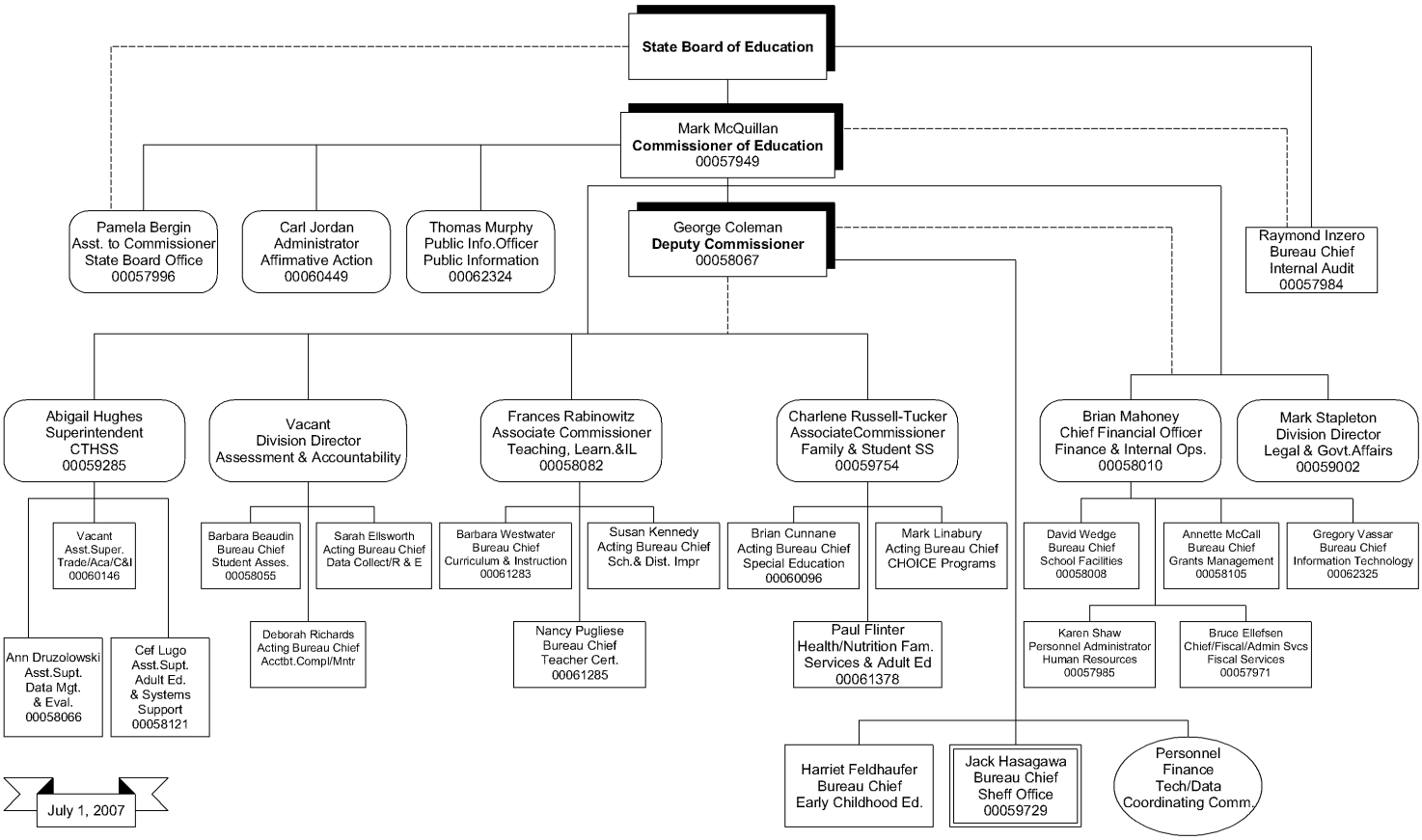
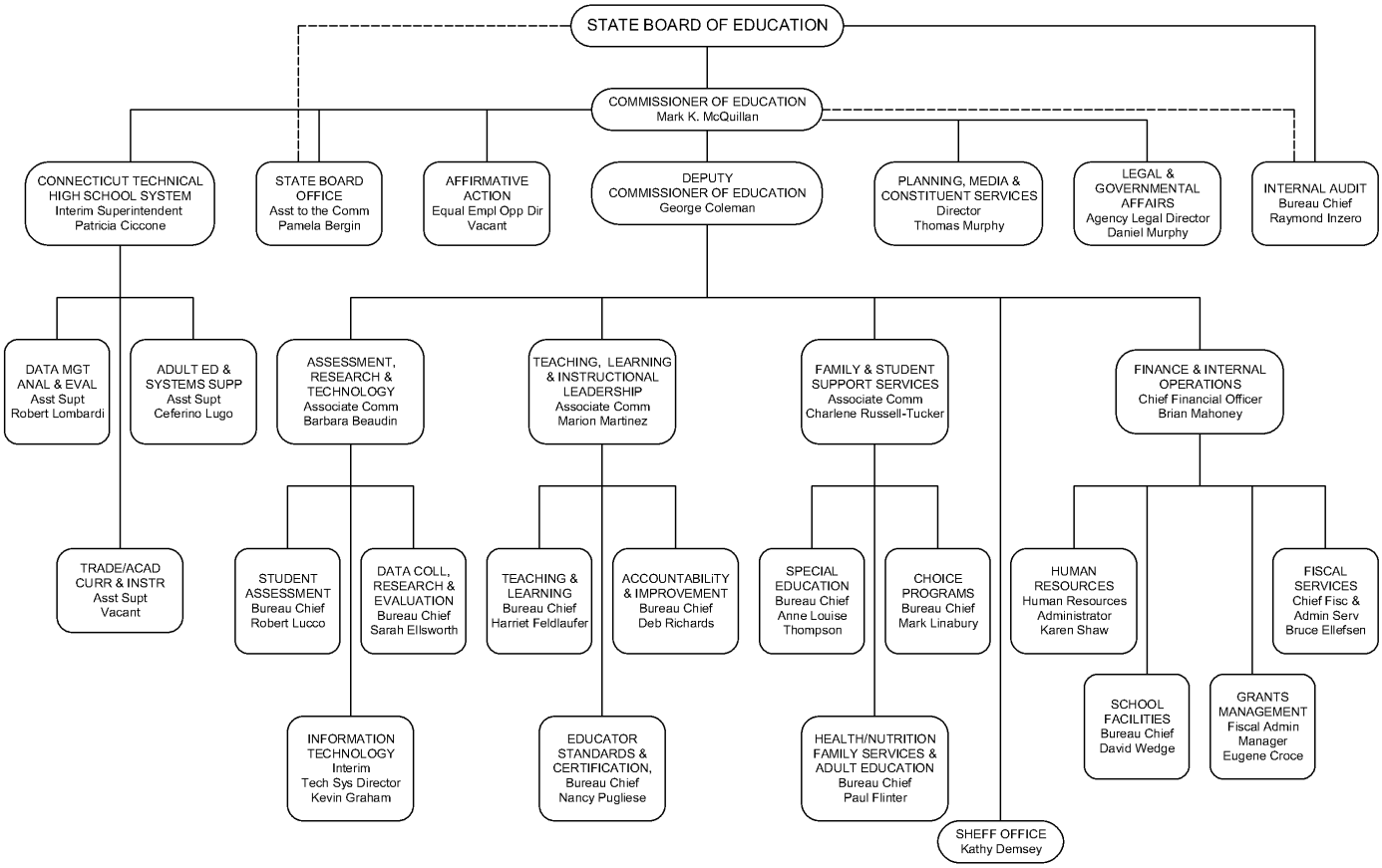

State Board of Education
Mark McQuillan
Commissioner of Education
00057949
Pamela Bergin
Asst. to Commissioner
State Board Office
00057996
Carl Jordan
Administrator
Affirmative Action
00060449
Thomas Murphy
Public Info.Officer
Public Information
00062324
George Coleman
Deputy Commissioner
00058067
Raymond Inzero
Bureau Chief
Internal Audit
00057984
Abigail Hughes
Superintendent
CTHSS
00059285
Vacant
Asst.Super.
Trade/Aca/C&I
00060146
Ann Druzolowski
Asst.Supt.
Data Mgt.
& Eval.
00058066
Cef Lugo
Asst.Supt.
Adult Ed.
& Systems
Support
00058121
Vacant
Division Director
Assessment & Accountability
Barbara Beaudin
Bureau Chief
Student Asses.
00058055
Sarah Ellsworth
Acting Bureau Chief
Data Collect/R & E
Deborah Richards
Acting Bureau Chief
Acctbt.Compl/Mntr
Frances Rabinowitz
Associate Commissioner
Teaching, Learn.&IL
00058082
Barbara Westwater
Bureau Chief
Curriculum & Instruction
00061283
Susan Kennedy
Acting Bureau Chief
Sch.& Dist. Impr
Nancy Pugliese
Bureau Chief
Teacher Cert.
00061285
Charlene Russell-Tucker
AssociateCommissioner
Family & Student SS
00059754
Brian Cunnane
Acting Bureau Chief
Special Education
00060096
Mark Linabury
Acting Bureau Chief
CHOICE Programs
Paul Flinter
Health/Nutrition Fam.
Services & Adult Ed
00061378
Brian Mahoney
Chief Financial Officer
Finance & Internal Ops.
00058010
Mark Stapleton
Division Director
Legal & Govt.Affairs
00059002
David Wedge
Bureau Chief
School Facilities
00058008
Annette McCall
Bureau Chief
Grants Management
00058105
Gregory Vassar
Bureau Chief
Information Technology
00062325
Karen Shaw
Personnel Administrator
Human Resources
00057985
Bruce Ellefsen
Chief/Fiscal/Admin Svcs
Fiscal Services
00057971
Harriet Feldhaufer
Bureau Chief
Early Childhood Ed.
Jack Hasagawa
Bureau Chief
Sheff Office
00059729
Personnel
Finance
Tech/Data
Coordinating Comm.
July 1, 2007

ORGANIZATION CHART FOR THE STATE DEPARTMENT OF EDUCATION



November 17, 2009

Department of Education
SDE64000

	Actual Expenditure FY 08	Estimated FY 09	Governor Recommended FY 10	Governor Recommended FY 11	Legislative FY 10	Legislative FY 11
POSITION SUMMARY						
Permanent Full-Time	1,778	1,837	255	255	1,787	1,787
Permanent Full-Time - OF	3	3	0	0	0	0
Permanent Full-Time - OF	124	122	13	13	13	13
Permanent Full-Time - OF	0	0	6	6	6	6
BUDGET SUMMARY						
Personal Services	140,559,920	145,163,185	28,151,285	28,240,833	145,663,706	151,482,064
Other Expenses	18,382,772	17,647,486	2,273,035	2,273,035	16,689,076	16,689,076
Equipment	32,352	0	100	100	100	100
Other Current Expenses						
Institutes for Educators	135,914	129,118	0	0	0	0
Basic Skills Exam Teachers in Training	1,268,168	1,240,767	1,239,559	1,239,559	1,239,559	1,239,559
Teachers' Standards Implementation Program	3,032,302	2,896,130	0	0	0	2,896,508
Early Childhood Program	4,824,024	5,004,884	5,007,354	5,007,354	5,007,354	5,007,354
Admin - Early Reading Success	200,118	0	0	0	0	0
Admin - Magnet Schools	379,607	0	0	0	0	0
Adult Basic Education	1,021,399	0	0	0	0	0
Development of Mastery Exams Grades 4, 6, and 8	15,687,824	15,224,921	17,533,629	18,786,664	17,533,629	18,786,664
Interdistrict Coop-Administration	110,054	0	0	0	0	0
Minority Advancement Program	0	0	2,110,399	2,110,399	0	0
Alternate Route to Certification	0	0	200,000	200,000	0	0
Primary Mental Health	485,025	465,500	0	0	500,290	507,294
National Service Act	0	0	300,000	300,000	0	0
Youth Service Bureau Administration	33,943	0	0	0	0	0
Minority Teacher Incentive Program	0	0	481,374	481,374	0	0
Adult Education Action	266,246	253,355	253,355	253,355	253,355	253,355
Vocational Technical School Textbooks	750,000	712,500	0	0	500,000	500,000
Repair of Instructional Equipment	232,386	368,595	0	0	232,386	232,386
Minor Repairs to Plant	381,782	370,702	0	0	370,702	370,702
Connecticut Pre-Engineering Program	400,000	380,000	200,000	200,000	350,000	350,000
Connecticut Writing Project	60,000	57,000	0	0	50,000	50,000
Insurance Recovery Allotments	1,483	0	0	0	0	0
Resource Equity Assessments	397,876	474,170	283,654	283,654	283,654	283,654
Readers as Leaders	65,000	61,750	0	0	60,000	60,000
Early Childhood Advisory Cabinet	1,040,863	997,500	210,000	335,000	75,000	75,000
High School Technology Initiative	1,000,000	950,000	0	0	0	0
Best Practices	500,000	475,000	0	0	475,000	475,000
DNA Epicenter in New London	250,000	0	0	0	0	0
Distance Learning Initiative	850,000	0	0	0	0	0
Technical School Supplies	481,303	0	0	0	0	0
Longitudinal Data Systems	564,007	0	0	0	1,700,000	775,000
Amer-I-Can	250,000	0	0	0	0	0
Para Professional Development	42,974	142,500	0	0	0	0
School Readiness Staff Bonuses	75,000	142,500	0	0	0	0
School Accountability	889,427	1,828,750	1,855,062	1,855,062	1,855,062	1,855,062
Birth to Nine Systems Development	2,186,182	2,375,000	0	0	0	0
Connecticut Science Center	300,000	475,000	0	0	0	0
Reach Out and Read	150,000	142,500	0	0	0	0
Sheff Settlement	932,268	9,952,505	12,779,510	26,662,844	7,779,510	26,662,844
Admin - After School Program	212,000	0	0	0	0	0
Community Plans For Early Childhood	0	0	0	0	450,000	450,000
Improving Early Literacy	0	0	0	0	150,000	150,000
Other Than Payments to Local Governments						
American School for the Deaf	9,246,202	9,979,202	9,979,202	9,979,202	9,979,202	9,979,202
RESC Leases	800,000	800,000	0	0	0	0
Capitol Scholarship Program	0	0	8,902,779	8,902,779	0	0
Regional Education Services	1,730,000	1,730,000	1,730,000	1,730,000	1,796,754	1,843,181
Awards Children Deceased/Disabled Vets	0	0	4,000	4,000	0	0
Omnibus Education Grants State Supported Schools	6,336,025	7,548,146	5,590,709	5,590,709	6,748,146	6,748,146

	Actual Expenditure FY 08	Estimated FY 09	Governor Recommended FY 10	Governor Recommended FY 11	Legislative FY 10	Legislative FY 11
CT Independent College Student Grant	0	0	23,913,860	23,913,860	0	0
Head Start Services	2,748,150	2,748,150	2,748,150	2,748,150	2,748,150	2,748,150
Head Start Enhancement	1,773,000	1,773,000	1,773,000	1,773,000	1,773,000	1,773,000
Family Resource Centers	6,359,460	6,041,488	6,041,488	6,041,488	6,041,488	6,041,488
Charter Schools	34,880,000	40,692,150	44,082,000	47,736,900	48,152,000	53,117,200
CT Aid for Public College Students	0	0	30,208,469	30,208,469	0	0
New England Board of Higher Education	0	0	137,812	137,812	0	0
Connecticut Aid to Charter Oak	0	0	59,393	59,393	0	0
CT Public Television	150,000	142,500	0	0	0	0
Youth Service Bureau Enhancement	615,300	625,000	0	0	625,000	625,000
Head Start - Early Childhood Link	2,200,000	2,200,000	1,980,000	1,980,000	2,200,000	2,200,000
After School Enhancements	150,000	142,500	0	0	0	0
Grant Payments to Local Governments						
Vocational Agriculture	4,485,985	4,560,565	4,560,565	4,560,565	4,560,565	4,560,565
Transportation of School Children	47,964,217	47,964,000	47,964,000	47,964,000	47,964,000	47,964,000
Adult Education	19,619,967	20,596,400	20,594,371	20,594,371	20,594,371	20,594,371
Health and Welfare Services Pupils Private Schools	4,775,000	4,775,000	4,775,000	4,775,000	4,775,000	4,775,000
Education Equalization Grants	1,808,802,300	1,889,182,288	1,889,182,288	1,889,182,288	1,889,609,057	1,889,609,057
Bilingual Education	2,116,771	2,129,033	2,129,033	2,129,033	2,129,033	2,129,033
Priority School Districts	127,061,405	124,139,970	116,721,188	116,721,188	117,237,188	117,237,188
Young Parents Program	229,330	229,330	229,330	229,330	229,330	229,330
Interdistrict Cooperation	13,980,504	14,127,369	14,127,369	14,127,369	14,127,369	14,127,369
School Breakfast Program	1,588,548	1,634,103	1,634,103	1,634,103	1,634,103	1,634,103
Excess Cost - Student Based	129,834,799	133,891,451	133,891,451	133,891,451	120,491,451	120,491,451
Non-Public School Transportation	3,995,000	3,995,000	3,995,000	3,995,000	3,995,000	3,995,000
School to Work Opportunities	213,750	213,750	213,750	213,750	213,750	213,750
Youth Service Bureaus	2,885,706	2,944,598	2,903,413	2,904,263	2,946,418	2,947,268
OPEN Choice Program	13,272,156	14,115,002	14,115,002	14,115,002	14,465,002	14,465,002
Early Reading Success	2,049,998	2,403,646	2,314,380	2,314,380	0	0
Magnet Schools	109,750,149	121,509,285	134,980,742	145,622,629	153,107,702	174,631,395
After School Program	5,088,000	5,500,000	500,000	500,000	5,000,000	5,000,000
Young Adult Learners	500,000	500,000	0	0	0	0
School Safety	5,000,000	0	0	0	0	0
Fuel Cell Projects	800,000	0	0	0	0	0
Agency Total - General Fund	**2,569,433,941**	**2,676,764,244**	**2,604,860,163**	**2,634,508,717**	**2,684,361,462**	**2,738,830,871**
Additional Funds Available						
Federal Contributions	418,455,323	415,551,135	414,977,752	415,227,752	414,977,752	415,227,752
Carry Forward Funding	0	0	0	0	1,300,112	0
Bond Funds	0	6,335,476	232,877	232,877	232,877	232,877
Private Contributions	0	10,691,801	2,323,586	2,323,586	2,323,586	2,323,586
Agency Grand Total [1]	**2,987,889,264**	**3,109,342,656**	**3,022,394,378**	**3,052,292,932**	**3,103,195,789**	**3,156,615,086**

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
FY 09 Governor Estimated Expenditures - GF	1,837	2,676,764,244	1,837	2,676,764,244	0	0	0	0
Inflation and Non-Program Changes								
Personal Services	0	5,683,600	0	11,566,670	0	0	0	0
Other Expenses	0	-140,121	0	-140,121	0	0	0	0
Equipment	0	970,399	0	690,899	0	0	0	0
Development of Mastery Exams Grades 4, 6, and 8	0	3,066,582	0	4,319,617	0	0	0	0
Longitudinal Data Systems	0	1,700,000	0	725,000	0	0	0	0
Other Current Expenses	0	1,154,670	0	1,154,670	0	0	0	0
RESC Leases	0	550,000	0	550,000	0	0	0	0
Omnibus Education Grants State Supported Schools	0	397,271	0	397,271	0	0	0	0
Family Resource Centers	0	317,973	0	317,973	0	0	0	0
CT Public Television	0	7,500	0	7,500	0	0	0	0
After School Enhancements	0	7,500	0	7,500	0	0	0	0
Youth Service Bureaus	0	1,820	0	2,670	0	0	0	0
Total - General Fund	**0**	**13,717,194**	**0**	**19,599,649**	**0**	**0**	**0**	**0**

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Create a Middle College System								
The state of Connecticut funds and operates the Connecticut Technical High School System (CTHSS), a statewide system of 17 degree-granting technical high schools and one technical education center, serving approximately 10,200 full-time high school students with comprehensive education and training in 37 occupational areas. CTHSS also serves approximately 5,500 part-time adult students in apprenticeship and other programs. Two full-time adult programs are offered in aviation maintenance.								
High school students receive a college preparatory curriculum and earn a Connecticut high school diploma as well as a certificate in a specific trade technology. Approximately 45 percent of graduates go on to college and approximately 50 percent go on to employment, apprenticeships or the military.								
Adult students are provided full-time post-high school programs, apprentice training and part-time programs for retraining and upgrading skills. Many customized educational programs and services for youth and adults also are provided. These include English for Language Learners (ELL) programs, tech prep relationships, handicapped and psychological services, and a full complement of remedial programs.								
-(Governor) Funding of $140.6 million and 1,562 positions in FY 10 and $146.3 million and 1,556 positions in FY 11 (associated with the Connecticut Technical High School System) are transferred to the new Middle College System. Additionally, six positions and corresponding Personal Service funds totaling $481,874 and $18,126 in Other Expenses funds are eliminated in both FY 10 and 11 from the State Department of Education.								
-(Legislative) The transfer of the Technical High Schools to the Middle College System is not provided. However, six positions and corresponding Personal Service funding totaling $481,874 and $18,126 in Other Expenses funds are eliminated in both FY 10 and FY 11.								
Personal Services	-6	-481,874	-6	-481,874	1,556	123,694,029	1,556	129,395,416
Other Expenses	0	-18,126	0	-18,126	0	15,298,080	0	15,298,080
Equipment	0	0	0	0	0	50	0	50
Vocational Technical School Textbooks	0	0	0	0	0	500,000	0	500,000
Repair of Instructional Equipment	0	0	0	0	0	232,386	0	232,386
Minor Repairs to Plant	0	0	0	0	0	370,702	0	370,702
Total - General Fund	**-6**	**-500,000**	**-6**	**-500,000**	**1,556**	**140,095,247**	**1,556**	**145,796,634**
Merge the Department of Higher Education into the State Department of Education								
The Board of Governors for Higher Education is the statewide coordinating and planning authority for Connecticut's public and independent colleges and universities. Created in 1983 by the Governor and General Assembly, the Board of Governors is charged by statute to:								

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount

- Maintain standards of quality
- Assure the fullest possible use of available resources
- Promote responsiveness to economic, societal and student needs
- Apply higher education's resources to the problems of society
- Offer learning and training opportunities keyed to the state's development
- Protect academic freedom
- Ensure educational opportunity

-(Governor) The Department of Higher Education (DHE) is reconfigured into the State Department of Education (SDE). Funding of $68.3 million in FY 10 and FY 11 is transferred from the DHE to SDE. Additionally, ten positions and Personal Service funds totaling $1,080,546 and Other Expenses funds totaling $34,986 are eliminated from the Department of Higher Education and are not transferred into the State Department of Education.

-(Legislative) The merger of the Department of Higher Education (DHE) into the State Department of Education (SDE) is not provided.

Personal Services	0	0	0	0	-20	-1,831,608	-20	-1,804,185
Other Expenses	0	0	0	0	0	-132,039	0	-132,039
Equipment	0	0	0	0	0	-50	0	-50
Minority Advancement Program	0	0	0	0	0	-2,110,399	0	-2,110,399
Alternate Route to Certification	0	0	0	0	0	-200,000	0	-200,000
National Service Act	0	0	0	0	0	-300,000	0	-300,000
Minority Teacher Incentive Program	0	0	0	0	0	-481,374	0	-481,374
Capitol Scholarship Program	0	0	0	0	0	-8,902,779	0	-8,902,779
Awards Children Deceased/Disabled Vets	0	0	0	0	0	-4,000	0	-4,000
CT Independent College Student Grant	0	0	0	0	0	-23,913,860	0	-23,913,860
CT Aid for Public College Students	0	0	0	0	0	-30,208,469	0	-30,208,469
New England Board of Higher Education	0	0	0	0	0	-137,812	0	-137,812
Connecticut Aid to Charter Oak	0	0	0	0	0	-59,393	0	-59,393
Total - General Fund	**0**	**0**	**0**	**0**	**-20**	**-68,281,783**	**-20**	**-68,254,360**

Provide Additional Funding for the Hartford and CREC Magnet Operating Grant
District-operated (host) magnet schools presently receive $3,000 for each resident student and $6,730 for each out-of-district student. Most RESC-operated (regional) magnet schools receive $7,620 per student.

-(Legislative) Funding of $11.6 million is provided in FY 10 and $27.5 million in FY 11 for increasing the operating grant for Hartford and CREC magnets. Section 59 of PA 09-6, of the September Special Session (SSS), the Education Implementer, transfers $5.0 million in FY 10 from the Sheff Settlement line item to the Magnet School line item, bringing the total additional funds available in FY 10 up to $16.6 million.

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Section 22 of PA 09-6, (SSS), the Education Implementer, makes several changes including:								
Hartford (Host) Magnets: These schools will receive $12,000 in FY 10 and $13,054 in FY 11 for every out-of-district student. Resident students will no longer generate a per pupil grant. In addition, as host magnets, there will be no tuition charge for the out-of-district student.								
CREC (Regional) Magnets: These schools will receive $9,695 in FY 10 and $10,443 in FY 11 for every student.								
Section 25 of PA 09-6 (SSS), the Education Implementer, increases the per pupil grant for magnet school transportation to $1,400 in FY 10 and $2,000 in FY 11.								
Any lapsing funds in the Magnet School line item, of up to $200,000 shall be used for the Wintonbury Early Childhood Magnet School, in Bloomfield.								
Sheff Settlement	0	-5,000,000	0	0	0	-5,000,000	0	0
Magnet Schools	0	16,626,960	0	27,508,766	0	16,626,960	0	27,508,766
Total - General Fund	**0**	**11,626,960**	**0**	**27,508,766**	**0**	**11,626,960**	**0**	**27,508,766**
Limit Enrollment Growth and Eliminate Rate Increases for Charter and Magnet Schools Rate increases will remain at FY 09 levels for both Magnet and Charter schools; $9,300 for Charters, $6,730 for Host Magnets, $7,620 for Regional Magnets, and $3,000 for those RESC run schools with more than 55% local students.								
-(Governor) Funding of $14.3 million in FY 10 and $25.1 million in FY 11 is eliminated to limit enrollment and rate increases for Magnet and Charter schools.								
-(Legislative) Same as Governor.								
Charter Schools	0	-6,463,500	0	-8,174,700	0	0	0	0
Magnet Schools	0	-7,855,503	0	-16,899,918	0	0	0	0
Total - General Fund	**0**	**-14,319,003**	**0**	**-25,074,618**	**0**	**0**	**0**	**0**
Fund School Readiness at FY 09 Slot Level PA 97-259, "AAC School Readiness and Child Day Care," established a grant program to provide spaces in accredited or approved school readiness programs for eligible children in priority school districts and competitive grant municipalities.								
Priority School Districts These districts receive a grant allocation for spaces for eligible children who reside in priority school districts, that is based on the formula that uses the March 30 space count of the fiscal year prior to the fiscal year in which the grant is to be paid, plus or minus the current space requests, multiplied by the per child cost space rate.								

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
-**(Governor)** Funding of $7.4 million is reduced in both FY 10 and FY 11 to fund school readiness at FY 09 slot levels. In FY 09 there were a total of 9,751 funded slots, with a maximum reimbursement rate of $8,346. The level of funding provided allows SDE to maintain the same number of slots as in FY 09. -**(Legislative)** Funding of $1.0 million is provided for school readiness for administration for providers and professional development money.								
Priority School Districts	0	-6,418,782	0	-6,418,782	0	1,000,000	0	1,000,000
Total - General Fund	**0**	**-6,418,782**	**0**	**-6,418,782**	**0**	**1,000,000**	**0**	**1,000,000**
Increase Enrollment and Funding for Sheff The Connecticut Supreme Court, in its 1997 ruling on *Sheff v. O'Neill*, ruled that the state has an obligation to reduce the racial isolation of Hartford's public schools. Options include an interdistrict public school choice program, enlarged charter school and magnet school programs, interdistrict cooperative grant programs for reducing racial, ethnic and economic isolation, and strengthening the diversity awareness skills of its vocational-technical school faculty and staff. -**(Governor)** Funding of $3.9 million in FY 10 and $17.8 million in FY 11 is provided for an increase in Sheff eligible enrollment and support in the Open Choice Program. In FY 09 there were 4,895 Sheff eligible slots. In FY 10 the number of slots is expected to increase to 5,615 and 7,671 by FY 11. Additionally, funding is provided for additional support to the state Open Choice program. In FY 09 there were 1,793 funded slots for state Open Choice, which is anticipated to increase to 2,093 in FY 10 and 2,693 in FY 11. -**(Legislative)** Funding of $4.0 million is provided in FY 10 and funding of $17.8 million is provided in FY 11 for the Sheff settlement, to bring the level of funding up to current services, and to provide that the conditions of the stipulated agreement are met.								
Sheff Settlement	0	3,939,014	0	17,822,348	0	0	0	0
Total - General Fund	**0**	**3,939,014**	**0**	**17,822,348**	**0**	**0**	**0**	**0**
Increase Enrollment for Charter Schools Charter schools are authorized by the State Board of Education. Local Charter schools are funded by local or regional boards of education; state Charter schools are funded by the state. Charter schools provide small-scale educational programs managed by a governing board comprised of teachers and parents or guardians of the students enrolled in the school and may include community members. There are currently 18 Charter schools operating in Connecticut. -**(Governor)** Funding of $9.9 million in FY 10 and $15.2 million in FY 11 is provided for increased enrollment at Charter schools. In FY 09 eligible enrollment at Charter Schools was 4,478. It is anticipated that the increase in funding will provide for 262 additional slots in FY 10 and 393 additional slots in FY 11.								

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
-(Legislative) Funding of $13.9 million in FY 10 and $20.5 million in FY 11 is provided for grade expansion and increased enrollment at Charter schools. In FY 09 eligible enrollment at Charter Schools was 4,478. It is estimated that an additional 430 slots will be added in FY 10 and an additional 571 slots in FY 11.								
Charter Schools	0	13,853,350	0	20,529,750	0	4,000,000	0	5,310,300
Total - General Fund	**0**	**13,853,350**	**0**	**20,529,750**	**0**	**4,000,000**	**0**	**5,310,300**
Increase Enrollment for Magnet Schools Connecticut education law defines the specific characteristics of interdistrict magnet schools. CGS 10-264l, as amended, directed the Department of Education to establish a competitive grant program to assist local and regional boards of education, regional educational service centers and cooperative arrangements pursuant to CGS 10-158a with the operation of interdistrict magnet school programs. The section defined "an interdistrict magnet school program" as a program which (1) supports racial, ethnic, and economic diversity, (2) offers a special and high quality curriculum, and (3) requires students to attend at least half time.								
-(Governor) Funding of $21.3 million is provided in FY 10 and $41.0 million in FY 11 to increase enrollment at Magnet schools. In FY 09 there were 20,755 students enrolled in Magnet schools. Funding is provided for an additional 2,712 slots in FY 10 and 2,205 slots in FY 11.								
-(Legislative) Same as Governor.								
Magnet Schools	0	21,326,960	0	41,013,262	0	0	0	0
Total - General Fund	**0**	**21,326,960**	**0**	**41,013,262**	**0**	**0**	**0**	**0**
Fund Various Grants at Statutory Levels In FY 03 several grants administered by the State Department of Education were capped. The Excess Cost-Student Based grant was uncapped in FY 07. As of July 1, 2009 the caps were lifted, resulting in higher grant payments to some municipalities.								
-(Governor) Funding of $57.0 million in FY 10 and $78.1 million in FY 11 is provided to meet un-capped statutory levels of various grants.								
-(Legislative) Same as Governor.								
Transportation of School Children	0	30,636,000	0	35,736,000	0	0	0	0
Adult Education	0	2,035,179	0	2,561,495	0	0	0	0
Health and Welfare Services Pupils Private Schools	0	1,185,000	0	1,475,000	0	0	0	0
Excess Cost - Student Based	0	22,608,549	0	37,708,549	0	0	0	0
Non-Public School Transportation	0	625,000	0	625,000	0	0	0	0
Total - General Fund	**0**	**57,089,728**	**0**	**78,106,044**	**0**	**0**	**0**	**0**
Flat Fund Municipal Aid In FY 03 several grants administered by the State Department of Education were capped. The Excess Cost-Student Based grant had the cap removed in FY 07. As of July 1, 2009 the caps would have been lifted, resulting in higher grant payments to municipalities.								

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
-(Governor) Funding is reduced by $57.6 million in FY 10 and $78.6 million in FY 11, as a result of funding several grants at FY 09 levels.								
-(Legislative) Same as Governor.								
RESC Leases	0	-550,000	0	-550,000	0	0	0	0
Transportation of School Children	0	-30,636,000	0	-35,736,000	0	0	0	0
Adult Education	0	-2,037,208	0	-2,563,524	0	0	0	0
Health and Welfare Services Pupils Private Schools	0	-1,185,000	0	-1,475,000	0	0	0	0
Excess Cost - Student Based	0	-22,608,549	0	-37,708,549	0	0	0	0
Non-Public School Transportation	0	-625,000	0	-625,000	0	0	0	0
Total - General Fund	**0**	**-57,641,757**	**0**	**-78,658,073**	**0**	**0**	**0**	**0**
Reduce Early Childhood Advisory Cabinet and Preschool Rating System Established in law in 2005, the Early Childhood Cabinet was charged with advising on school readiness issues, evaluating current school readiness programs, and assisting in developing budget scenarios for early childhood education programs. In 2007, the legislative mandate was expanded to include development of an Accountability Plan, a Quality Improvement Plan, a Preschool Facilities Plan, an Early Care and Education Workforce Plan, and a study of student progress from preschool through the 3rd grade.								
-(Governor) Funding of $744,345 is eliminated from the Early Childhood Advisory Cabinet in FY 10 and funding of $619,345 is eliminated in FY 11 along with two corresponding positions from the Early Childhood Education Cabinet. Additionally, funds of $2.4 million are eliminated in FY 10 and FY 11 from the Birth to Nine Systems Development Account, which would have been used to support the research and activities of the Cabinet.								
-(Legislative) Funding of $879,345 is eliminated from the Early Childhood Advisory Cabinet in both years of the biennium, along with two corresponding positions from the Early Childhood Education Cabinet. Additionally, funds of $2.4 million are eliminated in FY 10 and FY 11 from the Birth to Nine Systems Development Account, which would have been used to support the research and activities of the Cabinet.								
Early Childhood Advisory Cabinet	-2	-879,345	-2	-879,345	0	-135,000	0	-260,000
Birth to Nine Systems Development	0	-2,375,000	0	-2,375,000	0	0	0	0
Total - General Fund	**-2**	**-3,254,345**	**-2**	**-3,254,345**	**0**	**-135,000**	**0**	**-260,000**
Create an Office of Early Childhood Planning, Outreach and Coordination **-(Legislative)** Section 49 of PA 09-6 (SSS), the Education Implementer, provides funding of $400,000 to create a new office of Early Childhood Planning, Outreach, and Coordination, which would: (1) assume some functions of the Early Childhood Cabinet, (2) work with non-profits and third party providers to secure grant funding for the state, (3) compete for available dollars associated with the federal stimulus plan, and (4) work with other agencies on issues related to birth to three.								
Personal Services	1	400,000	1	400,000	1	400,000	1	400,000
Total - General Fund	**1**	**400,000**	**1**	**400,000**	**1**	**400,000**	**1**	**400,000**

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Eliminate Funding for Wright Technical School								
-(Legislative) $4.25 million from Personal Services and $750,000 from Other Expenses is eliminated in both FY 10 and FY 11 to correspond with the suspension of operations at the facility for two years.								
Personal Services	0	-4,250,000	0	-4,250,000	0	-4,250,000	0	-4,250,000
Other Expenses	0	-750,000	0	-750,000	0	-750,000	0	-750,000
Total - General Fund	**0**	**-5,000,000**	**0**	**-5,000,000**	**0**	**-5,000,000**	**0**	**-5,000,000**
Improve Early Childhood Learning								
The William Caspar Graustein Memorial Fund is a private fund that supports local community efforts to improve early education and parent leadership.								
-(Legislative) Funding of $600,000 is provided to improve early childhood learning. These funds are anticipated to be matched by the above Fund as well as by the Annie E. Casey Foundation for a total combined funding level of $2.55 million.								
Community Plans For Early Childhood	0	450,000	0	450,000	0	450,000	0	450,000
Improving Early Literacy	0	150,000	0	150,000	0	150,000	0	150,000
Total - General Fund	**0**	**600,000**	**0**	**600,000**	**0**	**600,000**	**0**	**600,000**
Provide Funding for Wintergreen and Edison Magnet Schools								
-(Legislative) Section 22 of PA 09-6 (SSS), the Education Implementer, provides funding of $750,000 in both FY 10 and FY 11 for both Wintergreen and Edison Magnet Schools. With this increase, Wintergreen will receive a per pupil grant amount of $4,894 for in-district students and Edison will receive a per pupil grant amount of $4,250 for in-district students.								
Magnet Schools	0	1,500,000	0	1,500,000	0	1,500,000	0	1,500,000
Total - General Fund	**0**	**1,500,000**	**0**	**1,500,000**	**0**	**1,500,000**	**0**	**1,500,000**
Reduce Excess Cost Student Based								
The Excess Cost-Student Based grant provides state support for special education placements and selected regular education placements. The Excess Cost grant funds 100 percent of the costs in excess of the grant thresholds, referred to as "basic contributions".								
-(Legislative) Funding for the Excess Cost Student Based grant is reduced by $13.4 million in both FY 10 and FY 11.								
Excess Cost - Student Based	0	-13,400,000	0	-13,400,000	0	-13,400,000	0	-13,400,000
Total - General Fund	**0**	**-13,400,000**	**0**	**-13,400,000**	**0**	**-13,400,000**	**0**	**-13,400,000**
Eliminate Early Reading Success								
-(Legislative) Funding in the amount of $2.3 million for the Early Reading Success program is eliminated.								
Early Reading Success	0	-2,314,380	0	-2,314,380	0	-2,314,380	0	-2,314,380
Total - General Fund	**0**	**-2,314,380**	**0**	**-2,314,380**	**0**	**-2,314,380**	**0**	**-2,314,380**

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Achieve Other Expenses General Savings								
-(Governor) Funding of $50,163 is reduced in both FY 10 and FY 11 to reflect a general savings due to streamlining of business operations in this agency. Savings are anticipated across various state agencies to result from a reduction in operating costs (examples include: cellular communications services, in-state travel, mileage reimbursement, food/beverage, motor vehicle rental and fuel).								
-(Legislative) Same as Governor.								
Other Expenses	0	-50,163	0	-50,163	0	0	0	0
Total - General Fund	**0**	**-50,163**	**0**	**-50,163**	**0**	**0**	**0**	**0**
Eliminate Various Programs								
-(Governor) Various programs within the State Department of Education are eliminated in order to achieve a savings of $3.2 million in both FY 10 and FY 11.								
-(Legislative) Various programs within the State Department of Education are eliminated in order to achieve a savings of $1.35 million in FY 10 and $1.34 million in FY 11.								
Institutes for Educators	0	-129,118	0	-129,118	0	0	0	0
Primary Mental Health	0	34,790	0	41,794	0	500,290	0	507,294
Connecticut Pre-Engineering Program	0	-30,000	0	-30,000	0	150,000	0	150,000
Connecticut Writing Project	0	-7,000	0	-7,000	0	50,000	0	50,000
Readers as Leaders	0	-1,750	0	-1,750	0	60,000	0	60,000
Best Practices	0	0	0	0	0	475,000	0	475,000
Para Professional Development	-1	-142,407	-1	-142,407	0	0	0	0
School Readiness Staff Bonuses	0	-142,500	0	-142,500	0	0	0	0
Reach Out and Read	0	-142,500	0	-142,500	0	0	0	0
CT Public Television	0	-142,500	0	-142,500	0	0	0	0
Youth Service Bureau Enhancement	0	0	0	0	0	625,000	0	625,000
After School Enhancements	0	-142,500	0	-142,500	0	0	0	0
Young Adult Learners	0	-500,000	0	-500,000	0	0	0	0
Total - General Fund	**-1**	**-1,345,485**	**-1**	**-1,338,481**	**0**	**1,860,290**	**0**	**1,867,294**
Eliminate Duplicative Accounts								
RESC Leases provides funding to pay for lease agreements at RESC locations.								
The High School Technology Initiative was established for the use of technology in providing computer assisted writing, instruction and testing in the 9th and 10th grades.								
-(Governor) Funding of $950,000 is eliminated in both FY 10 and FY 11 from the High School Technology Initiative and funding of $800,000 is eliminated in both FY 10 and FY 11 from RESC leases, with the understanding that other accounts currently fund similar initiatives.								
-(Legislative) Same as Governor.								
High School Technology Initiative	0	-950,000	0	-950,000	0	0	0	0
RESC Leases	0	-800,000	0	-800,000	0	0	0	0
Total - General Fund	**0**	**-1,750,000**	**0**	**-1,750,000**	**0**	**0**	**0**	**0**

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Reduce Omnibus Funding								
-(Governor) Funding for the Healthy Foods grant is reduced by half, resulting in a savings of $2.0 million in both FY 10 and FY 11.								
-(Legislative) Funding for the Healthy Foods grant is reduced, resulting in a savings of $800,000 in both FY 10 and FY 11.								
Omnibus Education Grants State Supported Schools	0	-800,000	0	-800,000	0	1,157,437	0	1,157,437
Total - General Fund	**0**	**-800,000**	**0**	**-800,000**	**0**	**1,157,437**	**0**	**1,157,437**
Reduce Funding to Reflect the Rollout of the FY 09 Recisions								
The Governor initiated four rounds of recisions in FY 09 totaling $178.2 million in General Fund and $31.4 million in Other Funds. The Governor's FY 10 - FY 11 Biennial Budget includes the rollout of some of these FY 09 recisions across various agencies.								
-(Governor) Funding of $1.5 million is reduced in FY 10 and FY 11 to reflect the rollout of the Governor's FY 09 recisions.								
-(Legislative) Same as Governor.								
Equipment	0	-2,874	0	-2,874	0	0	0	0
Institutes for Educators	0	-6,796	0	-6,796	0	0	0	0
Basic Skills Exam Teachers in Training	0	-65,304	0	-65,304	0	0	0	0
Teachers' Standards Implementation Program	0	-152,428	0	-152,428	0	0	0	0
Primary Mental Health	0	-24,500	0	-24,500	0	0	0	0
Adult Education Action	0	-13,334	0	-13,334	0	0	0	0
Vocational Technical School Textbooks	0	-37,500	0	-37,500	0	0	0	0
Repair of Instructional Equipment	0	-19,400	0	-19,400	0	0	0	0
Minor Repairs to Plant	0	-19,511	0	-19,511	0	0	0	0
Connecticut Pre-Engineering Program	0	-20,000	0	-20,000	0	0	0	0
Connecticut Writing Project	0	-3,000	0	-3,000	0	0	0	0
Resource Equity Assessments	0	-24,956	0	-24,956	0	0	0	0
Readers as Leaders	0	-3,250	0	-3,250	0	0	0	0
Early Childhood Advisory Cabinet	0	-52,500	0	-52,500	0	0	0	0
High School Technology Initiative	0	-50,000	0	-50,000	0	0	0	0
Best Practices	0	-25,000	0	-25,000	0	0	0	0
Para Professional Development	0	-7,500	0	-7,500	0	0	0	0
School Readiness Staff Bonuses	0	-7,500	0	-7,500	0	0	0	0
School Accountability	0	-96,250	0	-96,250	0	0	0	0
Birth to Nine Systems Development	0	-125,000	0	-125,000	0	0	0	0
Connecticut Science Center	0	-25,000	0	-25,000	0	0	0	0
Reach Out and Read	0	-7,500	0	-7,500	0	0	0	0
Omnibus Education Grants State Supported Schools	0	-397,271	0	-397,271	0	0	0	0
Family Resource Centers	0	-317,973	0	-317,973	0	0	0	0
CT Public Television	0	-7,500	0	-7,500	0	0	0	0
After School Enhancements	0	-7,500	0	-7,500	0	0	0	0
Total - General Fund	**0**	**-1,519,347**	**0**	**-1,519,347**	**0**	**0**	**0**	**0**
Eliminate Vacant Positions								
-(Governor) Funding of $662,008 is reduced in FY 10 and $726,720 in FY 11 to reflect the elimination of 37 positions that are currently vacant.								
-(Legislative) Funding of $619,003 is reduced in FY								

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
10 and $683,715 in FY 11 to reflect the elimination of 37 positions that are currently vacant.								
Personal Services	-33	-351,205	-33	-415,917	0	0	0	0
Development of Mastery Exams Grades 4, 6, and 8	-1	-89,266	-1	-89,266	0	0	0	0
Resource Equity Assessments	-1	-89,266	-1	-89,266	0	0	0	0
Youth Service Bureaus	-1	0	-1	0	0	43,005	0	43,005
Early Reading Success	-1	-89,266	-1	-89,266	0	0	0	0
Total - General Fund	**-37**	**-619,003**	**-37**	**-683,715**	**0**	**43,005**	**0**	**43,005**
Adjust Funding for Longitudinal Data Systems The Statewide Longitudinal Data System (SLDS) is charged with designing, developing, and implementing a statewide data system to efficiently and accurately manage, analyze, and disseminate school, district, and state-level education data, in order to meet both state and federal requirements, evaluate the effectiveness of programs, and support decision-making processes. The SLDS will also be used to analyze individual student data to track academic progress and program participation in order to facilitate research needed to eliminate achievement gaps.								
-(Governor) Funding of $1.7 million in FY 10 and $725,000 in FY 11 is eliminated, to delay funding for a longitudinal data system.								
-(Legislative) Funding of $1.7 million is provided in FY 10 and $775,000 in FY 11 for the longitudinal data system. Funding is required to meet the assurances contained in the American Recovery and Reinvestment Act (ARRA).								
Longitudinal Data Systems	0	0	0	50,000	0	1,700,000	0	775,000
Total - General Fund	**0**	**0**	**0**	**50,000**	**0**	**1,700,000**	**0**	**775,000**
Reduce Funding for Various Programs **-(Governor)** Funding of $7.8 million is eliminated in both FY 10 and FY 11 related to various programs, in order to achieve savings.								
-(Legislative) Funding of $3.1 million is eliminated in both FY 10 and FY 11 related to various programs in order to achieve savings.								
Development of Mastery Exams Grades 4, 6, and 8	0	-1,000,000	0	-1,000,000	0	0	0	0
Vocational Technical School Textbooks	0	-212,500	0	-212,500	0	0	0	0
Repair of Instructional Equipment	0	-136,209	0	-136,209	0	0	0	0
Resource Equity Assessments	0	-195,604	0	-195,604	0	0	0	0
Sheff Settlement	0	-1,070,000	0	-1,070,000	0	0	0	0
Head Start - Early Childhood Link	0	0	0	0	0	220,000	0	220,000
After School Program	0	-500,000	0	-500,000	0	4,500,000	0	4,500,000
Total - General Fund	**0**	**-3,114,313**	**0**	**-3,114,313**	**0**	**4,720,000**	**0**	**4,720,000**
Adjust Funding for the Teacher's Standards Implementation Program Individuals first issued a Connecticut teaching certificate require successful completion of the beginning educator support and assessment program (currently known as the Beginning Educator Support and Training [BEST] Program.) The Teacher's Standards and Implementation Program provides the support necessary to complete the assessment program.								

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
-(Governor) Funding of $2.9 million is eliminated in both FY 10 and FY 11, related to the elimination of the Teacher's Standards Implementation Program.								
-(Legislative) Funding of $2.9 million is provided in FY 11 for the Teacher's Standards Implementation Program. Funding is required to meet the assurances contained in the American Recovery and Reinvestment Act (ARRA). Funding for FY 10 is not provided, as it is being provided for by federal funding, through ARRA.								
Teachers' Standards Implementation Program	0	-2,896,508	0	0	0	0	0	2,896,508
Total - General Fund	**0**	**-2,896,508**	**0**	**0**	**0**	**0**	**0**	**2,896,508**
Obtain Equipment through the Capital Equipment Purchase Fund The Capital Equipment Purchase Fund (CEPF) is used by most executive branch agencies to purchase or lease equipment with a life span of at least five years. The state funds these purchases by issuing GO bonds with maturities of up to five years. The CEPF is authorized by CGS Sec. 4a-9 and administered by the Office of Policy and Management.								
-(Governor) Funding for the purchase of various equipment items for the agency is removed from the General Fund and will be provided by the CEPF (Bond Funds). Equipment funding in the amount of $100 remains in the agency's budget for FY 10 and FY 11.								
-(Legislative) Same as Governor.								
Equipment	0	-967,425	0	-687,925	0	0	0	0
Total - General Fund	**0**	**-967,425**	**0**	**-687,925**	**0**	**0**	**0**	**0**
Reallocate Funding for the Connecticut Science Center to the Commission on Culture and Tourism **-(Governor)** Funding of $475,000 in both FY 10 and FY 11 (associated with the Connecticut Science Center) is reallocated to the Commission on Culture and Tourism.								
-(Legislative) Same as Governor.								
Connecticut Science Center	0	-475,000	0	-475,000	0	0	0	0
Total - General Fund	**0**	**-475,000**	**0**	**-475,000**	**0**	**0**	**0**	**0**
Increase Grant for OPEN Choice Participating districts currently receive a base grant of $2,500 for each OPEN Choice student. In addition, $500,000 is prorated to those districts where at least ten Choice students attend the same school.								
-(Legislative) Additional funding of $350,000 is provided in both FY 10 and FY 11 to provide for additional slots and incentives to the towns participating in the OPEN Choice Program.								
OPEN Choice Program	0	350,000	0	350,000	0	350,000	0	350,000
Total - General Fund	**0**	**350,000**	**0**	**350,000**	**0**	**350,000**	**0**	**350,000**

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Effectuate Reinvention Savings Through Administrative Efficiencies								
-(Legislative) Funding of $500,000 is reduced to reflect savings in Personal Services in order to achieve reinvention savings.								
Personal Services	-5	-500,000	-5	-500,000	-5	-500,000	-5	-500,000
Total - General Fund	**-5**	**-500,000**	**-5**	**-500,000**	**-5**	**-500,000**	**-5**	**-500,000**
Suspend Funding for Regional Education Services								
-(Legislative) Funding of $200,000 is eliminated in both FY 10 and FY 11 for regional education services.								
Regional Education Services	0	-200,000	0	-200,000	0	-200,000	0	-200,000
Total - General Fund	**0**	**-200,000**	**0**	**-200,000**	**0**	**-200,000**	**0**	**-200,000**
ECS Enhancement								
-(Legislative) Additional funding of $426,769 is provided in both FY 10 and FY 11 for the city of Stamford.								
Education Equalization Grants	0	426,769	0	426,769	0	426,769	0	426,769
Total - General Fund	**0**	**426,769**	**0**	**426,769**	**0**	**426,769**	**0**	**426,769**
Provide Funding for a Nurse at Trailblazer School								
-(Legislative) Funding of $70,000 is provided in both FY 10 and FY 11 to the Trailblazer School for the purposes of obtaining a school nurse.								
Charter Schools	0	70,000	0	70,000	0	70,000	0	70,000
Total - General Fund	**0**	**70,000**	**0**	**70,000**	**0**	**70,000**	**0**	**70,000**
Adjust Priority School District Grant								
-(Legislative) Funding for the Priority School District grant is reduced by $484,000 in both FY 10 and FY 11 to reflect the phase out of Bristol, which no longer qualifies as a priority school district.								
Priority School Districts	0	-484,000	0	-484,000	0	-484,000	0	-484,000
Total - General Fund	**0**	**-484,000**	**0**	**-484,000**	**0**	**-484,000**	**0**	**-484,000**
Transfer Alternate Route to Certification to Regional Education Services								
-(Legislative) The Alternate Route to Certification Program is transferred from the Department of Higher Education (DHE) to the Regional Education Services line item within the State Department of Education (SDE). The Regional Education Services account shall make such funds available for Alternate Route to Certification programs.								
Regional Education Services	0	266,754	0	313,181	0	266,754	0	313,181
Total - General Fund	**0**	**266,754**	**0**	**313,181**	**0**	**266,754**	**0**	**313,181**
Carryforward Funds								
Section 11 of PA 09-2, of the June Special Session, allows the State Department of Education to carry forward funds for the purposes of the Early Childhood Advisory Cabinet.								
Section 80 of PA 09-3, of the June Special Session, allows the State Department of Education to carry forward funds from the purposes of magnet school transportation.								

	Legislative FY 10		Legislative FY 11		Diff. from Governor Rec FY 10		Diff. from Governor Rec FY 11	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
-(Legislative) Funding of $200,112 is carried forward in FY 10 for purposes of the Early Childhood Advisory Cabinet. Additionally, funding of $1.1 million in carried forward in FY 10 in the Magnet School account to reimburse the Capitol Region Education Council for transportation expenses.								
Early Childhood Advisory Cabinet	0	200,112	0	0	0	200,112	0	0
Magnet Schools	0	1,100,000	0	0	0	1,100,000	0	0
Total - Carry Forward Funding	0	1,300,112	0	0	0	1,300,112	0	0
Provide for Continued Funding of Specific Programs with the Interdistrict Grant Program **-(Legislative)** Funds in the amount of $331,000 for the Sound School in New Haven and $150,000 for the abuse education program in Plymouth/Bristol are provided within the Interdistrict Grant Program.								
Reallocate Funding for the Transportation of Public School Children **-(Legislative)** The State Department of Education may utilize up to $120,000 of the amount appropriated for Transportation of Public School Children to transport former Wright Tech students to Abbott Tech.								
Provide for Funding for an Evaluation and Professional Development for Health Services **-(Legislative)** Funds totaling $20,000, from the Health and Welfare Services Pupils Private Schools account, are provided to conduct an evaluation and professional development on the health services delivered to students in both public and private not-for-profit schools.								
Provide for Funding for PSAT Examination Costs **-(Legislative)** Funds totaling $200,000 are provided from the School Accountability account to fund the cost of PSAT examinations for students in DRG I, the State's technical high schools, Ansonia, Coventry, East Hartford, Putnam and Stamford.								
Provide for Continued Funding of the After School Program **-(Legislative)** Funds for the After School Program are to be distributed as they were in FY 05 with Plainville receiving $50,000; Thompson receiving $25,000 and Montville receiving $25,000.								
Provide for Continued Funding of the Head Start Early Childhood Link **-(Legislative)** Funding of $1.2 is provided for Action for Bridgeport Community Development and its Total Learning Initiative, and $1.0 million for converting part time slots to full time slots and for enhancing the standards of the Head Start program.								
Budget Totals - GF	1,787	2,684,361,462	1,787	2,738,830,871	1,532	79,501,299	1,532	104,322,154
Budget Totals - OF	0	1,300,112	0	0	0	1,300,112	0	0

OTHER SIGNIFICANT 2009 LEGISLATION AFFECTING THE AGENCY'S BUDGET

PA 09-143, "AAC The Reporting of Truancy Data and the Reduction of Certain Duplicate Reports by the Department of Information Technology," requires boards of education to include truancy measures in the strategic school profile reports they must submit annually to the education commissioner. The act specifies that the measures include the type of data the State Department of Education is required to collect on attendance and unexcused absences to comply with federal reporting requirements (i.e., the 2001 federal No Child Left Behind Act).

PA 09-241, "AAC Longitudinal Studies of Student Achievement," requires the State Department of Education (SDE) to assign a unique student identifier to each student before tracking the performance of a student in the information system. Additionally, the public act requires SDE, beginning August 1, 2009, to provide data to various entities within 60 days of an entity submitting their request for data in writing. The bill specifies that the requestor is responsible for the reasonable cost of the request.

PA 09-81, "AAC Green Cleaning Products in Schools," requires local and regional school boards to implement a green cleaning program to clean and maintain their schools. The program must provide for procurement and proper use of environmentally preferable cleaning products in schools.

PA 09-82, "AAC Readmission of Students," states that if a student who committed an expellable offense seeks to return to a district after having been in a residential placement for at least a year, districts may not prevent the student from returning or expel the student for additional time for the offense.

PA 09-1, of the June 19th Special Session, "AAC Educator Certification and Professional Development and Other Education Issues," makes several changes in teacher training, qualifications, and professional development. It establishes new teaching certificates and permits and creates waivers from Connecticut's teacher testing requirements to allow teachers from other states or those whose qualifications do not coincide with Connecticut's existing teacher training requirements to teach in public schools. It requires local school boards to take the State Board of Education's priorities into consideration when developing professional development activities for certified employees.

Additionally, **Section 19** of the public act allows a municipality to reduce its budgeted appropriation to the local or regional board of education by an amount up to the limit of the fiscal stabilization funds received directly by the board. By altering the appropriation to local or regional boards of education, municipalities could prevent a potential shortfall to town or city budgets, as the distribution guidelines under the American Recovery and Reinvestment Act of 2009 require that fiscal stabilization funds be distributed directly to local or regional boards of education. The public act does not alter the total amount of state funding received by a town.

PA 09-6, of the September Special Session, "AA Implementing the Provisions of the Budget Concerning Education, Authorizing State Grant Commitments for School Building Projects, and Making Changes to the Statutes Concerning School Building Projects and Other Education Statutes," approves grant commitments for local school construction projects and makes various changes in statutes relating to school construction projects. It also adopts provisions to implement the FY 10-11 state budget relating to education and education grants. Finally, it makes changes in education statutes dealing with, among other things, (1) interdistrict magnet schools, (2) early childhood education and school readiness programs, (3) an education and mentoring program for beginning teachers, (4) substitute teachers, (5) school dropouts, and (6) in-school suspension.

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[1] In order to achieve an aggregate FY 10 budgeted lapse, the Office of Policy and Management has programmed allotment reductions for agencies that comprise the various lapses in Section 1 of PA 09-3 JSS. A detailed list of holdbacks by agency is included in the Financial Schedules section of the book.

XII.

Budget Summary Narrative

The budget section is comprised of an appendix that references, by project, the section of the application relevant to the activity and the page numbers of its corresponding budget and narrative. Each project budget is illustrated in the prescribed line item format complemented by a narrative detailing the costs by budget category.

The rationale used in this budget presentation is hierarchal; allowing for associating costs for activities at the lowest line item level and then aggregating them to project, then goal, and then finally to the total requested grant.

The responsibilities for managing these projects will largely fall upon three agency divisions (Assessment and Accountability; Teaching, Learning & Instructional Leadership; and Family & Student Support Services). Resources from across divisions have been identified and are now being organized in a fashion that will provide the best support and services necessary to be successful in each of the initiatives. All Race to the Top (RTTT) grant calculation and distribution processes will be administered through the agency's fiscal division and will be subject to the rules and regulations pertaining to cash management, audit, and fiscal end-of-year expenditure reporting.

These resources not only include agency staff but also funding at the federal, state and local level. The process of examining each revenue source for potential supplemental assistance for furthering the RTTT education reform plan has begun, and, where appropriate, funding will be channeled to support the assurances under RTTT. While it is early to determine the level or amounts that will be targeted from the School Improvement, Statewide Longitudinal Data Systems, and Title I grant programs, discussions are now centering on aligning efforts to address Connecticut's four reform areas in Standards and Assessments; Data Systems to Support Instruction; Great Teachers and Leaders; and Turning Around Lowest Achieving Schools. When applying for all subsequent federal grants, grantees will be asked to identify where in each grant they address the four reform areas. In addition, the Connecticut State Department of Education has a number of appropriations that were created specifically to address the areas of reform. These include School Accountability ($1.86 million); Longitudinal Data Systems ($1.5 million); and Teachers Standards ($2.9 million) which funds the new Teacher Education and Mentoring (TEAM) program.

Budget Summary Appendix		
Project Name	Application Reference	Page(s)
Budget Part I: Summary Budget Table- total grant		A
STANDARDS AND ASSESSMENTS		
National Common Standards	B(1)-(3)	1-4
College-High School Partnerships	B(3)	5-6
Part I of the Connecticut Eight-Year Plan	B(3)	7-9
"Next Generation" Pilot School:		
"Next Generation" Pilot School: National Academy High School Partnerships	B(3)	10-11
"Next Generation" Pilot School: Our Piece of the Pie - Alternative High Schools	B(3)	12-13
"Next Generation" Pilot School: Connecticut Technical High School Apprentice Pilot Program	B(3)	14-15
DATA SYSTEMS TO SUPPORT INSTRUCTION		
Connecticut Data Warehouse	C(1), C(2)	16-17
Integrated Data Systems PK-16	C(1)	18-19
Student Module and Staffing Modules	C(1)	20-22
Grade 3-8 Vertical Scales	D(2)	23-25
Grade 3-8 Benchmark Assessments	B(3), C(3), D(2)	26-28
Using CEDaR	C(2)	29-31
Design and implement a new, comprehensive system for supporting, supervising, and evaluating teachers, and principals	D(2)(ii)	32-36
GREAT TEACHERS AND LEADERS		
Teaching Assessing Next Generation Learners	D(2), D(5)	37-40
Priority Support to Teachers and Principals	E(2)	41-43
Parent Engagement	D(5), F(3)	44-47
Initiatives to Foster Equity, Diversity, and Inclusion	D(5), F(3)	48-49
The Connecticut Institute for the Teaching of English Language Learners	D(3)	50-52
Advanced Placement Course Expansion	D(3)	53-54
CT STEM Regional Teacher Exchange	D(3)	55-59
TIR Master Teacher Placement Program	D(3)	60-62
Elementary and Middle School Math Science Coaching Academy	D(5)	63-65
CT Science Center STEM Curriculum and Assessment Project Grades 4-6	D(5)	66-67
TURNING AROUND THE LOWEST ACHIEVING SCHOOLS		
Implement AYP accountability system Title I (g)	E(2)	68-69
Connecticut Accountability for Learning Initiative	E(2)	70-71
Longer School Year Program	E(2)	72-73
Indirect Cost Information		B

Budget Part I: Summary Budget Table- total grant

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	2,370,000	2,430,000	2,490,000	2,550,990	9,840,990
2. Fringe Benefits	1,303,500	1,336,500	1,369,500	1,403,045	5,412,545
3. Travel	178,500	173,500	174,500	176,500	703,000
4. Equipment	383,000	386,000	309,000	384,000	1,462,000
5. Supplies	243,700	350,200	359,200	367,200	1,320,300
6. Contractual	8,886,000	9,986,000	10,191,000	11,786,000	40,849,000
7. Training Stipends	1,254,500	1,106,500	1,155,500	1,205,500	4,722,000
8. Other	101,000	51,000	26,000	26,000	204,000
9. Total Direct Costs (lines 1-8)	14,720,200	15,819,700	16,074,700	17,899,235	64,513,835
10. Indirect Costs*	510,096	435,816	445,976	458,339	1,850,227
11. Funding for Involved LEAs	400,000	600,000	600,000	400,000	2,000,000
12. Supplemental Funding for Participating LEAs	5,600,000	8,400,000	8,400,000	5,600,000	28,000,000
13. Total Costs (lines 9-12)	21,230,296	25,255,516	25,520,676	24,357,574	96,364,062
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	19,272,812	28,909,219	28,909,219	19,272,812	96,364,062
15. Total Budget (lines 13-14)	40,503,108	54,164,735	54,429,895	43,630,386	192,728,124

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

A

Budget Part II: Project-Level Budget Table

Project Name: National Common Standards

(Evidence for selection criterion): B(1)-(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	580,000	603,000	626,000	649,440	2,458,440
2. Fringe Benefits	319,000	331,650	344,300	357,192	1,352,142
3. Travel	12,000	12,000	12,000	12,000	48,000
4. Equipment					0
5. Supplies	1,200	1,200	1,200	1,200	4,800
6. Contractual	1,000,000	250,000	250,000	250,000	1,750,000
7. Training Stipends	505,000	255,000	255,000	255,000	1,270,000
8. Other					0
9. Total Direct Costs (lines 1-8)	2,417,200	1,452,850	1,488,500	1,524,833	6,883,382
10. Indirect Costs*	115,376	96,228	99,080	101,987	412,671
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs	200,000	300,000	300,000	200,000	1,000,000
13. Total Costs (lines 9-12)	2,732,576	1,849,078	1,887,580	1,826,819	8,296,053

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

1 Personnel	% FTE	Base Salary	Total
External Project Facilitator	100%	80,000	320,000
Internal Project Facilitator	100%	80,000	320,000
Associate ed consultant	100%	95,000	410,110
Associate ed consultant	100%	95,000	410,110
Associate ed consultant	100%	95,000	410,110
Associate ed consultant	100%	95,000	410,110
Secretary	100%	40,000	178,000
		Total:	2,458,440

Narrative for each position

For presentation purposes, 100% of the costs associated with both the Internal and External Project Facilitator positions are reported in this project. Note however, that CSDE requires that the services rendered from both positions are spread evenly across each of the four goals.
Four associate education consultants and a secretary will be devoted full-time (100%) to implementing the Common State Standards and Assessments in mathematics and English language arts and helping districts make the transition to the new standards and assessments. They will work with the staff from the state's six Regional Educational Service Centers (RESC) to create model curriculum frameworks and instructional materials, develop training materials and programs for implementation in the state's districts and schools, and coordinate the Benchmark Assessment work and the vertical scale activities (Goal 2) with the rollout of standards and assessments.

2 Fringe

The fringe benefit percentages are estimated and are expressed as the employer's share of the total salary.

Retirement Contribution	39.85%
FICA- Social Security	6.20%
FICA- Medicare	1.45%
Medical Insurance	4.21%
Life Insurance	3.00%
Unemployment Compensation	0.29%
Total:	55.00%

3 Travel	Total
In-State Travel for Project Staff	16,000
Out of state	32,000
Total:	48,000

Narrative:

In-state Travel – Travel for consultants to meet with staff from the state's six Regional Educational Service Centers (RESC) to develop training materials and programs for implementation in the state's districts and schools as they roll out the new standards and assessments.
Out-of state Travel – Travel for four Department staff members to each attend two federally mandated out of state meetings or meetings to disseminate information about outcomes or products from the activities this grant is supporting.
Funds are necessary to support the external expert advisory panel.

5 Supplies	Total
Supplies (office)	4,800
Total:	4,800

Narrative:

Approximately $300 for (4) consultants per year over 4 years.

6 Contractual	Total
Contractual/Memoranda of Agreement	1,750,000
Total:	1,750,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

Agreements with each of the six RESCs (approximately $167,000 each) to work with Department staff develop training materials and provide training to help district staff members roll out the new standards and assessments.

7 Training Stipends	Total
Printing (brochures, registration, workshop materials, dissemination of deliverables)	20,000
Training Stipends	1,250,000
Total:	1,270,000

Narrative:

Training Stipends - Training stipends for summer training beginning in 2010 for 2500 days of training at $200 per day, and then 1250 days of training at $200 per day from 2011 – 2013.

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

12 Supplemental Funding for Participating LEAs

Activity	Purpose	Costs	# LEAs Involved	Total
Provide professional development to teachers and administrators in the participating non-Title I LEAs to implement the new national common standards and high-quality assessments.	Assist non-Title I participating LEAs in making the transition from the current to the new common standards.	$200,000 x each participating non-Title I LEA.	5	1,000,000

LEA	Rationale	Supplemental Subgrant Cost	Total
All participating non-Title I LEAs	Since these districts are not Title I, they would receive none of the State's Race to the Top Title I formula grant. This subgrant from the State's 50 percent would provide support to the non-Title I participants to engage in adopting the national common standards and high-quality assessments.	$250,000 x 4 years.	1,000,000

Budget Part II: Project-Level Budget Table

Project Name: College-High School Partnerships

(Evidence for selection criterion): B(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual					0
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	0	0	0	0	0
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	0	0	0	0	0

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: Part I of the Connecticut Eight-Year Plan

(Evidence for selection criterion): B(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	230,000	243,000	256,000	269,220	998,220
2. Fringe Benefits	126,500	133,650	140,800	148,071	549,021
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual					0
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	356,500	376,650	396,800	417,291	1,547,241
10. Indirect Costs*	28,520	30,132	31,744	33,383	123,779
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs	2,600,000	3,900,000	3,900,000	2,600,000	13,000,000
13. Total Costs (lines 9-12)	2,985,020	4,306,782	4,328,544	3,050,674	14,671,020

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

1 Personnel	% FTE	Base Salary	Total
Associate Ed Consultant	100%	95,000	410,110
Associate Ed Consultant	100%	95,000	410,110
Secretary	100%	40,000	178,000
		Total:	998,220

Narrative for each position

Two associate education consultants and a secretary will be devoted full-time (100%) to assisting districts in implementing Parts I and II of the Connecticut Plan. Beginning in 2010, they will work with districts to coordinate the secondary school roll-out with the transition to the new standards and assessments, work with the staff from the state's six Regional Educational Service Centers (RESC) to support the implementation of the Student and Family Support Systems and Student Success Plans, and work with higher education institutions and other constituent groups to implement the staffing plan for new mathematics and science courses. Beginning in 2012, these consultants will work with the RESCs to develop and pilot model high school course curriculums and assessments, develop and pilot Capstone protocols and rubrics for scoring.

2 Fringe

The fringe benefit percentages are estimated and are expressed as the employer's share of the total salary.

Retirement Contribution	39.85%
FICA- Social Security	6.20%
FICA- Medicare	1.45%
Medical Insurance	4.21%
Life Insurance	3.00%
Unemployment Compensation	0.29%
Total:	55.00%

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

12 Supplemental Funding for Participating LEAs

Activity	Purpose	Costs	# LEAs Involved	Total
(1) Align local curriculum to the national common standards; (2) hire additional teachers for new mathematics and science courses; (3) develop and implement student success programs; (4) participate in model core curricula pilots; (5) implement Capstone project pilots; (6) provide professional development to teachers to implement model curricula and end-of-course examinations.	Assist LEAs to adopt the national common standards and high-quality assessment program.	Approximately $106,560 x each participating LEA.	122	13,000,000

LEA	Rationale	Supplemental Subgrant Cost	Total
All participating Title I and non-Title I LEAs	Since these districts include all of the participating Title I LEAs, they would receive 100 percent of the State's Race to the Top Title I formula grant. This subgrant from the State's 50 percent would provide support to these Title I and non-Title I participants to engage in adopting the national common standards and high-quality assessments.	$3,250,000 x 4 years.	13,000,000

Budget Part II: Project-Level Budget Table

Project Name: "Next Generation" Pilot School: National Academy High School Partnerships

(Evidence for selection criterion): B(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual	243,000	243,000	243,000	243,000	972,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	243,000	243,000	243,000	243,000	972,000
10. Indirect Costs*	2,000	0	0	0	2,000
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	245,000	243,000	243,000	243,000	974,000

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

6 Contractual

	Total
Contract with the National Academy Foundation of Schools	972,000
Total:	972,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

Contract with the National Academy Foundation of Schools to partner with districts to design model alternate programs for high school students in danger of dropping out of school.

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: "Next Generation" Pilot School: Our Piece of the Pie - Alternative High Schools

(Evidence for selection criterion): B(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual	243,000	243,000	243,000	243,000	972,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	243,000	243,000	243,000	243,000	972,000
10. Indirect Costs*	2,000	0	0	0	2,000
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	245,000	243,000	243,000	243,000	974,000

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

6 Contractual

	Total
The Hartford Schools System	972,000
Total:	972,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

Contract with the Our Piece of the Pie to partner with Hartford schools to design model alternate programs for high school students in danger of dropping out of school.

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: "Next Generation" Pilot School: Connecticut Technical High School Apprentice Pilot Program

(Evidence for selection criterion): B(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual	323,000	323,000	323,000	323,000	1,292,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	323,000	323,000	323,000	323,000	1,292,000
10. Indirect Costs*	2,000	0	0	0	2,000
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	325,000	323,000	323,000	323,000	1,294,000

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

6 Contractual	Total
CTHSS and local district high schools	1,292,000
Total:	1,292,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

Contract between the CCTHS and local district high schools to partner to design model innovative programs for high school students that build capacity by merging a comprehensive academic preparation with trade technology skills preparation to provide a meaningful technical education experience for students who might otherwise have only a post-secondary option for training.

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: Connecticut Data Warehouse

(Evidence for selection criterion): C(1), C(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	135,000	143,000	151,000	159,110	588,110
2. Fringe Benefits	74,250	78,650	83,050	87,511	323,461
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual					0
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	209,250	221,650	234,050	246,621	911,571
10. Indirect Costs*	16,740	17,732	18,724	19,730	72,926
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	225,990	239,382	252,774	266,350	984,497

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

1 Personnel	% FTE	Base Salary	Total
External Project Facilitator	0%	0	0
Internal Project Facilitator	0%	0	0
Associate Ed Consultant	100%	95,000	410,110
Secretary	100%	40,000	178,000
		Total:	588,110

Narrative for each position

The description for both Internal and External Project Facilitator positions are explained in the National Common Standards narrative.
The associate education consultant and secretary will be devoted full-time (100%) to this project. Their work will include the annual up-dating of the applications within the data warehouse and supporting districts' technical needs through an annual survey of their needs and training sessions to meet those needs.

2 Fringe

The fringe benefit percentages are estimated and are expressed as the employer's share of the total salary.

Retirement Contribution	39.85%
FICA- Social Security	6.20%
FICA- Medicare	1.45%
Medical Insurance	4.21%
Life Insurance	3.00%
Unemployment Compensation	0.29%
Total:	55.00%

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: Integrated Data Systems PK-16

(Evidence for selection criterion): C(1)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	135,000	143,000	151,000	159,110	588,110
2. Fringe Benefits	74,250	78,650	83,050	87,511	323,461
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual					0
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	209,250	221,650	234,050	246,621	911,571
10. Indirect Costs*	16,740	17,732	18,724	19,730	72,926
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	225,990	239,382	252,774	266,350	984,497

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

1 Personnel	% FTE	Base Salary	Total
Associate Ed Consultant	100%	95,000	410,110
Secretary	100%	40,000	178,000
		Total:	588,110

Narrative for each position

The associate education consultant and secretary will be devoted full-time (100%) to integrated data systems. They will work with the pre-K community and higher education to create applications that would permit the integration of data across the education spectrum.

2 Fringe

The fringe benefit percentages are estimated and are expressed as the employer's share of the total salary.

Retirement Contribution	39.85%
FICA- Social Security	6.20%
FICA- Medicare	1.45%
Medical Insurance	4.21%
Life Insurance	3.00%
Unemployment Compensation	0.29%
Total:	55.00%

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: Student Module and Staffing Modules

(Evidence for selection criterion): C(1)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	135,000	143,000	151,000	159,110	588,110
2. Fringe Benefits	74,250	78,650	83,050	87,511	323,461
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual					0
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	209,250	221,650	234,050	246,621	911,571
10. Indirect Costs*	16,740	17,732	18,724	19,730	72,926
11. Funding for Involved LEAs	200,000	300,000	300,000	200,000	1,000,000
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	425,990	539,382	552,774	466,350	1,984,497

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

1 Personnel	% FTE	Base Salary	Total
Associate Ed Consultant	100%	95,000	410,110
Secretary	100%	40,000	178,000
		Total:	588,110

Narrative for each position

The associate education consultant and secretary will be devoted full-time (100%) to accelerating the development and implementation of the student-teacher-schedule module. They will identify the technical needs of the districts with their varied student information systems that need to be integrated into the state Public School Information System (PSIS) to interface with the new module. They will support the work with the districts to provide training around the implementation of the module applications that would provide a longitudinal information on student academic performance and information on the educational characteristics of their teachers.

2 Fringe

The fringe benefit percentages are estimated and are expressed as the employer's share of the total salary.

Retirement Contribution	39.85%
FICA- Social Security	6.20%
FICA- Medicare	1.45%
Medical Insurance	4.21%
Life Insurance	3.00%
Unemployment Compensation	0.29%
Total:	55.00%

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

11 Funding for Involved LEAs

Activity	Purpose	Costs	# LEAs Involved	Total
Provide support for updating LEAs' student information systems to integrate their data with the new student-teacher schedule module.	Integrate student scheduling and staffing modules.	$1,000,000	The number of involved districts cannot be determined at this time.	1,000,000

Budget Part II: Project-Level Budget Table

Project Name: Grade 3-8 Vertical Scales

(Evidence for selection criterion): D(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel	24,000	24,000	24,000	24,000	96,000
4. Equipment	6,000	4,000	4,000	4,000	18,000
5. Supplies	85,000	85,000	85,000	85,000	340,000
6. Contractual	750,000	750,000	750,000	750,000	3,000,000
7. Training Stipends	93,500	93,500	93,500	93,500	374,000
8. Other					0
9. Total Direct Costs (lines 1-8)	958,500	956,500	956,500	956,500	3,828,000
10. Indirect Costs*	18,200	16,200	16,200	16,200	66,800
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	976,700	972,700	972,700	972,700	3,894,800

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

3 Travel	Total
In-State Travel for Project Staff	64,000
Out-of-State Travel	32,000
Total:	96,000

Narrative:

In-state Travel – Travel for two assessment staff members to meet with staff from the state's six Regional Educational Service Centers (RESC) to develop training materials and programs for implementation in the state's districts and schools as they integrate a measure of growth into their balanced accountability systems.
Out-of state Travel – Travel for four Department staff members to each attend two federally mandated out of state meetings or meetings to disseminate information about outcomes or products from the activities this grant is supporting.
Funds are necessary to support the external expert advisory panel.

4 Equipment	Cost Of Item	Item Description	Total
Laptops and printer			18,000
		Total:	18,000

Narrative:

Consistent with the State Office of Comptrollers definition: Equipment is defined as personal property items with a useful life of one year or more and a value or cost of at least $1,000.

Laptops for consultants traveling in state for training and out-of-state dissemination.

5 Supplies	Total
Software Licences	332,000
Supplies (office)	8,000
Total:	340,000

Narrative:

Software licenses to support the analyses and reporting of growth for RESC meetings.
General office supplies are needed over 4 years.

6 Contractual	Total
Contractual/Memoranda of Agreement	3,000,000
Total:	3,000,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

Agreements with each of the six RESCs (approximately $125,000 each) to work with Department staff develop training materials and provide training to increase district staff members capabilities in analyzing and reporting growth as a component of their balanced assessment system.

7 Training Stipends	Total
Duplicating	6,000
Postage	8,000
Printing (brochures, registration, workshop materials, dissemination of deliverables)	160,000
Training Stipends	200,000
Total:	374,000

Narrative:

Training stipends for summer training beginning in 2010 for 100 days of training at $200 per day.

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: Grade 3-8 Benchmark Assessments

(Evidence for selection criterion): B(3), C(3), D(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel	26,000	26,000	26,000	26,000	104,000
4. Equipment	6,000	4,000	4,000	4,000	18,000
5. Supplies	2,000	2,000	2,000	2,000	8,000
6. Contractual	800,000	800,000	800,000	800,000	3,200,000
7. Training Stipends	116,500	116,500	116,500	116,500	466,000
8. Other					0
9. Total Direct Costs (lines 1-8)	950,500	948,500	948,500	948,500	3,796,000
10. Indirect Costs*	13,560	11,560	11,560	11,560	48,240
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	964,060	960,060	960,060	960,060	3,844,240

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

3 Travel	Total
In-State Travel for Project Staff	72,000
Out-of-State Travel	32,000
Total:	104,000

Narrative:

In-state Travel – Travel for two assessment staff members to meet with staff from the state's six Regional Educational Service Centers (RESC) to expand the pool of items for the Benchmark Assessments to include performance tasks to support instruction at the secondary school level and develop training materials and programs for implementation in the state's districts and schools.
Out-of state Travel – Travel for four Department staff members to each attend two federally mandated out of state meetings or regional meetings to disseminate information about outcomes or products from the activities this grant is supporting.
Funds are necessary to support the external expert advisory panel.

4 Equipment	Cost Of Item	Item Description	Total
Laptops and printer			18,000
		Total:	18,000

Narrative:

Consistent with the State Office of Comptrollers definition: Equipment is defined as personal property items with a useful life of one year or more and a value or cost of at least $1,000.

Laptops for consultants traveling in-state for training and out-of-state dissemination.

5 Supplies	Total
Supplies (office)	8,000
Total:	8,000

Narrative:

General office supplies are needed over 4 years.

6 Contractual	Total
Contractual/Memoranda of Agreement	3,200,000
Total:	3,200,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

Agreements with each of the six RESCs (approximately $134,000 each) to work with Department staff to develop training materials and provide training to increase district staff members capabilities in using Benchmark Assessments to monitor student progress in meeting the new performance standards and integrating their use as a component of their balanced assessment system.

7 Training Stipends	Total
Duplicating	6,000
Postage	8,000
Printing (brochures, registration, workshop materials, dissemination of deliverables)	252,000
Training Stipends	200,000
Total:	466,000

Narrative:

Training stipends for summer training beginning in 2010 for 100 days of training at $200 per day.

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: Using CEDaR

(Evidence for selection criterion): C(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel	4,800	4,800	4,800	4,800	19,200
4. Equipment					0
5. Supplies	11,500	11,500	11,500	11,500	46,000
6. Contractual	200,000	200,000	200,000	200,000	800,000
7. Training Stipends	13,500	13,500	13,500	13,500	54,000
8. Other					0
9. Total Direct Costs (lines 1-8)	229,800	229,800	229,800	229,800	919,200
10. Indirect Costs*	4,384	2,384	2,384	2,384	11,536
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	234,184	232,184	232,184	232,184	930,736

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

3 Travel	Total
In-State Travel for Project Staff	3,200
Out-of-State Travel	16,000
Total:	19,200

Narrative:

In-state Travel – Travel for one technology consultant to meet with staff from the state's Regional Educational Service Centers (RESC) staff to develop on-line training materials and programs to increase district staff members, parents' and researchers' capability in using the Connecticut Education Data and Research (CEDaR) website and its analytic tools to examine and analyze education data.
Out-of state Travel – Travel for two Department staff members to each attend two federally mandated out of state meetings or regional meetings to disseminate information about outcomes or products from the activities this grant is supporting.
Funds are necessary to support the external expert advisory panel.

5 Supplies	Total
Software Licenses	40,000
Supplies (office)	6,000
Total:	46,000

Narrative:

Software licenses to support the analyses and reporting of growth for RESC meetings.
General office supplies are needed over 4 years.

6 Contractual	Total
Contractual/Memoranda of Agreement	800,000
Total:	800,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

Agreements with two of the six RESCs (approximately $100,000 each) to work with Department staff provide develop on-line training tutorials and materials for CEDaR.

7 Training Stipends	Total
Duplicating	6,000

Postage		8,000
Printing (brochures, registration, workshop materials, dissemination of deliverables)		40,000
	Total:	54,000

Narrative:

Funding is necessary for materials to be disseminated at workshops and conferences.

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: Design and implement a new, comprehensive system for supporting, supervising, and evaluating teachers, and principals

(Evidence for selection criterion): D(2)(ii)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	400,000	400,000	400,000	400,000	1,600,000
2. Fringe Benefits	220,000	220,000	220,000	220,000	880,000
3. Travel	12,400	12,400	12,400	12,400	49,600
4. Equipment	6,000	3,000			9,000
5. Supplies	500	500	500	500	2,000
6. Contractual	300,000	1,900,000	2,300,000	2,900,000	7,400,000
7. Training Stipends		9,000	59,000	109,000	177,000
8. Other					0
9. Total Direct Costs (lines 1-8)	938,900	2,544,900	2,991,900	3,641,900	10,117,600
10. Indirect Costs*	52,632	51,352	55,352	59,352	218,688
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	991,532	2,596,252	3,047,252	3,701,252	10,336,288

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

1 Personnel	% FTE	Base Salary	Total
External Project Facilitator	0%	0	0
Internal Project Facilitator	0%	0	0
Admin Eval Project Coord, Assoc Cons	100%	95,000	380,000
Educator Prep-Accountability, Assoc Cons	100%	95,000	380,000
Secretary	100%	40,000	160,000
Tchr Eval Project Coord, Cons	100%	95,000	380,000
Tchr Eval Reseacher, Ed Service Spec	100%	75,000	300,000
		Total:	1,600,000

Narrative for each position

The description for both Internal and External Project Facilitator positions are explained in the National Common Standards narrative.
The project coord will oversee the development and implementation of guidelines, administrator evaluation measurement instruments, and the training for admnistrators in use of the administrator evaluation system.
The Educator Prep-Accountability staff member will coordinate development of a data system that will link student, teacher and preparation data to ensure accountability of our educator preparation institutions; be responsible for ensuring that accountability data is posted to the educator preparation accountability website; and providing technical assistance to the educator preparation programs on improving their programs based on the data and preparation for accreditation visits.
The secretary position will provide project support in scheduling ongoing meetings, compiling project documents and publications, and coordinating communicatinos with project contractors.
The project coord will oversee the development and implementation of guidelines, teacher evaluation measurement instruments, and the training for admnistrators in use of the evaluation system.
The evaluation researcher will be responsible for coordinating with national and state experts who will be contracted to assist in the development of measurement instruments and collection of data from piloting of training and the evaluation system components.

2 Fringe

The fringe benefit percentages are estimated and are expressed as the employer's share of the total salary.

Retirement Contribution	39.85%
FICA- Social Security	6.20%
FICA- Medicare	1.45%
Medical Insurance	4.21%
Life Insurance	3.00%
Unemployment Compensation	0.29%
Total:	55.00%

3 Travel	Total
In-State Travel for Project Staff	9,600
Out-of-State Travel for Reseach	40,000
Total:	49,600

Narrative:

In-state travel- funds are provided to reimburse employees at $.50 per mile.
Out-of-state travel funds will be used for traveling to conferences relating to the use of student growth data for teacher evaluation purposes and for meeting with teams of experts in other states to observe the success of their methods in linking student growth data to teacher evaluation. This line item will also cover project staff who travel to RTTT national project director's meetings.
Funds are necessary to support the external expert advisory panel.

4 Equipment	Cost Of Item	Item Description	Total
Computers and Printers	1,500	Laptops @ 4	6,000
Teleconferencing Equipment		Hardware	3,000
		Total:	9,000

Narrative:

Consistent with the State Office of Comptrollers definition: Equipment is defined as personal property items with a useful life of one year or more and a value or cost of at least $1,000.

5 Supplies	Total
Supplies (Office)	2,000
Total:	2,000

Narrative:

General office supplies are needed over 4 years.

6 Contractual	Total
A. Assessment and Eval Experts to work on Development Committee	600,000
B. Assessment Experts to develop, pilot, validate instruments and performance rebrics	1,200,000
C. Data Analysts and WebDesigners to Develop Evaluation Data System	300,000
D. Principal Mentor Program Development and Implementation	1,100,000
E. RESC Technical Assistance for Dev of Teacher Eval and Admin Eval Plans	2,400,000
F. RESC Technical Experts in Teacher Eval for in-District Training and Admin	1,800,000
Total:	7,400,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

A. This line item will cover contracting, during the development phase and year 1 of implementation, state and national experts in using student growth data as part of a teacher evaluation system. It will also cover contracting with teacher evaluation measurement experts to develop instruments, rubrics and evaluation guides to determining efficacy of teachers.
B. This line item will cover contracting assessment experts to develop and pilot at least 3 teacher evaluation instruments and a teacher performance rubric in participating districts. Contractors will be responsible for monitoring the data and reviewing reliability and consistency of it to inform refinement of the instruments and subsequent training.
C. This line item will cover contracting website and database development to create the data warehouse into which the districts will report growth data and teacher evaluation data. It will also cover the design of a webpage onto which state guidelines, instruments, rubrics, resources and other reference documents will be housed.
D. This line item will cover contracting state and national experts to develop a regional mentoring program for beginning principal. It will also cover the development, piloting, and scoring of a growth portfolio to be completed during year 1 or 2 of the beginning principals first years of service.
E. This line item will cover contracting with 6 regional service centers (RESCs) to provide technical assistance in all participating and involved school districts to develop local administrator evaluation and professional development plans. RESCs will also deliver regional training on district level superintendents/assistant superintendents who must evaluate principals and other administrators.
F. This line item will cover contracting with 6 regional service centers (RESCs) to provide technical assistance in all participating and involved school districts to develop local teacher evaluation and professional development plans. RESCs will also deliver ongoing in-district training to administrators on use of the instruments, rubric and data to evaluate teachers. Training for teachers on the evaluation system will also be made available.

7 Training Stipends	Total
Duplicating	13,500
Postage	13,500

Printing (brochures, registration, workshop, materials, dissemination of deliverables)	150,000
Total:	177,000

Narrative:

This line item will cover training materials for all participants (principals, superintendents, and teachers) on the new teacher and administrator evaluation plan. It will also cover dissemination of project evaluation reports to policy stakeholders.

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: Teaching Assessing Next Generation Learners

(Evidence for selection criterion): D(2), D(5)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	100,000	100,000	100,000	100,000	400,000
2. Fringe Benefits	55,000	55,000	55,000	55,000	220,000
3. Travel	24,000	24,000	23,000	23,000	94,000
4. Equipment	350,000	210,000	85,000	85,000	730,000
5. Supplies	90,000	130,000	130,000	130,000	480,000
6. Contractual	402,000	422,000	382,000	372,000	1,578,000
7. Training Stipends	60,000	84,000	84,000	84,000	312,000
8. Other					0
9. Total Direct Costs (lines 1-8)	1,081,000	1,025,000	859,000	849,000	3,814,000
10. Indirect Costs*	36,320	31,440	31,360	31,360	130,480
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	1,117,320	1,056,440	890,360	880,360	3,944,480

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

1 Personnel	% FTE	Base Salary	Total
Project Coord, Assoc Cons	100%	90,000	360,000
Secretary	50%	20,000	40,000
		Total:	400,000

Narrative for each position

Project Coordinator (full time)– Manage contract services and related fiscal matters, including module development, regional training online learning services, summer programs, marketing and disseminating information, and evaluation
Secretary (half time) – Provide support to Project Cooridnator in all aspects of program. Manage program correspondence, invoices, and purchase orders.

2 Fringe

The fringe benefit percentages are estimated and are expressed as the employer's share of the total salary.

Retirement Contribution	39.85%
FICA- Social Security	6.20%
FICA- Medicare	1.45%
Medical Insurance	4.21%
Life Insurance	3.00%
Unemployment Compensation	0.29%
Total:	55.00%

3 Travel	Total
In-State Travel for Project Staff	14,000
Out-of-State Travel for Research and PD	80,000
Total:	94,000

Narrative:

In-state travel- funds are provided to reimburse employees at $.50 per mile.
Out of State Travel for Research and Professional Development for coordinator, presenters and regional and large district teacher leaders (16 people @$1250/trip each year).
Funds are necessary to support the external expert advisory panel.

4 Equipment	Cost Of Item	Item Description	Total
Computers, Projectors, Elec. Boards and Printers			580,000

Technology Sets			150,000
		Total:	730,000

Narrative:

Consistent with the State Office of Comptrollers definition: Equipment is defined as personal property items with a useful life of one year or more and a value or cost of at least $1,000.

Computers, Printers, Projectors, Electronic White Boards, Response Systems: Year 1 includes computers, printers and projector for staff ($6000). Year 1 also includes technology for training centers - mobile computer labs with wireless hub and printer (6@$42,000) electronic white board and projector (6@$5500) and response systems (6@$1500). In year 2, regional and large district teacher leaders receive computers, projectors and response systems (16@$5750), Moodle Servers (8@$8500). Years 3 and 4 add computers, projectors, and response systems for additional teacher leaders from large districts and replace aging or malfunctioning equipment.
Technology Sets: Classroom sets of electronic microscopes, probes, robotics, calculators and other subject specific technologies. 8 sets - for rescs and on loan to teacher leaders @$6250. In year 2 add additional technologies to coincide with subject modules created. In years 3 and 4, replace damaged equipment and add emerging technologies.

5 Supplies	Total
General Supplies	200,000
Software and Applications	280,000
Total:	480,000

Narrative:

Workshop supplies include flash drives, disks, individual probes, microscopes and other subject specific technologies, ranging in price from $.50-$120.00.
Location workshop expenses
Software and applications: Teachers in workshops receive online applications and resources related to workshop content and subjects they will teach students

6 Contractual	Total
Development/implementation of online learning communities	160,000
Evaluator	320,000
Module Development	240,000
Online PD and Support Services	480,000
RESC Regional Training for Admin	48,000
RESC/Other Presenters	330,000
Total:	1,578,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

Dev Online Learning: Surveying to determine which communities are needed, purchasing hosting space, programming, engaging educators, monitoring and seeing communities, expanding existing communities and additional communities in later years.
Evaluator – Outside evaluator for Teaching and Assessing Next Generation Learners initiative.
Module Development: 7 modules – total of 50 days @4800/day, includes materials preparation (digital and print) and ongoing revision as needed of module days
Online PD and Support Services – development of courses, teacher fees for courses, registration and CEUs, monitoring of courses, participant help-desk support
RESC Regional Training for Administrators
RESC Training Management– Registration, workshop management and CEUs, presenter fees for module days

7 Training Stipends	Total
Duplicating	13,500
Postage	13,500
Printing (brochures, registration, workshop materials, dissemination of deliverables)	40,000
Summer Teacher Stipends	245,000
Total:	312,000

Narrative:

Summer teacher stipends – stipends to pay teachers through completion of all 7 modules (up to 50 days/per teacher/administrator)

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: Priority Support to Teachers and Principals

(Evidence for selection criterion): E(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual	1,275,000	1,275,000	1,225,000	1,225,000	5,000,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	1,275,000	1,275,000	1,225,000	1,225,000	5,000,000
10. Indirect Costs*	10,000	0	0	0	10,000
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs	200,000	300,000	300,000	200,000	1,000,000
13. Total Costs (lines 9-12)	1,485,000	1,575,000	1,525,000	1,425,000	6,010,000

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

6 Contractual	Total
A. CALI Basic Training	3,000,000
B. CAS Coaching	1,200,000
C. EASTCONN Tech Asst Tracking System	80,000
D. External RFP Eval	300,000
E. LLC Certification Training	200,000
F. Module Develop	100,000
G. RESC/SERC QA Stipends	40,000
H. Training Materials	80,000
Total:	5,000,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

A. CALI Basic Training: 11 CALI Basic training two day modules: (5,000 per training x 150 training sessions = 750,000 per year x 4 years)
B. CAS Coaching – to provide principal and school leadership coaching (18,000 per year, per coach x 16 coaches 288,000 per year + 12,000 electronic reporting system = 300,000 per year x 4 years)
C. EASTCONN Technical Assistance Service Tracking System: expansion of current tracking system for participation in basic and certification training and monthly reports to the Department (20.000 per year x 4 years)
D. External Competitive RFP: For evaluation of impact of CALI interventions (75,000 per year x 4 years)
E. Leadership and Learning Center Certification Training: Proprietary training –(50,000 per session, one session per year x 4 years)
F. Module Development: On an annual basis 2-3 CALI modules are updated based on information collected from trainers, QA system and participants in the training. –(20,000 per year x 2 years)
G. RESC/SERC Quality Assurance Stipends: As part of the CALI Quality Assurance system, CALI trainers attend and provide feedback to RESC/SERC and district CALI training. Information is given to the department to monitor fidelity of implementation of modules and to suggest necessary revisions to the training modules (20,000 per year x 4 years)
H. Training materials: CALI Basic training materials for LLC sponsored training – Common Formative Assessments and Data Driven Decision Making (13 training sessions x 1,500 per session = 19,500 + 500.00 for shipping of training materials = 20,000 per year x 4 years)

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

12 Supplemental Funding for Participating LEAs

Activity	Purpose	Costs	# LEAs Involved	Total
For the non-Title I participating districts, expand professional development under the Connecticut Accountability for Learning Initiative (CALI) for which these districts were previously required to pay for participation.	Develop great teachers and leaders.	Approximately $200,000 x each participating non-Title I LEA.	5	1,000,000

LEA	Rationale	Supplemental Subgrant Cost	Total
All participating non-Title I LEAs	Since these districts are not Title I, they would receive none of the State's Race to the Top Title I formula grant. This subgrant from the State's 50 percent would provide support to the non-Title I participants to adopt and expand CALI as one strategy for developing and maintaining great teachers and leaders.	$250,000 x 4 years.	1,000,000

Budget Part II: Project-Level Budget Table

Project Name: Parent Engagement

(Evidence for selection criterion): D(5), F(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel	12,400	12,400	12,400	12,400	49,600
4. Equipment	6,000	3,000			9,000
5. Supplies	500	500	500	500	2,000
6. Contractual	775,000	1,105,000	1,030,000	1,030,000	3,940,000
7. Training Stipends		34,000	34,000	34,000	102,000
8. Other					0
9. Total Direct Costs (lines 1-8)	793,900	1,154,900	1,076,900	1,076,900	4,102,600
10. Indirect Costs*	9,032	3,752	3,752	3,752	20,288
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	802,932	1,158,652	1,080,652	1,080,652	4,122,888

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

3 Travel	Total
In-State Travel for Project Staff	9,600
Out-of-State Travel	40,000
Total:	49,600

Narrative:

In-state travel- funds are provided to reimburse employees at $.50 per mile.
Out of State travel- Funds are necessary to support the external advisory panel

4 Equipment	Cost Of Item	Item Description	Total
Computers and Printers	1,500	Laptops @ 4	6,000
Teleconferencing Equipment		Hardware	3,000
		Total:	9,000

Narrative:

Consistent with the State Office of Comptrollers definition: Equipment is defined as personal property items with a useful life of one year or more and a value or cost of at least $1,000.

Laptops, Printers, and other DP Hardware for use of staff.

5 Supplies	Total
Supplies (office)	2,000
Total:	2,000

Narrative:

General office supplies are needed over 4 years.

6 Contractual	Total
A. Accountability data collection and analysis	450,000
B. Experts to work on School-Family Engagement Accountability System	150,000
C. Family Engagement Lead Consultant	200,000
D. Parent Leadership Training Institute	800,000
E. RESC Technical Assistance for Dev of School Action Plans	540,000
F. RESC Trainers for School-Family-Community Partnership Action Teams	1,800,000
Total:	3,940,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

A. Accountability data collection and analysis
In years 2 through 4, data will be collected and analyzed in accordance with the continued development of the accountability system.
B. Experts to work on School-Family Engagement Accountability System
To engage national experts to assist CSDE in building an accountability system for parent engagement. The accountability system will assess school and district fidelity to parent engagement requirements in Title 1 of ESEA.
C. Family Engagement Lead Consultant
To hire a part-time consultant to coordinate training and technical assistance system.
D. Parent Leadership Training Institute
To conduct up to 8 regional community-based Institutes per year for parents in participating districts.
RESC staff will attend training offered by the National Network of Partnership Schools at Johns Hopkins University.
Funds will support 4 FTE positions in the RESCs.
E. RESC Technical Assistance for Dev of School Action Plans
In years 2 through 4, RESC capacity will be increased by 2 additional FTEs to provide on-site coaching and technical assistance to participating schools and districts.
F. RESC Trainers for School-Family-Community Partnership Action Teams
In year 1 RESC staff will be trained by both CSDE and the CT Parent Information and Resource Center to build capacity in the RESC Alliance to provide training to participating schools and districts following the National Network of Partnership Schools Action Team model and in the Welcoming Walkthrough and Title 1 School-Parent Compacts.

7 Training Stipends	Total
Duplicating	13,500
Postage	13,500
Printing (brochures, registration, workshop materials, dissemination of deliverables)	75,000
Total:	102,000

Narrative:

Funding is necessary for materials to be disseminated at workshops and conferences.

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: Initiatives to Foster Equity, Diversity, and Inclusion

(Evidence for selection criterion): D(5), F(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual					0
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	0	0	0	0	0
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	0	0	0	0	0

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: The Connecticut Institute for the Teaching of English Language Learners

(Evidence for selection criterion): D(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel	6,500	6,500	6,500	6,500	26,000
4. Equipment	3,000	2,000	1,000	1,000	7,000
5. Supplies	1,000	1,000	1,000	1,000	4,000
6. Contractual	200,000	200,000	150,000	150,000	700,000
7. Training Stipends	300,000	300,000	300,000	300,000	1,200,000
8. Other	101,000	51,000	26,000	26,000	204,000
9. Total Direct Costs (lines 1-8)	611,500	560,500	484,500	484,500	2,141,000
10. Indirect Costs*	34,680	28,680	26,680	26,680	116,720
11. Funding for Involved LEAs	200,000	300,000	300,000	200,000	1,000,000
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	846,180	889,180	811,180	711,180	3,257,720

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

3 Travel	Total
In-State Travel for Project Staff	6,000
Out-of-State Travel for Research	20,000
Total:	26,000

Narrative:

In-State- Institute participants (teachers and administrators) will receive mileage to attend institute workshops
Out-of-state – Funds will support the travel of participants to sites of exemplary programs to observe and conduct research.
Funds are necessary to support the external expert advisory panel.

4 Equipment	Cost Of Item	Item Description	Total
Equipment		Hardware	7,000
		Total:	7,000

Narrative:

Consistent with the State Office of Comptrollers definition: Equipment is defined as personal property items with a useful life of one year or more and a value or cost of at least $1,000.

DP Hardware- Laptops, Printers are necessary to support the program.

5 Supplies	Total
Supplies (office)	4,000
Total:	4,000

Narrative:

General office supplies to support the program.

6 Contractual	Total
(Haskins, Eastern CT, Latino & Puerto Rican Affairs)	700,000
Total:	700,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

Haskins Reading Lab, Eastern CT State University and the Commission for Latino and Puerto Rican Affairs will develop the training sessions offered through the CT Institute for the Teaching of ELL and guide participants in job-embedded classroom training. Regional Education Service Centers (RESCs) will assist in delivering professional development created by the Institute.

7 Training Stipends	Total
Training/Coaching Institues	1,200,000
Total:	1,200,000

Narrative:

Teachers and administrators will receive stipends for attending after-school, Saturday and /or summer programs.

8 Other	Total
Publicity/PR	4,000
Software/Materials (lang. customized)	200,000
Total:	204,000

Narrative:

Software/materials (language customized) - materials that would facilitate communication with ELL parents/students/community
Publicity/PR – Flyers, posters, pamphlets to publicize programs.

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

11 Funding for Involved LEAs

Activity	Purpose	Costs	# LEAs Involved	Total
Provide support for ELL professional development programs, publications, translation services and language specification software.	Increased parental access for families of ELL students.	$1,000,000	The number of involved districts cannot be determined at this time.	1,000,000

Budget Part II: Project-Level Budget Table

Project Name: Advanced Placement Course Expansion

(Evidence for selection criterion): D(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual					0
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	0	0	0	0	0
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs	800,000	1,200,000	1,200,000	800,000	4,000,000
13. Total Costs (lines 9-12)	800,000	1,200,000	1,200,000	800,000	4,000,000

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

12 Supplemental Funding for Participating LEAs

Activity	Purpose	Costs	# LEAs Involved	Total
Provide additional instructional and tutoring time for students, including after school, Saturday programs and summer academies, to prepare, sustain and expand participation in advanced placement courses.	Provide increased opportunities for student participation in advanced placement courses.	Approximately $34,190 x each participating non-Title I LEA.	117	4,000,000

LEA	Rationale	Supplemental Subgrant Cost	Total
All participating Title I LEAs	Since these districts are all Title I, they would receive 100 percent of the State's Race to the Top Title I formula grant. This subgrant from the State's 50 percent would provide support to expand advanced placement course selection and student participation.	$1,000,000 x 4 years.	4,000,000

Budget Part II: Project-Level Budget Table

Project Name: CT STEM Regional Teacher Exchange

(Evidence for selection criterion): D(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	180,000	180,000	180,000	180,000	720,000
2. Fringe Benefits	99,000	99,000	99,000	99,000	396,000
3. Travel	44,000	49,000	51,000	53,000	197,000
4. Equipment		160,000	215,000	290,000	665,000
5. Supplies	52,000	118,500	127,500	135,500	433,500
6. Contractual	200,000	200,000	200,000	200,000	800,000
7. Training Stipends	60,000	95,000	94,000	94,000	343,000
8. Other					0
9. Total Direct Costs (lines 1-8)	635,000	901,500	966,500	1,051,500	3,554,500
10. Indirect Costs*	38,800	43,320	44,120	44,920	171,160
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs	400,000	600,000	600,000	400,000	2,000,000
13. Total Costs (lines 9-12)	1,073,800	1,544,820	1,610,620	1,496,420	5,725,660

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

1 Personnel	% FTE	Base Salary	Total
Legal Consult	50%	120,000	240,000
Project Coord, Assoc Cons	100%	100,000	400,000
Secretary II	50%	40,000	80,000
		Total:	720,000

Narrative for each position

Legal Consultant .5 FTE to provide legal assistance for district and consortium contracts
Project Coordinator (full time)– Manage contract services and related fiscal matters, including module development, regional training online learning services, summer programs, marketing and disseminating information, and evaluation
Secretary (.5 FTE) – Provide support to Project Cooridnator in all aspects of program. Manage program correspondence, invoices, and purchase orders.

2 Fringe

The fringe benefit percentages are estimated and are expressed as the employer's share of the total salary.

Retirement Contribution	39.85%
FICA- Social Security	6.20%
FICA- Medicare	1.45%
Medical Insurance	4.21%
Life Insurance	3.00%
Unemployment Compensation	0.29%
Total:	55.00%

3 Travel	Total
In-State Travel for Project Staff	14,000
Out-of-State Travel for Research/Presentaions	183,000
Total:	197,000

Narrative:

In-state travel- funds are provided to reimburse employees at $.50 per mile.
Out of State Travel for Research and Professional Development for coordinator, STEM Teacher Leaders @ $1250/trip (more teacher leaders will be hired each year).
Funds are necessary to support the external expert advisory panel.

4 Equipment	Cost Of Item	Item Description	Total
Computers and Printers			185,000
Projectors			245,000
Technology Sets			235,000
		Total:	665,000

Narrative:

Consistent with the State Office of Comptrollers definition: Equipment is defined as personal property items with a useful life of one year or more and a value or cost of at least $1,000.

Computers, Printers, Projectors, Response Systems: Year 1 is planning year and includes only computer and printer for staff). In year 2, STEM teacher leaders receive response systems (24@$1500), Years 3 and 4 add response systems for additional teacher leaders and subject-specific technologies for PD use (probes, microscopes, calculators) and replace aging or malfunctioning equipment.
Projectors for teacher leaders to use in presentations and for classroom use.
Technology Sets: math or science classroom sets of electronic microscopes, probes, robotics, calculators and other subject specific technologies. 24 @$2250 In year 2 add additional technologies and provide sets for new teacher leaders. In years 3 and 4, provide sets for new teacher leaders, replace damaged equipment and add emerging technologies.

5 Supplies	Total
General Supplies	141,000
Software, Applications, Small Equipment	280,000
Supplies (office) and Subscriptions	12,500
Total:	433,500

Narrative:

General supplies
General supplies for workshops- include flash drives, disks, individual probes, microscopes and other subject specific technologies, ranging in price from $.50-$120.00.
Software and applications: Teachers leaders' schools receive online applications and resources related to content and subjects they will teach students

6 Contractual	Total
Development/Implementation of online learning communities	100,000
Evaluator	280,000
Online PD and Support Services	60,000

Recruitment/Screening	260,000
Website Creation/Hosting/Support	100,000
Total:	800,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

Dev/Implement Online Learning: purchasing hosting space, programming, engaging educators, monitoring and seeding communities, expanding existing communities with new teacher leaders
Evaluator – Outside evaluator, beginning in year 2 (once teacher leaders have been hired) for CT STEM Regional Teacher Exchange initiative ($0, $80,000, $100,000, $100,000)
Online PD and Support Services – providing courses. monitng of courses, participant help-desk support ($10,000, $15,000, $15,000, $20,000)
Recruitment/Screening: Recruitment, screening and hiring management among districts of STEM teacher leaders ($50,000, $70,000, $70,00 $70,000)
Summer workshop registration– Registration, workshop management and CEUs, presenter fees $40,000 year
Website Creation/Hosting/Support $25,000 year

7 Training Stipends	Total
Duplicating	19,000
Postage	19,000
Printing (brochures, registration, workshop materials, dissemination of deliverables)	80,000
Summer Teacher Stipends	225,000
Total:	343,000

Narrative:

Summer teacher stipends – stipends to pay teachers to attend math and science workshops, and to pay teacher leaders to present.
Brochures describing CT STEM Teacher Leader program, for recruitment.

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

12 Supplemental Funding for Participating LEAs

Activity	Purpose	Costs	# LEAs Involved	Total
Provide professional development to those teachers identified as participating in the Connecticut STEM Teacher Regional Exchange. Also, provide support for teachers who want to participate in after school and Saturday programs, as well as summer institutes.	Provide increased opportunities for developing high-quality STEM teachers.	Approximately $17,090 x each participating non-Title I LEA.	117	2,000,000

LEA	Rationale	Supplemental Subgrant Cost	Total
All participating Title I LEAs	Since these districts are all Title I, they would receive 100 percent of the State's Race to the Top Title I formula grant. This subgrant from the State's 50 percent would provide support for expanding high-quality STEM teachers as one strategy for developing and maintaining great teachers.	$500,000 x 4 years.	2,000,000

Budget Part II: Project-Level Budget Table

Project Name: TIR Master Teacher Placement Program

(Evidence for selection criterion): D(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual	1,000,000	1,000,000	1,000,000	1,000,000	4,000,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	1,000,000	1,000,000	1,000,000	1,000,000	4,000,000
10. Indirect Costs*	4,000	0	0	0	4,000
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs	400,000	600,000	600,000	400,000	2,000,000
13. Total Costs (lines 9-12)	1,404,000	1,600,000	1,600,000	1,400,000	6,004,000

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

6 Contractual

	Total
Contract to Pay for In-state Travel and other incidentials for Providing PD in high poverty, high minority districts	400,000
Contract to Pay Sending Districts for Entry Level Teacher Salary	3,600,000
Total:	4,000,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

Contract with organization to administer payments to LEAs who release master teacher to serve as a statewide coach; payment will reimburse LEA for the hiring of an entry level teacher to replace the master teacher. Each entry level position costs approximately $45,000 [20 entry level teachers * $45,000 = $900,000]. This amount will also include approximately $100,000 to pay for in-state travel expenses for the 20 master teachers to travel to the participating districts.

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

12 Supplemental Funding for Participating LEAs

Activity	Purpose	Costs	# LEAs Involved	Total
Provide LEAs with the educational materials and supplies identified by the master teacher as needed in the LEA. Also, provide support for master teacher mentoring programs after school, on Saturdays and at summer academies, as well as support visitations to exemplary programs.	Develop great teachers.	Approximately $17,090 x each participating non-Title I LEA.	117	2,000,000

LEA	Rationale	Supplemental Subgrant Cost	Total
All participating Title I LEAs	Since these districts are all Title I, they would receive 100 percent of the State's Race to the Top Title I formula grant. This subgrant from the State's 50 percent would provide support to these LEAs for expanding master teacher mentoring of new teachers as one strategy for developing and maintaining great teachers.	$500,000 x 4 years.	2,000,000

Budget Part II: Project-Level Budget Table

Project Name: Elementary and Middle School Math Science Coaching Academy

(Evidence for selection criterion): D(5)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel	12,400	2,400	2,400	2,400	19,600
4. Equipment	6,000				6,000
5. Supplies					0
6. Contractual	665,000	565,000	585,000	1,665,000	3,480,000
7. Training Stipends	106,000	106,000	106,000	106,000	424,000
8. Other					0
9. Total Direct Costs (lines 1-8)	789,400	673,400	693,400	1,773,400	3,929,600
10. Indirect Costs*	21,472	8,672	8,672	8,672	47,488
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	810,872	682,072	702,072	1,782,072	3,977,088

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

3 Travel	Total
In-State Travel for Project Staff	9,600
Out-of-State Travel for Research	10,000
Total:	19,600

Narrative:

4 Equipment	Cost Of Item	Item Description	Total
Computers & Printers			6,000
		Total:	6,000

Narrative:

Consistent with the State Office of Comptrollers definition: Equipment is defined as personal property items with a useful life of one year or more and a value or cost of at least $1,000.

Laptops/ printers will be necessary for support staff.

6 Contractual	Total
A. Academy Implementation (4 trainers, 2 sites, $1000 per trainer day for 20 coaches per academy)	160,000
B. External Coaches to observe and confer w school based coach and principal (2 days per month for 9 months/coach, 2 coaches per ext coach @$500/day)	1,000,000
C. Program Development of Elem/MS Math Science Academy (10 developers, 10 days @ 1000)	100,000
D. Project Coordinator/Consultant	240,000
E. Project Evaluator	160,000
F. Subsidy for FT teacher replacement to support FT coach (40 coaches x $35,000 per teacher replacement)	1,400,000
G. Surrogate Teachers to Release Coaches (1 day per week, $100/day x 30 weeks for 40 coaches)	360,000
H. Web Resources for PD and Support for Coaches	60,000
Total:	3,480,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

A. Two academies will be delivered at 2 sites with 4 trainers (2 at each site) and train 20 elem/mid sch instructional coaches at each site. Training will be provided for 10 days per year in each grant year 1-4.
B. this line item will contract coaching experts who will provide on-site observation and support for the new instructional coaches

and their principals.
C. A committee of experts in content, pedagogy and coaching will work over a year to develop the academy curriculum. Each developer will be contracted for 10 days each.
D. Proj Coord will serve part-time as the principle investigator and will be responsible for overseeing the development and implementation of the coaching academy over 4 years.
E. this line item will contract a project evaluator to develop research question, methods and instruments to collect and analyze data and report on project impact.
F. this line item will subsidize a Full-time teacher replacement to release the coach full-time from their teaching duties.(40 coaches x 35000 per teacher replacement)
G. A cadre of surrogate teachers will provide consistent coverage and release of the coaches from their classrooms, the same surrogate teachers will cover same classrooms across the 3 years.
H. This line item will contract web developers and subscriptions to existing on-line professional development modules and materials in order to create an on-line coaching learning community with regular/ongoing training and communication opportunities.

7 Training Stipends	Total
Duplicating	16,000
Materials & Printing (brochures, registration, workshop materials)	80,000
Postage	8,000
Stipends for Academy ($2000 for academy training attendance for 40 coaches)	320,000
Total:	424,000

Narrative:

Materials to be purchased including science and math curriclar materials, manipulatives, science kits, units, to be utilized in the professional development and in the classrooms in which they are to coach.
Stipends for Academy ($2000 for academy training attendance for 40 coaches)

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: CT Science Center STEM Curriculum and Assessment Project Grades 4-6

(Evidence for selection criterion): D(5)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual	510,000	510,000	510,000	435,000	1,965,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	510,000	510,000	510,000	435,000	1,965,000
10. Indirect Costs*	8,000	0	0	0	8,000
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	518,000	510,000	510,000	435,000	1,973,000

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

6 Contractual	Total
A. CT Science Center Instructional Visits by Participating District Classrooms (Admission and Transportation Subsidy)	1,360,000
B. Curriculum Specialists to edit and field testing units in classrooms, collect data and validate unit for impact on learning and unit quality ($20,000 per unit)	200,000
C. Developers of Curriculum Units including Culminating Projects (9 science units, 15-20 lessons per unit, 3 in each grade 4, 5, 6) [20 days per unit @$500/day]	105,000
D. Project Coordinator/Consultant	240,000
E. Web Resources for Unit Posting and PD for Elementary Teachers	60,000
Total:	1,965,000

Narrative:

CSDE continually follows the procedures for procurement under 34 CFR Parts 74.40-74.48 and Part 80.36.

A. This line item will underwrite public elementary school student visits to the science center for follow-up activities in suppot of the science units studied.
B. This line item will cover contracting state experts in science curriculum to field test units in classrooms and revise as needed.
C. This line item will cover contracting state or national experts in science curriculum development to create specific units aligned with state science standards in grade 4-6.
D. Establish criteria quality units and ensure timelines are met and deliverables are created. Will consult with all project contractors and CSDE staff.
E. This line item will contract web developers and subscriptions to post final/completed units for general public and all teachers and prepare units for on-line dissemination. Contractors to develop some web-based professional development to ensure effective use of the materials.

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: Implement AYP accountability system Title I (g)

(Evidence for selection criterion): E(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	230,000	230,000	230,000	230,000	920,000
2. Fringe Benefits	126,500	126,500	126,500	126,500	506,000
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual					0
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	356,500	356,500	356,500	356,500	1,426,000
10. Indirect Costs*	28,520	28,520	28,520	28,520	114,080
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	385,020	385,020	385,020	385,020	1,540,080

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

1 Personnel	% FTE	Base Salary	Total
External Project Facilitator	0%	0	0
Internal Project Facilitator	0%	0	0
Secretary II	100%	40,000	160,000
Turn Around Account Ass Cons	100%	95,000	380,000
Turn Around Account Ass Cons	100%	95,000	380,000
		Total:	920,000

Narrative for each position

The description for both Internal and External Project Facilitator positions are explained in the National Common Standards narrative.
2 Associate Education Consultants for Accountability assigned to Turn Around Schools (190,000 per year x 4 years)
1 Secretary II assigned to Accountability for Turn Around Schools ARRA and State reporting, assistance with grant management (40,000 per year x 4 years)

2 Fringe

The fringe benefit percentages are estimated and are expressed as the employer's share of the total salary.

Retirement Contribution	39.85%
FICA- Social Security	6.20%
FICA- Medicare	1.45%
Medical Insurance	4.21%
Life Insurance	3.00%
Unemployment Compensation	0.29%
Total:	55.00%

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: Connecticut Accountability for Learning Initiative

(Evidence for selection criterion): E(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	245,000	245,000	245,000	245,000	980,000
2. Fringe Benefits	134,750	134,750	134,750	134,750	539,000
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual					0
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	379,750	379,750	379,750	379,750	1,519,000
10. Indirect Costs*	30,380	30,380	30,380	30,380	121,520
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	410,130	410,130	410,130	410,130	1,640,520

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

1 Personnel	% FTE	Base Salary	Total
CALI Coord. Assoc Consult	100%	95,000	380,000
CALI QA Ed Suc Sp	100%	75,000	300,000
CALI Researcher Ed Sus Sp	100%	75,000	300,000
		Total:	980,000

Narrative for each position

1 Associate Education Consultant to serve as Coordinator for all CALI training, logistics and LLC training and contract (95,000 per year x 4 years)
1 Education Service Specialist to provide data and analysis for Department and districts on effectiveness of CALI implementation and to manage the contract with external evaluator for CALI (75,000 per year x 4 years)
1 Education Service Specialist to oversee the Quality Assurance System for CALI including gathering of training data, managing the TAST system, analyzing feedback on training sessions, managing QA visits to CALI training, overseeing the QA Committee overseeing CALI (75,000 per year x 4 years)

2 Fringe

The fringe benefit percentages are estimated and are expressed as the employer's share of the total salary.

Retirement Contribution	39.85%
FICA- Social Security	6.20%
FICA- Medicare	1.45%
Medical Insurance	4.21%
Life Insurance	3.00%
Unemployment Compensation	0.29%
Total:	55.00%

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

Budget Part II: Project-Level Budget Table

Project Name: Longer School Year Program

(Evidence for selection criterion): E(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					0
2. Fringe Benefits	0	0	0	0	0
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual					0
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	0	0	0	0	0
10. Indirect Costs*	0	0	0	0	0
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs	1,000,000	1,500,000	1,500,000	1,000,000	5,000,000
13. Total Costs (lines 9-12)	1,000,000	1,500,000	1,500,000	1,000,000	5,000,000

All Applicants must provide a break-down by the applicable budget categories shown in lines 1-15.

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Columns (e): Show the total amount requested for all project years.

*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

BUDGET PART II: PROJECT-LEVEL BUDGET NARRATIVE

9 Total Direct Costs

The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10 Indirect Costs

The State of Connecticut has an approved Indirect Cost Rate agreement with the Federal government for the period of July 1, 2009 through June 30, 2010. The rate is 8.5%. For the purpose of this proposal, the rate of 8% is used.

The rate is applied to Lines 1,2,3,5, only the first $25,000 of each contract for the first year in Line 6, and lines 7 and 8.

12 Supplemental Funding for Participating LEAs

Activity	Purpose	Costs	# LEAs Involved	Total
Support for the LEAs for the additional costs of a longer school year: salaries, supplies, educational software and equipment. Also, develop parent participation programs including translation services.	Help turning around low achieving schools.	Approximately $42,735 x each participating non-Title I LEA.	117	5,000,000

LEA	Rationale	Supplemental Subgrant Cost	Total
All participating Title I LEAs	Since these districts are all Title I, they would receive 100 percent of the State's Race to the Top Title I formula grant. This subgrant from the State's 50 percent would provide support to these LEAs for expanding the school year in their lowest achieving schools.	$1,250,000 x 4 years.	5,000,000

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES (X)
NO ( )

If yes to question 1, please provide the following information:

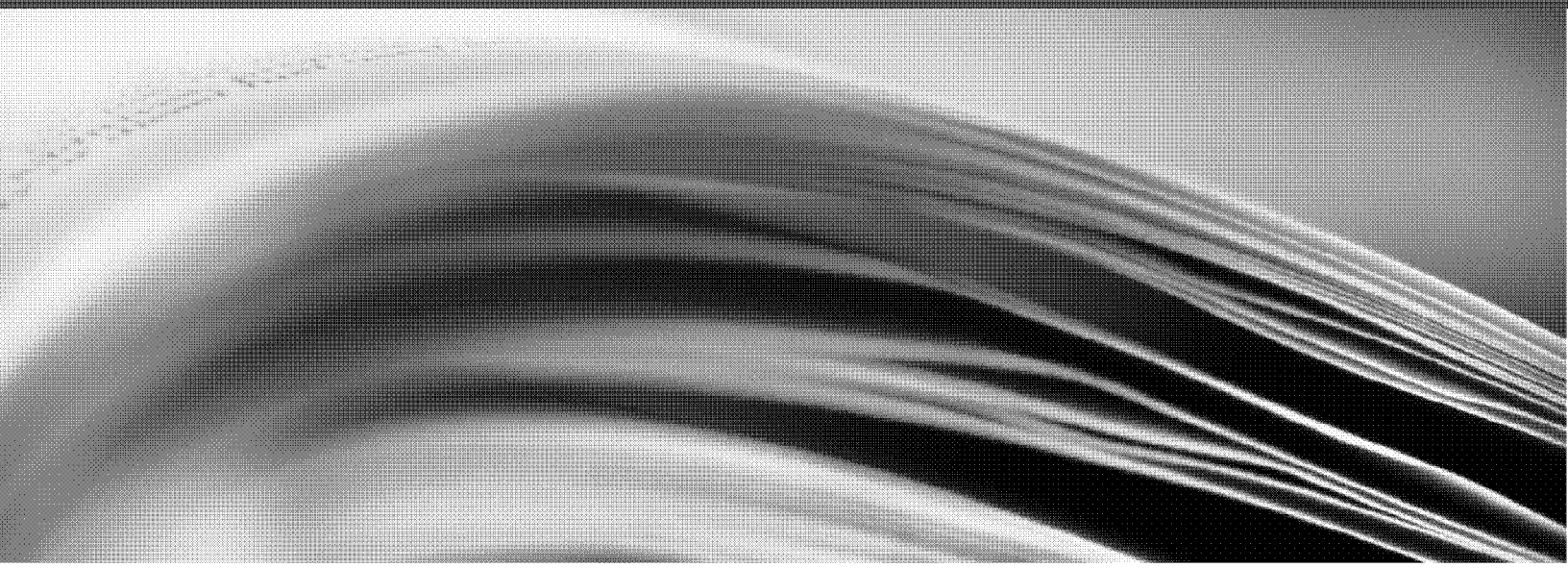
Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 7 / 1 / 2009 To: 6 / 30 / 2010

Approving Federal agency: _X_ED ___Other

(Please specify agency): _____

B



Interim Report

Evaluation of the Connecticut Accountability and Learning Initiative (CALI)

September 30, 2009

RMC RESEARCH

Interim Report

Evaluation of the Connecticut Accountability and Learning Initiative (CALI)

Submitted to:
Heather Levitt
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Submitted by:
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September 30, 2009

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Memorandum

To: Heather Levitt

From: Carolyn Vincent

Date: 9/30/09

Re: Deliverable submission

Please find attached the deliverable(s) listed below.

Project Title:	**Connecticut Accountability for Learning Initiative (CALI)**
Deliverable:	**CALI Evaluation Interim Report**
Due Date:	**September 30, 2009**
Submission Date:	**September 30, 2009**

Do not hesitate to contact me at 703-558-4807 or vincentc@rmcarl.com if you have any questions.

Thank you.

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EXECUTIVE SUMMARY

The Connecticut Accountability for Learning Initiative (CALI) is well underway. The design, intentionally "built while flying," is sound. Inputs and resources are sufficient at this stage of the work to support the model in early implementation. Participants are aware of CALI throughout partner districts and schools, and buy-in is growing. Key actions to bringing implementation to scale and sustaining this work are: continuing to develop strong and focused state, district, and school leadership; fine tuning of the professional development modules, particularly of their quality, delivery, and availability; increasing available resources in order to sustain the work; and communicating and marketing the need for CALI within and beyond education.

The Connecticut State Department of Education (CSDE) contracted with RMC Research Corporation to conduct an evaluation of the statewide system of support known as the Connecticut Accountability for Learning Initiative (CALI). Work on the evaluation began early in 2009, and will continue through June, 2010. This Executive Summary provides an overview of the full Interim Evaluation Report submitted to the CSDE September 30, 2009. The Interim Report presents a picture of current CALI implementation at the district level; a Final Report, to be delivered to CSDE in June 2010, will build on this report by examining CALI implementation at the school level.

CALI represents a major effort of the state education agency and high-need districts working together to bring about improvement through intensive support to the partner districts. This report enables CSDE to reflect on progress and be informed by lessons learned as it moves into work with additional supported districts. This evaluation is intended to highlight key issues in the CALI improvement model for consideration as the Initiative moves ahead.

This evaluation study is theory driven. A Theory of Action, drawn from the original CALI design, provides the foundation for this evaluation, and includes the CALI mission and vision; inputs, resources and components; and short-, mid- and long-term outcomes that are expected. Data sources include interviews with CSDE and Regional Education Service Center/State Educational Resource Center (RESC/SERC) Alliance staff, a web-based survey administered to district staff in all partner districts, a review of related documents, and site visits to four districts. Analysis was designed to shed insight on how the components of CALI work together as a system, what changes in practice have been made at the district level as a result of the implementation of the CALI model; why and how CALI has been of benefit to districts and schools in improving teaching and learning; and what modifications CSDE might make to its Theory of Action to ultimately be more effective in working with districts to build capacity to support schools in need of improvement. The evaluation is guided by the following three questions.

1. To what extent and degree of fidelity is CALI being implemented at the district and school level in partner districts?

This first phase of the evaluation focused at the district level, where leaders have worked in earnest and made progress in reaching fidelity. The fifteen partner districts are knowledgeable of

CALI, buy in to the CALI model as a viable way to bring about school and district improvement, and have participated in CALI activities to a degree of depth. Some major components, such as the Cambridge Assessments and the development and approval of District Improvement Plans have been completed. It is fair to say that the state has been untiring in its efforts to implement CALI, and that the RESC/SERC Alliance and district leaders have stepped up to the plate in the spirit of partnership to work together.

Fidelity of implementation is extremely important at the school level simply because it is in the interactions of teachers and students in classrooms that improvement will ultimately happen or not. The partnership between districts and their schools in reaching fidelity in using data-driven improvement is the real arena of change, and the second phase of the evaluation will seek insights into how implementation occurs at this level.

Recommendations

RMC suggests that CSDE consider the following as it provides on-going support for implementing the CALI vision of practice. These recommendations focus on establishing implementation support that is intensive enough to take data use and instructional practices into the classroom level.

- Take steps to get maximum power from the RESC/SERC Alliance; address issues of quality, consistency, and timely participant access to professional development or modules
- Provide guidance on human and fiscal resources to support reaching fidelity of implementation at the school and classroom levels; recognize that to bring this Initiative to scale will require immense resources from a variety of sources.

2. Do the components/interventions support each other? If so, how, and to what degree?

The CALI components and interventions support one another in the model as designed. CALI is fundamentally a data-driven continuous improvement model: it started with use of the Cambridge Assessments for districts (however received – well or not) to understand current status, write and implement aligned improvement plans, both at the district and school level, to address needs for improvement and build on strengths; then it makes data central at each decision-making level from instructional teams up. As conceptualized, the CALI components and interventions are cohesive and coherent.

Districts are beginning to see CALI as a system, with interdependent and connecting components, although views do differ on this. Some feel that CALI is a coherent, cohesive program, and others do not. Most of the weight on on-going implementation will be carried by the training modules and by follow up support received after participation in training.

Recommendations

RMC offers the following recommendations on increasing cohesiveness and coherence of CALI.

- Think deeper, not broader and strengthen the integration of a few, powerful CALI components, rather than adding new services
- Market a big CALI message to keep attention and focus on the what, how, and why of CALI
- Demonstrate how data-driven decision-making works so improvement processes and results are visible and tangible
- Celebrate successes to create momentum
- Switch the orientation of CALI from state down to student up
- Cast the nets to communities beyond education, and broaden the dialog beyond an education.

3. What impact is CALI having on district, school, teacher, and student performance?

This evaluation provides a lot of encouragement for what has been accomplished to date. Districts view CSDE staff as effective in creating and supporting the CALI model. Short-term outcomes have largely been accomplished, and work is active to achieve mid-term outcomes. It is too soon to expect impact on performance or to investigate it in a rigorous way. There is anecdotal evidence of improvement in particular situations, and some schools are improving, which is encouraging.

Recommendations

RMC offers the following recommendations regarding impact on district, school, teacher, and student performance:

- Stay the course, continue implementing this Initiative
- Use TAST (Technical Assistance Service Tracker) and other sources and warehouses of implementation data, to their fullest potential.

CALI is a strong model for school and district improvement. It is likely that few states have created a statewide system of support that is as comprehensive, as well thought out, and as intensive in what it has done as CALI. But CSDE cannot rest on its laurels. The challenges of implementing and sustaining CALI at the classroom level, keeping and building the CALI focus are significant. All CSDE, RESC, and district staff who participated in this evaluation expressed commitment, integrity and a lot of heart to meet these challenges. We encourage you to keep working together and not to give up or change course.

INTRODUCTION

The Connecticut State Department of Education (CSDE) has designed and undertaken implementation of a statewide system of support to improve its districts and schools. The support system is responsive both to Connecticut accountability legislation and to No Child Left Behind Title I, Section 1117 requirements for state support to schools and districts not making Adequate Yearly Progress (AYP). The statewide system of support is called the Connecticut Accountability for Learning Initiative (CALI). Because of the resources invested in CALI to date and its on-going development, the state contracted with RMC Research Corporation for an evaluation of the process thus far.

Like all states, Connecticut now has a number of schools and districts that have been identified under state and federal accountability as not making AYP. The number of such schools increases every year as AYP targets go up and many schools progress into more serious stages of identification. CSDE made a strategic decision to concentrate its support provided through CALI, first on 12 partner districts, then expanded to 15, with these being the districts in the third year of school improvement or higher. Although CALI development continues to reach a wider set of schools, the evaluation focuses on the partner districts, as they have received the most intensive support from the state.

History of CALI

Accountability was moved to the top of Connecticut's agenda about three years ago with two fundamental changes: (1) passage of state accountability legislation that set expectations, provided funding, and defined sanctions; and (2) the appointment of Mark K. McQuillan as State Commissioner. Together, these provided new structure and new energy and created momentum for the state playing an active role in supporting districts with identified schools. The development of CALI is outlined briefly below:

- **Early work with Doug Reeves and the Leadership and Learning Center**: In 2004, the CSDE School Improvement Unit began work with Doug Reeves in a smaller, more contained, effort also called CALI. Even though the statewide system of support has grown to include many more elements, it is this early work with Reeves that provided the beginnings of what CALI has become. First, Reeves' work is essentially a data-driven improvement model that aligns use of data at the instructional team level with the school level and then with the district level. This approach is still at the heart of the CALI services. Second, early work contained the idea of building local capacity for providing training in the future, rather than relying entirely on external providers working on a contract basis at high expense. This idea is also still prominent in CALI and the transition from external providers to building local district capacity and using the state regional technical assistance systems is seen in several CALI components.

- **Definition of a target audience**: Who CALI serves has evolved over time and continues to evolve. CALI services began with 12 partner districts, and then added three more for the current 15. At the next level of service, there are seven "supported districts," which

are just coming in and for whom some of the original services are modified. Eventually, it is hoped that CALI will be a resource for all districts and schools.

- **Demonstration Schools**: In summer of 2007, CSDE began work to establish Demonstration Schools in the then 12 partner districts. The rationale was that since the state legislature has provided funding, it will want to know that the investment has the potential to pay off. Therefore, one school in each of the 12 partner districts was selected to be a Demonstration School. The state partnered with the Connecticut Association of Schools to provide coaches for school administrators and also hired data team facilitators, and used funds for stipends for teachers to participate in improvement work. Coaches began work in January of 2008. Five of the 12 schools made AYP or safe harbor in 2008 testing. In SY 08-09, Demonstration Schools were expanded in partner districts and extended to Supported Districts for a total of 39 Demonstration Schools plus 20 Coach Only Schools as of the writing of this report[1]. As of 2009 state testing, Demonstration Schools in three districts were removed from In Need of Improvement Status. An additional nine Demonstration Schools in partner or supported districts made Safe Harbor or AYP.

- **The Cambridge Assessments**. State accountability established a three-part structure for school/district improvement. First, districts and schools needing improvement undergo a review process that functions as a needs assessment identifying critical elements where work is needed. Second, the district uses findings to write an improvement plan. Third, the plan is implemented and results are monitored in an on-going fashion. CSDE began by using the Cambridge Assessment, an external review process which is widely recognized for its quality. Between September and December of 2008, 12 districts and 63 schools were reviewed. The Cambridge review process was conducted in a transparent manner and brought an unprecedented level of communication involving local boards, who had to understand and consider their role in acting on findings, and the state board, to whom revised district improvement plans were presented. In order to move from review findings to district plan revision and monitoring, CSDE assigned teams to districts to provide support to superintendents and the District Data Teams. From the beginning, the intention has been to establish a structure through the Cambridge Assessments and then move to other ways of fulfilling the requirement for an initial review. For example, the seven supported districts are using a self assessment process developed by the Center for Educational Leadership and Technology and the Council of Chief State School Officers (CELT/CCSSO).

- **Development of a service structure**: From the description above, one can see how a CALI service structure has developed. At the heart of CALI is a data driven improvement process. This is initiated with the Cambridge reviews and plan revision. On-going work is supported through: (1) technical assistance from state staff; and (2) CALI Module Training that addresses data driven improvement through a range of perspectives. Modules are delivered with the assistance of an existing state technical assistance system, the Regional Educational Service Center/ State Education Resource

[1] Four schools originally participating were no longer Demonstration or Coach Only schools in 2009.

Center (RESC/ SERC) Alliance. Capacity of district staff is the focus of CSDE technical assistance and the Demonstration Schools provide local models of the intended practices.

- **Internal state structures**. CALI is a new way of enabling CSDE to be an active supporter of districts and it has demanded new ways of operating within the state agency. Notably, CALI has been a cross-bureau effort with involvement of School Improvement, Accountability, and Curriculum. In addition, new structures such as an Advisory Group with representation of each partner district have emerged.

CALI Partner Districts

Because the 15 partner districts are the focus of the evaluation, it is important to begin with a general description of them. As districts in year three or higher of improvement, they are the districts with the greatest needs. Ultimately, the level of need in these districts is the underlying rationale for CALI. The characteristics of partner districts below were created with data from the district profiles and other information on the CSDE website.[2]

- **Low student achievement**: Performance on the state assessments--Connecticut Mastery Test (CMT) for grades three through eight and Connecticut Academic Performance Tests (CAPT) for grade 10-- in the 15 partner districts was below the statewide average. The tables in Appendix A show the percentage of students meeting the performance targets in 2008 in each partner district for each assessment. Percent proficient in partner districts is compared to state performance levels. On the 4th grade Mathematics CMT and 5th grade Reading CMT, one of the 15 districts had a higher percentage of students meeting the goal than that of the state. On the 5th grade mathematics CMT there were two districts that surpassed the state level. On all other assessments, all districts performed below the state level. For the CAPT, all partner districts were below the state level on reading, writing, math, and science assessments. Percentages of students meeting the assessment goal or better were as low as 0.0% for reading, 4.8% for writing, 10.3% for mathematics, and 8.3% for science. See table in Appendix B for district breakdowns.

- **Low graduation rates**. Graduation rates in the 15 partner districts were between 33.3% and 97.3%. Two partner districts had graduation rates higher than the state level (92.6%).

- **Low socio-economic status**: Populations in partner districts generally have lower socio-economic status than in the rest of the state. In 2000, the per capita income in Connecticut was $28,766. The range of per capita income levels in the 15 CALI districts was between $13,428 and $34, 987. Only two partner districts are located in areas where per capita incomes are above the state level. Student Free and Reduced Meals (FRM) data from 2007-08 also revealed that the 15 districts had higher poverty levels than most districts in Connecticut. Statewide, 28.7% of students are eligible for FRM. In partner districts, the percentage of students eligible for FRM ranges between 29.7% and greater than 95.0%.

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[2] Data from the district profiles was taken from http://www.csde.state.ct.us/public/der/ssp/dist0708/district.htm on 7/16/09. Information on statewide percentages were downloaded from http://www.csde.state.ct.us/public/cedar/edfacts/enrollment/public.htm on 7/17/09

- **High minority populations**. The minority student population in the 15 partner districts is larger than the state average. The percentage of minority students statewide is 34.8, while it ranges from 43.9% to 91.0% in the partner districts. Statewide, the largest minority in the student population is Hispanics (16.6%), followed by African Americans (13.9%). This is reflected in the partner districts, with percentage of Hispanic students ranging from 12.5% to 52.1% and African American students ranging from 5.9% to 50.8%. Of the 15 partner districts, one had a lower percentage of Hispanic students than the statewide average (16.6%), and three had a lower percentage of African American students than the state average (13.9%).

- **Lack of minority staff**. In each of the district profile reports, a section describes how the district provides students opportunities to interact with students and teachers from different ethnic and economic background. One concern listed in several profiles is the need for more professional role models from a minority background. An indicator for this is the percent of minority professional staff, which ranged from 3.6% to 30.3% in the 15 partner districts. Statewide, 7.7% of teachers are minorities, indicating that some partner districts are performing better than average in this category, although even in best cases the percentage of minority staff may not be proportionate to the percentage of minorities in the student body.

- **High limited English proficient population**. In school year 2007-08, 5.4% of K-12 students were not fluent in English in Connecticut schools. In the 15 partner districts between 2.8% and 22.0% of the students were not fluent in English.

- **High number of identified schools**: As of school year 2007-08, the 15 CALI districts had a total of 194 schools identified as "In Need of Improvement." Each district had between 33% and 100% of their schools identified. Seven of the 15 districts had 75% or more of their schools identified. These 194 schools have been in improvement for anywhere between one and eight years.

- **More elementary than secondary schools**. Of the 194 identified schools, 89 (45.9%) are Elementary Schools (defined as serving up to grade 6), 41 (21.1%) are Elementary and Middle Schools combined (defined as serving student up through grades 7 or 8), 33 (17.0%) are Middle Schools, and 31 (16.0%) are High Schools.

- **Varying student enrollments**: The size of the student population in the 15 partner districts varied, with enrollment ranging from 2,733 to 22,360 students. The 5-year enrollment change indicated that, in general, the student enrollment is decreasing. Nine out of the 15 districts have decreasing enrollment. These 5-year enrollment change statistics range from -10.3% to -5.5%.

Purpose of the Evaluation

CALI represents a major effort of the state education agency and high-need districts working together to bring about improvement. An evaluation study is timely; intensive support to the partner districts has been provided. It is an opportune moment for CSDE to reflect on progress and be informed by lessons learned as it moves into work with supported districts and eventually, others. This evaluation is intended to surface some of the key issues in the CALI improvement model for CSDE and district consideration as they move forward together.

METHODS

This section of the report describes the methods that were used in conducting the evaluation. The evaluation questions, evaluation design, and data collection and analysis methods are described.

Evaluation Questions

The key questions for the evaluation are:

- To what extent and degree of fidelity is CALI being implemented at the district and school levels in districts identified as in need of improvement, corrective action, or restructuring under NCLB?
- Do the components/interventions support each other? If so, how and to what degree?
- What impact is CALI having on district, school, teacher, and student performance?

Evaluation Design

The CALI evaluation is guided by a Theory of Action. Prior to the evaluation, CSDE had done initial work on a Theory of Action for the Initiative. RMC confirmed and further specified it through an initial series of interviews with state staff (see CALI Theory of Action in Appendix C). Standard component parts of a Theory of Action are: inputs; outputs; short-term outcomes; mid-term outcomes and long-term outcomes, and the findings section of the report is organized around these categories.

The stages of the Theory of Action allow us to look at the CALI components from a range of lenses. Taking the Module Training as an illustration:

- Inputs will ask to identify if the modules are a key method in disseminating the CALI message and building skills.
- Outputs will ask if Module Training is easily accessible, and what the level of participation in training has been.
- Short term outcomes will explore if districts are satisfied with the Module Training they have received and why or why not.
- Mid-term outcomes will discuss how district reactions to the Module Training can be used as a basis for improvements that will increase effectiveness of the modules in helping schools to reach fidelity of implementation of the data-driven practices that CALI envisions.

- Long-term outcomes will ask if the Module Training, in combination with other CALI components, ultimately results in increased student achievement and other such indicators.

The value of using the Theory of Action as a framework for the evaluation design is that it provides an organizer for information that is gathered. Within each component of the Theory of Action, there are data that explain how CALI is being implemented and what it is achieving. It provides a rich source of information for answering the over-arching evaluation questions, helps to pinpoint where improvements are needed, and can be used as a basis for dialog with stakeholders such as district leaders and RESC/SERC Alliance members.

The evaluation is implemented in two phases: a district level study and a school level study. For each phase, four districts (or schools) will be selected according to a range of factors so that they are representative, to the degree possible, of partner districts or schools within them. The Interim Report focuses on data collected during the district phase of the study. Findings that are presented here will be supplemented by more intensive data collection at the school level (to be conducted September, 2009 to March, 2010). The Interim Report should be thought of as a partial picture of the implementation of the CALI Theory of Action and the Final Report, to be delivered to CSDE in June 2010, as the more complete picture.

The evaluation design is ethnographic. Districts and schools will be examined for cross-cutting themes within the Theory of Action. The advantages of an ethnographic design are it can:

- Describe an intervention in a real life context (e.g., how CALI services or activities interact with each other or other improvement initiatives in an education system);

- Explain causal links or systemic aspects of interventions that are too complex for survey or experimental strategies (e.g., explain why CALI services were or were not implemented to a high level and describe the mechanism that links CALI services to student gain); and

- Explore situations in which the intervention has no clear set of outcomes (explain why a high level of implementation of CALI may not have led to student gains or why CALI was implemented at a low level).

The evaluation is being carried out in order to inform CSDE about what they have accomplished to date and what next steps are. It is not an evaluation of specific districts or schools and how they have performed in implementing CALI. Therefore, in order to maintain anonymity of districts and schools, data at the district and school levels are presented as a composite, organized by the Theory of Action.

Data Collection and Analysis

Similar data collection and analysis procedures are used for the district and school-level phases of the evaluation design.

- **Web-based Surveys**. For this report, RMC designed and administered a web-based survey addressing CALI implementation at the district level. The survey is divided into four sections: state support, short-term outcomes, mid-term outcomes, and long-term outcomes. Each section contained items measured on a four point Likert-scale (Strongly Disagree, Disagree, Agree, Strongly Agree) plus a Don't Know/NA option and free-response items.

  Surveys were administered to the twenty-four members of the CALI Advisory Group representing the 15 partner districts. Follow-up emails and phone calls were conducted to increase response rate. A total of 18 responses were received, for an overall return rate of 75%. However, 100% of the partner districts submitted at least one response. Two districts had multiple respondents. Responses were gathered and analyses of central tendency and range of responses informed the level of agreement with different items. Summary tables on survey findings are found in Appendix D.

  Twenty-four members of the CALI Advisory Group representing the 15 partner districts were contacted and asked to respond to the survey. A total of 18 responses were received, for an overall return rate for the survey was 75%. However, 100% of the partner districts submitted at least one response. Two districts had multiple respondents.

  There were two purposes for the district survey. First, the survey informed RMC about level of implementation at the district level so this information could be used as one criterion in selecting districts to participate in an on-site visit. Second, the survey also served the purpose of providing a big picture of the perceptions of all 15 partner districts, which can serve as a backdrop to the more detailed information collected at the site visits. The small number of respondents from each district limits the strength of conclusions that can be drawn regarding this purpose. Although reliable information was collected, the small number of responses restricted the types of statistical analyses that could be performed; any discussion in findings is entirely descriptive and should not be over-interpreted.

  RMC is currently finalizing the development of a similar survey intended to address CALI implementation at the school level. The format and administration of this survey will be similar to the district survey. The target sample for the school survey will be School Data Teams in the 194 Title I and non-Title I schools in improvement status in SY 08-09.

- **Focus Groups/Interviews**. Qualitative data collection and analysis is the primary method used in this evaluation.

  Focus groups and interviews began with a visit to CSDE January 7-8, 2009, at which interviews of CALI leadership and representatives of each CALI component were conducted to develop an initial understanding of how CALI developed, what it consists of, and how the state is going about implementation. These interviews were followed with a series of telephone interviews of each RESC and the SERC to gain an understanding of their role in CALI and related perceptions.

Next, site visits were conducted in 4 districts (see Appendix E for schedule and protocol). Districts were selected for site visits using a range of factors. Three districts from the original group of 12 and one from the 3 later additions to partner districts were selected; level of CALI implementation according to the survey, range of types/size of district, of RESC provider, geographic location, and willingness of the district were also taken into account in selecting districts for site visits.

In general, the procedure for collecting and analyzing focus group data was as follows. Data was audio-recorded and the transcripts were produced by Transcription Plus, a Connecticut woman-owned small business. RMC staff entered the transcripts in to *The Ethnograph*, software for qualitative data analysis. Project staff coded the interviews by descriptive and analytic themes, writing reflective memos throughout the process.

In the fall-winter of 2009, RMC will conduct a similar process, visiting four schools that will be selected based on: level of CALI implementation, progress in making AYP, variety in district, region, RESC provider, and discretion of state or district staff.

- **Document Review**. At the initial visit to CSDE, state staff introduced RMC to a number of documents related to CALI and provided these electronically or in hard copy following the meeting. Materials reviewed included: Cambridge Assessment reports, District Improvement Plans, Modules and evaluation of modules; evaluation of the Demonstration Schools programs and other materials related to the development and implementation of CALI. RMC continues to collect documents as they come up in conversation with districts or schools during site visits.

FINDINGS

This section of the report is organized according to the CALI Theory of Action. A Theory of Action is a useful tool in examining a complex process like CALI because it breaks the initiative down into parts and makes the intermediate stages explicit. General parts of the Theory of Action are as follows:

- **CALI Mission**: To develop and offer a model of state support to districts and schools to support the process of continuous school and district improvement.

- **CALI Vision**: If the state support model assists a school district in strengthening and aligning its organizational systems over time, particularly those systems closest to the instructional core at the school level[3], then student learning will increase incrementally and notably improve, with reasonable probability that such improvement will be sustained.

- **Inputs and Resources**: The foundational elements that must be in place for CALI to work.

- **CALI Services and Outputs**: The accessibility of CALI supports and services and the extent to which they have been provided.

- **Short-term Outcomes**: The degree to which districts and schools are aware of CALI, have knowledge of it, and have bought into its potential for change.

- **Mid-term Outcomes**: Changed practices at the district and school levels with regard to using data for improvement; leading indicators that implementation is reaching fidelity and that organizational culture is changing.

- **Long-term Outcomes**: Lagging indicators of increased student achievement, decreased drop out rates and other common measures of success.

The report will discuss each section in turn, providing a summary of findings for each, combining data from the survey of Advisory Group members and site visits with four districts. The components of the Theory of Action generally build on each other, i.e., it is likely that long-term outcomes will not be reached unless any significant issues in earlier stages have been identified and addressed. Therefore, the evaluation will identify what has been accomplished and what upcoming challenges seem to be in each area. This level of specificity will permit dialog and proactive problem-solving or modifications to the CALI model by those who have a stake in its success: CSDE leaders; district leaders; and RESC/SERC Alliance leaders. This evaluation report is meant to spur thinking, raise provocative issues and further the interest and momentum that CALI has already created.

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[3] Systems at the instructional core with greatest impact on teaching and learning at the school level are human resources, acquisition/support, curriculum, instruction, assessment, supervision/evaluation, professional development, and school improvement planning/implementation.

Participants in interviews and site visits appreciated seeing the CALI Theory of Action, constructed by the evaluation team, drawn from the logic model and essential CALI project documents. They saw the graphic as careful articulation in a retrospective and cohesive picture. All in one place! Seeing the Theory of Action confirmed the progress that they have made. District leaders who were interviewed in site visits saw themselves largely in mid implementation, and that affirmed how far they had come.

Theory of Action: Inputs and Resources

The first component of the Theory of Action is inputs and resources, the critical foundations that must be in place for CALI to have a chance at succeeding. These include: (1) a conceptual design of CALI that is adequate to produce change if implemented well; (2) leadership at the state, district, and school levels to support implementation; (3) the human and fiscal resources that are needed to fulfill the potential of the CALI vision; and (4) the infrastructures of standards-based education that are the framework within which the envisioned CALI practice functions.

CALI Design

A foundational input is the design of CALI itself. Is the conceptual model sufficient to bring about the desired change if it is implemented well? A summary statement of the conceptual model would be as follows: If districts undergo a review process that is effective in defining strengths to build on and gaps to address, then incorporates those understandings into a district improvement plan, then provides training and professional development to implement the plan at the district and school levels, then student achievement will increase. More specifically, the change mechanism at the district and school levels is described in a series of nested data driven improvement teams: a District Data Team, School Data Teams and Instructional Data Teams.

CALI is fundamentally a model that is intended to build district capacity to use CALI resources both to increase its own ability to use data to achieve well defined goals and to support schools in doing the same. This approach is representative of current understanding of improvement processes described in the educational literature, and indeed CSDE has brought in some recognized experts and processes.

Components of the CALI design. The general CALI design is operationalized in a series of component parts. The primary parts are summarized briefly below.

- CALI began with a needs assessment process, in the form of the **Cambridge Assessments**, in the fifteen partner districts. Findings informed development of **District Improvement Plans**. This was a first round of intensive work, and there was a great deal of communication back and forth between the state (including the state board) and districts (including the local boards) throughout the process of conducting the Cambridge assessments and writing district improvement plans.

- Each of the fifteen partner districts was given resources (including an executive coach for building leaders and a data facilitator) to support one or more **Demonstration Schools**.

The Demonstration Schools are intended to create a model where the nuts and bolts of CALI implementation can be seen and where the capacity of CALI to improve student achievement is validated in practice.

- Ongoing professional development and technical assistance for CALI implementation is provided through a series of **training modules** and state consultation services. CSDE and the RESC/SERC Alliance together form the delivery system for this on-going support. CSDE provides **support teams,** who are assigned to partner districts to work at the district level and **external consultants**, who provide support at the superintendent level. On-going support is intended to support districts in implementing their improvement plans, build their capacity to use data for continuous improvement and build their capacity to effectively support their schools.

Dynamic nature of the design. Perhaps the main challenge related to the CALI design per se is the dynamic element in its past and on-going development.

First, while the design of CALI was purposeful, CSDE knew that there would be evolution of the design as it was implemented. "Designing or building the airplane as they were flying it" is the phrase from Peter Senge's work that several district leaders used to describe both the state's and their own local early implementation. "*We're really figuring this out as we're going along.*" Unsurprisingly, the CALI picture was not always clear to all from the beginning. Those who were the "first born children" of the "fabulous 15," as they refer to themselves, and who experienced both costs and benefits for being so, saw the state figuring things out as they went. Some districts had more tolerance for this than others.

CSDE has made an effort to be thoughtful and deliberate in navigating the creation of CALI. It is a challenging task and much appreciation for CSDE efforts was expressed, both through the survey and at district site visits. One district leader articulated appreciation for CSDE's flexibility in the development process in this fashion:

And then [CSDE] got it and they said, "Before we go any further, we need to spend some more time planning this out." So they're not just rushing in and doing, doing, doing, doing, doing, and not making things coherent. They're thinking about what they're doing. They're planning it. They're getting the right training. They're calling for advice and then they're trying to roll it out in a way that makes sense.

Second, CALI is now at a place where the fifteen partner districts have received intensive services. On one hand, there are refinements to be made to the current support system and the need to push what was implemented in SY 08-09 to deeper levels (such as on-going revision of district improvement plans and ongoing professional development to support deepening of teacher skills in the content of the modules). On the other hand, there is new work underway to work with the supported districts, including in some cases different processes (using a self assessment instead of the Cambridge assessment) or simply more districts to work with. From the state perspective there is more to add and juggle; from the district perspective, it may seem that support is being spread too thinly. For example, if modules are added there is more that has to be done. If modules are made available to non-partner districts, the partner participants have

to sign up very quickly or run the risk of being shut out of training and waiting another six months or so for the training to be offered again.

Third, CALI, like all education improvement initiatives, is situated at a point in time within the continuously changing education context. New initiatives and requirements are a threat in diverting focus. Interview data showed that district and RESC/SERC Alliance leaders are aware of this and hope that the state will stay the course with CALI.

It's like getting a Mack truck started. You know, once it's rolling on the highway it's easy to roll but to get these...the Mack truck up and running... It takes a lot of gas to get it just up to, you know, 60 miles an hour and so we keep... You know, in districts like [ours] we're constantly starting up projects...constantly.... And then we have to reframe our whole infrastructure to support that new project and so it's so much energy to just start up new projects and here we are again. We're starting up a new one. So like I guess my plea to the state would be let's keep this thing going for awhile. You know? Keep this going for awhile. I'll bet you it's probably as good as a lot of the other projects. You know? Probably no better, no worse. What's bad about it is that they end.

In summary, data support that the design of CALI, forms an adequate basis for Connecticut's statewide system of support. It is based in the literature. Perceptions from district leaders generally indicate that the CALI design has the potential to address the mission and vision stated in the Theory of Action. CSDE is aware of the "building it while flying it" aspect and seems to have handled it as well as possible; the state should keep attention focused on new initiatives and requirements that will come up in the future and look for ways to make them enhance the CALI model, rather than compete with it. More detailed discussion of reaction to specific components of CALI in the next section will reveal that there are some aspects of implementation of the design where improvements could be made. But, as for the adequacy of the design as a whole, there is a shared belief that the CALI model is theoretically strong.

Leadership

It depends heavily on the leadership, heavily on the leadership. As with most any initiative, in education, or in most any other field, great leadership will not guarantee success, but the lack thereof will likely doom the work to failure. With CALI, leadership at all levels - state, district, and school - fosters the sense of urgency CALI has created, maintains accountability for the various components of CALI, has heart and passion for intended results, and garners the resources to power the Initiative.

With regard to state leadership, district staff who were interviewed at site visits, expressed appreciation for CSDE support of CALI implementation, as they forge ahead to break the barriers to student success. They commend state leadership and staff members for learning as they go, being largely focused on the same results for student learning, even though the initial roll-out process has been one of invention – all mirroring what they are experiencing locally, as well. They have been impressed with the state presence and advocacy with their local boards, and both their professional and broader communities, in order to support the tough work and need for a fierce and laser focus on student learning.

With regard to local leadership, in each of the four districts that were visited, there was either a tenure of strong leadership, or more often, a new tide of Superintendents and Principals, serious and competent enough to drive this Initiative forward at a fast pace. As an example, respondents in one district described their new Superintendent with the following words: *focused, strong, organized, accountable, ethical, and transparent*. She is not enamored with excuses, with the cry to slow things down, or for that matter, with the desire for local control. In her mind, there is sound judgment at the state leadership level, economy of scale for a great deal of this work, and no time to waste to ameliorate the "institutionalized racism" she says is current – and soon to be past - practice in her district.

Leadership: A Critical CALI Input

That is my vision here, to make all children achieve.

Before CALI, one of the visited districts acknowledged that there was little leadership or movement for improving educational practice and hence little improvement in student achievement. *Are you kidding me? Because we never had professional development in our district prior to that....probably like five years where the teachers were getting professional development from the administrators who would quickly read a book and give it to them, so we are far behind for reason, okay? That's our history.* It may not have been true everywhere, but in some districts at least, leadership was a real need.

Because of the needs of partner districts, CSDE in some cases stepped in with strong action to ensure that the right district leadership was put into place. In one case, the state gave the local board a choice of two superintendent candidates, and told them to select one. In another, where the superintendent was given a vote of no confidence by the teachers' union, the commissioner came to inform the board that he was doing the right work, and meeting resistance. In a third, where the local board was resisting coming up with the match money for CALI participation, the Commissioner came to meet with the Board to demonstrate the importance of participation. Districts appreciated having CSDE support, as expressed by one district leader who received a site visit. *Because for us, to be really honest about what our deficiencies are, is a little bit of a risk. To say that, you know, institutionally, we have some ethnic and racial practices that don't result in equal performance. So, the state attending the meetings, even though they didn't have to talk, but attending the board meeting where we have shared what our ultimate goal is was extremely valuable and appreciated.*

When the right person is in place, it is clear that the superintendent is role visionary, involved, and effective. *I think we have a superintendent who had a vision. She came in with what I felt was the heart and compassion to really try to improve student achievement and all these initiatives; she was trained in this herself.*

What makes these strong leaders stand out is not only that they understand student learning, or that they can influence their faculty to shift their ways of thinking and behaving. What is most impressive is the moral compass that seems to loom below the surface of their daily commitment. They have an ethical purpose. They see school as the way to change the social order, to mend the fabric of their neighborhoods and beyond, and to ensure that every child has an absolute opportunity to learn to the very highest of standards, and to succeed.

With regard to school level leadership, less is known at this time. Superintendents and district staff recognized their school level principal and teacher leadership as critical to the actual implementation and sustainability of CALI. *I would have to give credit to the Principals and Department Heads who went to the training and then rolled this out in their building and in their*

departments with fidelity, because those people who were passionate about it went to the training, and felt that this really was going to make a difference, have made a concerted effort to support their teachers and to keep that process going forward. As the evaluation goes into the next phase, and school level site visits will be conducted, more data will be gathered on leadership at this level as regards CALI implementation.

In summary, data validated the importance of leadership as a critical input and cited some examples of effective leadership on the part of CSDE and in some of the partner districts. However, of concern, there is agreement among most, that the leadership pool is insufficient to take this work into the future. There were multiple instances of superintendents mentoring assistant superintendents and principals, teachers taking on new and emerging leading roles; however, the fear is that the pipeline is weak, not only in quantity, but in quality and potential. Many view these leading roles as demanding jobs with little recognition and reward. CSDE and partner districts will need to consider if leadership is an input which is simply present or not, or if leadership can be developed. This may differ if the subject of discussion is a district superintendent or a school principal, but strategies are needed to ensure this critical input is in place.

Fiscal and Human Resources

CALI has been funded from several sources. Some state funding is provided, and federal funds are also used. The legislation required that a portion of the Education Cost Sharing (ECS) funding be set aside for school improvement. The Title I A set aside and Title I G funds have also been used. Through the consolidated application process, districts have the opportunity to coordinate funds in support of their district improvement plans. The state is exploring if or to what extent Stimulus Funds could be used to support CALI.

Against this backdrop of how fiscal resources are currently provided, several issues emerged in the data: (1) fiscal resources, both now and in the future, may not be sufficient, and (2) maintenance of human resources over time.

With regard to fiscal resources, while district leaders receiving site visits greatly appreciate the financial benefits of CALI, they fear for the future. In order for CALI to work, both state and local support need not only to continue but to increase. They are appreciative of CALI and of new stimulus money, but they fear it will not continue to be there at the levels needed in order to sustain this work, particularly in these current challenging economic times. This is a huge issue for them. They are poor districts in communities that are stretched, and they are being cut, reduced, challenged, at the same time that they know they need more in order to achieve equity. People are very concerned about funding, in general – local, state, and federal. Supports and resources breed the need for increased supports and resources. Experienced leaders understand that what has been done with CALI so far is the tip of the iceberg. While they appreciate the increased human, fiscal, and programmatic support for this imperative work, they also realize that there is much work to be done, the needs are immense, and this support will need to increase exponentially as it progresses. They are worried that what it will take may not be feasible, given the current economy.

And we're under terrible, like everyone is, budget constraints. I mean, we started and one of the first things we had to [do] was lay off some people last year because the budget had failed. But it's just been, it's really a difficult time to be coming in because you're trying to build. Our #1 goal on the district improvement plan is to hire and retain superior teachers, and we're turning around, and because of budget, laying people off.

Fiscal resources are needed for many purposes in the CALI vision of practice—staffing, curriculum, professional development, assessment and more. One specific use of resources came up and was discussed as a challenge: resources for substitutes so teachers can participate in module training. Lack of substitutes was described by at least one district as a barrier. Suggestions made included the RESCs providing a cadre of substitutes or the state engaging local human resources leaders in conversation on how this issue could be ameliorated.

With regard to human resources, a broad issue that emerged is how to keep trained and highly skilled staff in place. Districts receiving site visits expressed concern about developing staff who are able to implement the kind of educational program that CALI envisions only to then lose them. Funds are invested in people and building the capacity of people on an assumption that the staff will then remain in place to benefit the districts, but this assumption is often not borne out in fact.

We lose teachers consistently and so we pour two, three, four years of training into them and then they're gone and then we start all over again. We did a study ...a five year period ... the figures [showed]80 percent of our new hires had left us already. That's a huge resource loss.

I have a salary schedule. We had a 20-year veteran teacher who finally said "I have to go to [another wealthier district] for $10,000 more a year." And this was maybe 10 years ago and she sent me their salary schedule for my information. That same teacher sent me the current one and we are regressing rather than catching up...

To the extent that wealthier districts can offer higher salaries and provide opportunities for these skilled individuals has the effect of undoing work that has been done and derailing improvement momentum in partner districts.

It is not only districts that are subject to attrition of personnel and the effects that it can have on improvement initiatives like CALI. District leaders also thought about this in terms of state leadership. *I'm worried about what's going on at the State Department of Education. If they have a lot of retirees, are they going to still have the capacity and the institutional history to keep this going?*

Infrastructures of Standards-based Education

Though not anticipated in the Theory of Action, it emerged in the data that the infrastructures of standards-based education reform--aligned standards, curriculum, instruction, assessments and data systems that inform practice--are a context in which envisioned CALI practice functions. The stronger the infrastructures are, the more supported and functional the data-driven practice under CALI will be. Data are not deep enough to permit detailed analysis of the adequacy of

standards-based infrastructures and it would be beyond the scope of this evaluation to truly undertake that. However, data raised two issues that CSDE may want to investigate further and factor into its thinking in improving CALI: (1) the extent to which development and implementation of curriculum has received adequate attention; and (2) whether there are data tools that are readily available to districts.

With regard to curriculum: *If there were a state suggested curriculum in all areas and benchmarks that the state has created tied to those…tied to that curriculum and expected performances at specific times it makes it easier for us to hold ourselves accountable and for high mobility kids, which all of the districts that are in need of improvement have high mobility… it's the internal consistency of our system that would be a great way of moving us forward.* The expression of need for a more cohesive standards-curriculum-instruction system is somewhat echoed in the survey item, "Our district has established resources and supports that help schools align instruction to the learning targets outlined in the Grade Level Expectations (GLEs)" received an average response of 2.64, on a scale from one to four with four representing "strongly agree." The range of responses ran from "strongly agree" to "disagree."

With regard to data systems, three visited sites suggested that further developing data systems and tools that combine data from different sources would be helpful. One district is developing its own data system, and the others are making inroads in that direction simply because Data Teams need to be able to easily manipulate a variety of types of data. In the opinion of these district leaders, the alignment of local student information systems and a database with the capacity to store and analyze student learning data is critical to CALI work.

One thing we talked about earlier is we don't even have data systems to collect the data and it's pretty pathetic. We have all the data that's coming out at us and like I'm trying to catch this data with a butterfly net. You know? It's flying… All the butterflies are flying all over the place. It's coming at us and I'm like trying to catch it with a butterfly net, you know? And I can't catch it all. Not to mention create information out of it.

One big way that the state could help us is to create the data collection warehouse and management systems. All districts, not just ours, are wrestling and some that are bigger maybe have an easier way of doing …. You know there's the one aspect of analyzing the data but just getting it to the point where you can analyze it… an easy-to-use, functional data warehouse …and if the state could preload all that for us, boy, that would be a…that would be a big help.

The importance of the infrastructures of the standards-based system is reinforced by a RESC leader: *How do we do anything to support or encourage [CALI work] systemically other than just talk about it? I think long-term clearly the trainings are important, the frameworks are important, the modules are important but if you don't take care of the foundational business first, the rest of it is sand.*

In summary, the four inputs that are discussed as foundational to CALI are in different developmental places. On the positive side, CALI design provides a firm foundation for improvement. The other inputs (leadership, human and fiscal resources, and infrastructures of standards-based reform) should draw CSDE's attention and consideration. Clearly, a basis has

been established for all of these and a great deal of work has been done. What is interesting is that inputs are not limited to the chronological beginning of the Initiative. These foundations must also be there across time and must be continuously strengthened. The right inputs are needed not only throughout implementation of CALI, but are the very supports that will be needed in order to sustain the CALI vision of practice. It is common wisdom that we should think about sustainability from the beginning of a new effort. Getting and keeping inputs in place may require creative solutions and the political will to make supporting policy decisions. CSDE should consider some of these, such as (1) providing guidance on use of fiscal resources, including being able to discontinue ineffective uses of funding; (2) working with Human Resources staff to develop strategies for hiring and retaining staff with the right skills; and (3) engaging in dialog with curriculum and data staff within the state agency and from partner districts about any supports that could be provided to strengthen related infrastructures.

Theory of Action: CALI Services and Outputs

This component of the Theory of Action deals with the extent to which CALI services are accessible and whether or not the partner districts participated in them to a sufficient degree that short-term outcomes can reasonably be expected. It is again useful to look at the services in broad categories, as they vary in terms of whether they are one time or ongoing and in terms of the complexity of the data that would indicate an adequate level of effort.

Participation in Services

- **Cambridge Assessments** and **District Improvement Plans**: Because these were required elements with well specified steps and stages, all fifteen partner districts participated in the review process and in the writing and approval of plans.

- State technical assistance in the form of **Support Teams** and **External Consultants**. CSDE leaders reported that this technical assistance has been provided in sufficient quantities to achieve intended goals in building district capacity. Support teams meet with their districts at least monthly, participating in District Data Teams, and often more frequently. Frequency of contact is determined by district need; it is expected that as district capacity is built, frequency of interaction with CSDE support teams will be reduced. Another issue is whether there are adequate numbers of staff to play these roles. In early implementation, a greater number of CSDE personnel were involved in Support Teams, partly to build CSDE capacity, but the available pool of staff has been reduced by early retirements and the reorganization of CSDE in summer 2009. With regard to External Consultants, each serves five districts, but this is an acceptable work load as they do not have other responsibilities within the SEA.

- **Module Training**. The Module Training is a key piece supporting desired school level practices. Therefore, questions about level of participation are very important: For each partner district, how many staff participated in basic training? How many participated in certification training? What was the distribution across schools like? What would district leaders set as goals and how close did actual participation in training come to meeting those goals?

The survey of all fifteen partner districts included items on participation in Module Training. Average responses fell between "strongly agree" and "agree" for participation in DDDM/DT, ETS, CFA, and MSW. Average responses were slightly lower for School Climate and SRBI[4], and this is to be expected as they are the newest modules. It seems the best source of data on participation in training may be TAST (Technical Assistance Service Tracker) database. There are anecdotal data to suggest that the TAST System has not yet been implemented fully, and therefore the data are unlikely to be accurate at this point in time. Possible reasons for this are: there are several variations of module training and presentation, and the manner in which participation and evaluation records are collected or maintained is not yet consistent. In the next phase of the evaluation, RMC will ask CSDE to facilitate communication with the RESC that is maintaining TAST (EASTCONN) to fill in some tables with reference to the questions above.

There was some evidence in data collected at site visits that accessibility to the modules is an issue. These potentially rich professional development opportunities are available to partner districts at no charge, but now are available statewide to non partner districts at a cost. We heard from many data team members at the school level that they were often "shut out" of trainings, impacting the timing of their plan implementation. This was a frustration heard voiced quite often. District leaders were of the mind that their staff members were not registering in a timely manner, and that was why this was occurring. The excerpt below is representative of the frustration at the school level is one of a number of similar comments:

So we have been trying since January to get in. Last week or the week before last we got notification that it was filled and we could not attend. And it's been very frustrating and now this morning I get an e-mail from our instructional consultant that she can't get into the fall training. And at that point, I just emailed some people that I've been corresponding with back and forth at [the RESC], and I basically said at this point, in my mind, it's unacceptable that we can't get a team in for the fall session. We really need to get in. This is part of our school improvement goals, our focus on SRBI, and we really need key people to get into this training. And I just basically pleaded to see if someone could respond and we can get these people in.

Theory of Action: Short-term Outcomes

Short-term outcomes in the Theory of Action focus on whether the inputs for CALI and participation in services were adequate to (1) create an understanding of CALI and its goals and purposes; (2) garner buy-in to CALI as a workable system; and (3) create a sense of urgency to move ahead in order to meet the CALI vision and mission. These three short-term outcomes are discussed first at the district level, informed by both survey data and data from the four district

[4] [4] DDDM/DT = Data Driven Decision Making/Data Teams; CFA = Common Formative Assessments; MSW = Making Standards Work; SRBI = Scientifically Research Based Interventions; and ETS = Effective Teaching Strategies.

site visits. Then, the short-term outcomes at the school level are foreshadowed with the limited school level data available in this phase of the evaluation.

Knowledge/ Understanding of CALI

At the district level, an "understanding" of CALI can be defined in several ways. At the most basic level, it may mean knowledge of the purpose, goals, and components of CALI. In a finer grained way, it can refer to understanding of each of the CALI components. At a more sophisticated level, it can refer to an understanding of what CALI means as implemented as a mechanism for change and what it takes to build the district supports that will make changes at the school level possible.

The survey of all fifteen partner districts provides some insights into districts leaders' knowledge of CALI. The item, "Our district knows what the goals and purposes of CALI are" received an average response of 3.29, which falls between "agree" and "strongly agree," a positive finding. The range of responses to this item was rather wide, from "strongly agree" to "disagree."

When asked about level of awareness of key CALI components on the survey, response was largely positive, with average responses between "agree" and "strongly agree," and all items ranged from "strongly agree" to "disagree." This same pattern held for survey items on awareness of each of the training modules.

The four districts receiving site visits amplify this picture. CALI was described as a "household word," and it was clear that members of the District Data Teams were very familiar with CALI purposes and services. As would be expected, understanding of CALI has grown across time. As one District Data Team member expressed it:

I think I would just say a few years ago things were more nebulous and data driven decision making was a term and we were sort of getting to it but nobody was really focused on it. You know? Within the last year especially it just seems like things are really coming in place.

Principals and other school-based members of District Data Team understand well what CALI is, as well as the potential fruits of their labor from participation. Overall, it seems that a high level of awareness of CALI has been established, certainly at the district level, and at the school level, at least in some schools.

Buy-in to CALI

Buy-in can be defined as the belief that CALI has value and as a willingness to engage and interact in CALI services. In other words, taking ownership of CALI is a key short-term outcome.

According to the survey of all fifteen districts, the item "CALI services give us a systematic way to change adult behaviors that effect student achievement" received an average rating of 2.94 and the item "Making good use of CALI services is part of our job, not just an extra," received an

average rating of 2.82. Both had a range of responses from "strongly agree" to "strongly disagree."

Queried about their belief in specific key CALI components in improving student achievement, all items received a positive response with averages between "agree" and "strongly agree." Two items (those on the value of District Improvement Plans and the role of the external consultants) had a narrow range of response at the high end (agreement to strong agreement). Range for the item on Demonstration Schools spanned the entire continuum from "strongly agree" to "strongly disagree." Others ranged between "strongly agree" and "disagree."

With regard to belief in the value of specific training modules, all average responses were positive, between "strongly agree" and "agree." Range was tight on the positive end for DDDM/DT, CFA, MSW, and SRBI. Range reached down to "disagree" for School Climate and "strongly disagree" for ETS. Eight and seven of 18 respondents, respectively, chose "don't know" or did not respond to the items on MSW and School Climate.

Survey findings were largely positive, but the districts interviewed during site visits expressed a very high level of buy-in for CALI, reporting that CALI is central to the conversation about instructional change. At all four districts, a resounding theme of appreciation for CALI and how CALI is impacting district and school work was heard.

Throughout the site visit process and on the survey, much feedback on each CALI component was expressed, from appreciative to formative. Data Team members in the four districts visited, either have a positive perception of CALI components or are engaged in thinking about improvements they would like to see made. Feedback of both types is presented below as evidence of buy-in. To the extent that some of the feedback is formative, it is an opportunity for CSDE to engage with the districts in considering how to move forward. It is likely that buy-in will increase or decrease in the future according to the level at which the feedback below is addressed. Now is an opportune time to hold conversations and make refinements that will support forward momentum with implementing changes. Being responsive to feedback is the best thing CSDE can do to encourage district ownership of CALI.

- **Cambridge Assessments**: The Cambridge Assessments were viewed, by and large, as a wake up call. They were seen as tough love, taking too long, delivered in a manner sometimes seen as insensitive to school communities, but "spot on" accurate. However popular or hated, they contributed to the sense of urgency.

- **District Improvement Plans**: The District Improvement Plans seem to hold varying weight in terms of backbone and dynamic quality for CALI work across these districts. Creating the plans seems to have played a major role, and consumed much time during the initial stages of the District Data Teams.

- **Demonstration Schools**. Leaders of Demonstration Schools value their executive coaches and data team facilitators a great deal. This was the second year of the "Demo Schools," as they are called, and only the first full year of implementation. *Personally, I see a lot of power in the Demonstration School Model.* The Demonstration Schools

should be a good model for what the envisioned CALI practice looks like in action and provide the first support for its efficacy in raising student achievement.

The only caveat noted was with the larger schools, as in secondary schools, where the added intensity may be insufficient to spread wide enough across the number of data teams.

The Demonstration School support is very positive. The only thing I would add to it…. is when the demonstration school support is for a middle school or high school. They get the same number of days and the same kind of support and when you're talking about a building that's so much larger it's really not…it's not enough.

Non-Demonstration Schools expressed the desire for coaches and facilitators, as well, and while they understand the nature of selection, they view this as something of an inequity, particularly with Demonstration and non-Demonstration Schools within the same district. In some cases, the district is choosing to purchase these services for some non-Demonstration Schools, because they value the services and desire greater equity within the district.

- **Module Training.** The Module Training is the meat and potatoes of CALI, in that these professional development experiences are the gateway to CALI and the "what, why, how" of implementation. Largely, participants interviewed described the modules as rich and foundational to their big work to follow. Several themes regarding Module Training emerged:

  (1) Prior to CALI, several of the districts had been engaging in some strong, albeit more random, professional development experiences. But for many, the Module Training really provided the necessary boost to their learning.

  I see that we've made great strides. We are involved with CALI and I see that the PD that was offered to us [was valuable],… I can't put a price on it.

  (2) Several individuals would prefer the modules have a sequence; however, there were different views about what the sequence should be:

  - Several respondents believe that Making Standards Work or Effective Teaching Strategies, or both, needed to precede Data Driven Decision Making, because they are the content needed for the process of DDDM to work;
  - Others thought that Common Formative Assessments should be first because teams would begin knowing where their students are;
  - There were suggestions that SRBI should come first, because *that's the thing that links everything together;* and finally
  - Climate should be first, because that overarches the environment needed for students to learn.

District leaders were very articulate in describing their viewpoints on what the order should be and why and perhaps thus made the point the state has it right. There is a graphic, a "wheel" that displays the notion that local teams can start anywhere and work their way through, customized to their needs and improvement plan priorities. It seems that the literal question of order is not so important as that district and school leaders have formed an understanding of the big picture of envisioned CALI practice, have a sophisticated rationale for their approach to using the Module Training, and have the courage of their convictions to act on choices that the model permits them to make. The order in which many of the partner districts proceeded with was the order in which the modules were developed and rolled out, which as we understand it is as follows: DDDM, MSW, ETS, CFA, Climate, Paraprofessionals, and SRBI, along with some coaching and leadership pieces embedded within. It might be beneficial for the logic that ties the modules together to be discussed and debated at an Advisory Group meeting. As district leaders expand module training and follow upon training that has already been provided, the time is ripe for them take the reins and articulate what is being done and why to their schools and constituents.

(3) Because most of the district leaders we heard from were the "first born" they participated in the early trainings led by Lead and Learn Center, and had high praise for the quality of their learning opportunities and experiences. On the other hand, there is deep concern about the quality of presentation varying across providers.
If you have someone from Lead and Learn or I guess there was another office doing some of it… The trainings were excellent but I think for sometimes in some of the other trainings where the state people were doing it they had just come off the certification training maybe within a week and were not totally equipped to do it solo like they were asked to do. The same thing happens with the RESCs because of the fact that they're getting the training and then they're trying to put it out to folks and they're not ready themselves.

- **RESC/SERC Alliance**: The RESC/SERC Alliance plays a critical role in the overall CALI design and implementation plan. They are key technical assistance providers, module trainers, and support service providers to partner districts. They provide additional professional development, beyond the module training, and support for Demonstration Schools, as well. Members of the Alliance have generally had a very positive and collaborative relationship with one another; they are each independent, private, not for profit corporations in their own right, along with their own histories, areas of strength, leadership, and member districts. In general they serve the school districts within their catchment area; however, for CALI, they work with greater flexibility and work beyond their traditional regional boundaries, in order to best serve the needs of the districts.

  CALI is a large part of their work scope these days. *Really, when you think about CALI and the work of CALI in terms of everything that the agency does, it really permeates everything because really everything as far as school improvement. I mean our whole agency really is about school improvement so this is a perfect fit.* Work varies quite a bit by Center, but except for SERC, the RESCs are working with CALI or CALI-like

activities more than half of their time. All of the RESC/SERC leaders interviewed for the evaluation were sharp, knowledgeable, articulate, and certainly demonstrated that they had the "big picture" of this work nailed, as well as a deep understanding of what it takes to implement CALI successfully. Many of the Alliance staff are certified in many of the CALI modules, and prior to the formalization of CALI, had led CALI-like work. Also, they work with districts on a "Request for Services" (RFS) basis, where they provide more implementation support, in addition to the module work.

While District leadership described some of the work the Alliance members were providing to be useful, helpful, and generally positive, most of the testimony was fairly critical; much of it, negative and frustrating. District leaders were particularly concerned about the Module Training. District comments focused on the difference between expert presenters (e.g., Doug Reeves and Larry Ainsworth) and RESC presenters. It seemed clear by district testimony, that presenters were inexperienced, were not well practiced, and lacked the deeper understandings needed to respond to questions and realities from district participants. *And so they're like one step ahead of us. They've just gotten trained. And they are coming out and doing some of the training. And if you get a good one, that's great. If you get somebody that's just reading from the handouts, that's not so great.* There were many comments on dissatisfaction with the quality of training provided by RESC staff. *I think it's an issue of quality control in that being really recent all my initial trainings were with the RESCs and they were variable and most of them mediocre to poor.*

- **State Support Teams** Site visit data revealed that this assistance is valued, and they would benefit from as much assistance as possible. Survey data showed some districts were less satisfied with their CSDE support teams, citing changes in support team membership, inconsistent messages from team members, or mismatch with the staff assigned.

- **External consultants**. These were generally perceived as effective. Partner districts visited greatly appreciated the support from external consultants, who are retired superintendents. They valued the rich experience they brought to bear on CALI work and found much of their advice "just in time" and on target. One leader particularly noted that s/he valued the external consultant's willingness to discuss mistakes they made when they were in the superintendent role and to bring that wisdom to bear on challenges current leaders face in implementing CALI.

- **Advisory Committee**: The Advisory Committee is a major source of networking and collegiality for the CALI point people at partner districts. Only one district indicated on its survey that it is of questionable value.

- **The CALI Paraprofessional Overview Module** is intended to build the capacity of paraprofessionals to contribute to the work of CALI. It seemed to be new to many of the local leaders, in terms of CALI support. One district leader seemed to be hearing about the module for the first time. They are eager to learn more.

All of the above indicates a great deal of appreciation and buy-in for CALI at the district level. While CALI appears to be the answer to fueling and powering the district level leadership's vision, initial data on the school level offer a more mixed picture. For staff in schools, CALI seems to be causing some levels of increasing stress, exhaustion, and being generally overwhelmed. According to one principal:

It's a lot to put on our plates. It's a lot to put onto the classroom teacher. However, I can't fight City Hall on it. If that's what our district improvement is saying that we are rolling out all these different initiatives, then we need to be able to do it. But it's definitely feeling like it's just a lot of training. I think, you know, we started out with just Data-Driven Decision Making and then Making Standards Work and ETS. Okay. So those were like the three major components. This year, or last year, they adapted Positive School Climate, which is a whole other model now that we have to try to implement. In addition, they added the SRBI model into the CALI initiatives. So that's two more major components.

As respondents expressed varying levels of "push back" from their professional staff, they did not talk about a desire to stop the work entirely; only to recognize their constituents' requests to adjust the pace and complexity of effort. From the data currently in hand, it seems that CALI, at all levels, is seen as the right work to be doing for student success at this time.

Urgency

Developing a sense of urgency is the third short-term CALI outcome that was examined. On the survey of all fifteen districts, the item "CALI has contributed to a sense of urgency that our district needs to support our schools more effectively" received an average response of 3.12, a positive finding, with a range between "strongly agree" and "strongly disagree."

In the four districts receiving site visits, again there was an amplified message. These districts conveyed a sense of no time to wait or waste here, and recognition that the full design need not be completed prior to piloting or moving with this Initiative. Nearly all Data Team members interviewed feel a sense of urgency. There is little patience for old adages, such as "change takes time" or "change takes five years." Perhaps it will take time to see true impact, but the work begins in earnest now. Make haste immediately and ramp up in order to see the results we need to see in three to five years seemed to be the prevalent mood.

I think that there is ... the recognition that the party's over. We're not going to be able to do whatever we want to do. We have to get this done. This is critical. Data is going to be part of what we do from now on. I mean I think that change in culture which you can see sort of identified in ... the long-term outcomes, I don't think that there's any question that there's some of that in all of the districts. I think two or three years ago: "Will this go away?" "Wait long enough, it will go away." "We got our own way of doing it, leave us alone. It will get better." I mean I don't think there's anyone left out there who really believes that we can do it on our own...

It is unclear if the sense of urgency engendered by CALI that was expressed by some district leaders has penetrated to the building and especially the classroom level. One principal in

describing her staff's reaction said punishment is more apt description of how they take it than urgency. Another expressed that the mission is urgent: *I think that every educator should think of urgency when they are looking at a classroom and they only have one year with those students - that's pretty urgent to make sure you're getting them to the next level,* but questioned whether the CALI process has been effective in creating a sense of urgency. It was also noted that at the school level there is variation in urgency and level of buy-in from individuals: *I do feel a sense of urgency at the elementary schools. I would say there's also individual push back from teachers that there are other more important things in life than CMT but I would say that's not everybody, that's not the culture, it's just individuals.*

Summarizing findings on short-term outcomes, it seems that knowledge of CALI, buy-in to the model and a sense of urgency are largely in place. Many of the CALI components have been well-received and a great deal of appreciation for the hard work that CSDE has done was expressed in both the survey findings and in the site visits. The formative finding on the quality of Module Training is the one area where CSDE may want to focus attention and thought as it moves forward with developing and implementing CALI. This finding leads us to discussion of the delivery system that will be used to help reach fidelity of implementation and will be treated in more detail in the next section.

Theory of Action: Mid-term Outcomes

Mid-term outcomes in the Theory of Action focus whether an understanding of CALI, buy-in to the value of the model, and participation in CALI activities and training then make the transition to (1) changed beliefs about student learning; (2) changed practices in the interaction of teachers, students and instructional materials and processes; and (3) changed support mechanisms that make new beliefs and practices possible. This section of the report will discuss each of these in turn, with a focus on the district level and presentation of school level data to the limited extent available in this phase of the evaluation.

Certainly, the four districts receiving site visits painted a picture of hope. Staff in those districts seemed to have moved beyond blaming the students or their families, or the teachers who taught the students before them. Building capacity to make data-driven decisions, and continuously and collaboratively focusing on student work is beginning to shift the adult behaviors and responsibilities in the workplace. CALI has played a key role in this important change. At the same time there is some evidence of need to be more explicit and systematic about support in this stage so that there are mechanisms in place for promoting fidelity.

What is the envisioned practice that CALI ultimately supports? It is data-driven improvement from the student level out. Teachers will use expert instruction to address learning targets as defined in the GLEs and gather formative assessment data on an on-going basis. Instructional teams will use data to problem-solve how to move individual students having needs on particular skills. They will be relentless in providing increasing levels of support and unceasing until each child has mastered the skills or content that was giving her difficulty.

The improvement work in CALI is carried out through a nested, aligned system of data teams. It has been implemented starting at the district level and working down to the school level. Work

began with the District Data Teams as a means of implementing the District Improvement Plan, as an artifact of the fact that the Cambridge Assessments were a beginning step that informed the District Plans. Schools are to have School Improvement Plans that are aligned with the District Plan, and Instructional Teams are to function on an on-going basis to use data and make decisions about instruction that would meet specific student needs. Currently, effort reaches down to the school level and many of the questions about mid-term outcomes focus on how far down changed practice goes and how consistent it is across schools in a district. *I feel as though everything CALI has to offer is really valuable, but…it takes a long time to filter into all of the various layers in the District.*

There is evidence that initial changes at the district level have occurred. For example, one of the districts receiving a site visit reported that on a staff survey 80% or more of teachers know and agree with what is in the District Improvement Plan. *That's major. That's a big deal.* Survey data from all fifteen partner districts corroborate that partner districts have taken steps to implement the CALI model. There is a high level of agreement that District Data Teams have been formed, that they drew on data and scientifically-based strategies in developing the Improvement Plans, they work with schools on their Improvement Plans, they use periodic benchmark assessments, they have provided professional development and used the Request for Service Process. All these items fall between "agree" and "strongly agree," with a narrow range of responses at the high end of the scale.

As the upcoming discussion will show, change is still underway. There is variation from district to district and even more variation in schools within a district. For example, respondents to the survey cited elementary schools moving more quickly than high schools, and some subject areas moving more quickly (math at the middle school and high school was the example cited). This inconsistency is also perceived by RESC leaders who have supported districts on the move, but also have worked with others where progress is slow.

So in other words, they invested a significant amount of time in Cambridge. They spent a significant amount of time working with [names of CSDE staff] to really understand specifically what their District Improvement Plan needed to look like and then understood clearly and have made the shift to understand clearly that that PD plan that includes all of these CALI services is the subcomponent of that District Improvement Plan. They made that shift and that's a huge paradigm shift, I think, for districts. When they made it, they then are able to target their PD services that are coming and technical assistance services that are coming through CALI in a little bit more impactful way.

We have some others who haven't quite taken this seriously. They've written the plans. They've done the compliance pieces but they really haven't drilled it down to the point where it's really changing the culture, or even beginning to change the Central Office culture, which sure needs a start. And so the changes there aren't as prominent. You almost kind of wonder, have we been there at all at some of them?

At the school level, principals are aware of the gap between support and implementation with fidelity.

I think the intentions are great. Principals are supportive. It's overwhelming-feeling at times for a lot of people. So I suppose my overview ... would be that it takes a long time to get it down to the teacher level and then to implement it with fidelity. It's time consuming. Don't know what the easy answer is there.

Changed Beliefs about Student Learning

The reality for me is if you don't have people who believe these kids can do better, they don't. You have to have people who believe these kids can do better. In looking at short-term outcomes, we examined buy-in to the CALI model. At the mid-term, we look for change in beliefs about student learning. Data gathered at the district site visits indicated that increasing members of these school communities believe that all students can learn to very high standards. Poverty or socio-economic levels, race, language, gender do not have to be the predictors, even though they have historically been the correlates.

I think we've heightened their expectations. There's no room not to expect that every student in our District should perform competently and at a level that supports where we need to go, and I think it became crystallized that there was no room not to hold onto those expectations.
As a counterpoint to these optimistic beliefs, some leaders who were interviewed pointed out that social inequities are contributing to the challenges we are addressing in education. *It can't just all be on education but when you have high rates of teen pregnancy and high rates of unemployment and parents that are illiterate it's tough for those kids to come to school and compete against kids that have all the advantages*. The feeling was that there will be progress, but that these structural differences will continue to manifest themselves in broad patterns of student achievement. *I personally think we would be naïve to say that a CALI initiative will level the playing field and we'll all be happy and everybody will score the same. I don't think that's going to happen.*

Changed Instructional Practice

It has often been debated in education: which comes first, change in belief or change in practice? It seems improvement can start with either and will lead to the other. New beliefs have been espoused by leadership in at least some districts. The story on changed instructional practices is one of some progress and some way to go. Looking at changed practice first from the viewpoint of a district leader and an Alliance leader, we get a birds-eye view of the big picture:

I think they all have the structure now and they're all collecting a lot of data. Where we get stuck is when we get to the part of what are we going to do with the data, so the instructional piece and that's what we're working with most of the schools on. They've done a great job with their scheduling now. They meet on a regular basis. But how do we move to what are we going to do differently in our classrooms.... (District Leader)

I'm getting a lot of requests now for more content specific people. Like, we're having trouble in math, so I usually send my math person in. Like, what are some strategies we could put in for math? Or if it's more of a reading [issue], what are some strategies we could put in for reading? I think they just need more support with it because a lot of times they don't know what to do

differently. (RESC/SERC leader)

In data from the survey of all fifteen partner districts, the item "Our District Data Team supports School Improvement Teams in effectively managing and interpreting student data" received an average response of 2.86, which is just under "agree" and had a range of responses from "strongly agree" to "disagree." From the point of view of leaders in the districts receiving site visits, their District Data Teams initially invested much of their time developing their District Improvement Plans. In order to do that, they needed to mine both the Cambridge Report, and also an array of district data. As a Data Team, they are still in the process of understanding how to analyze and use data, and have not yet shifted to a place where they have the skill, capacity, or time to support the School Data Teams. Individuals have done so, but that team transference has not happened yet, in large part.

At the school level, principals participating in group interviews cited examples of "aha moments" in looking at data and increasing cultural awareness of who students are and what backgrounds they are coming from, with the realization that equal access to instruction may not be enough. One principal anticipated that SRBI, *which we all know is rolling out very quickly*, will have a positive impact on being able to address all students' needs. *I wish I had more of that kind of time with teachers to just tear it apart even deeper and so training them and hoping they do this kind of discussion in [their] grade levels when they meet together at a common time .... I don't want to just know strengths, weaknesses or totals. The total means nothing if you don't [know]... who these children are [and specifically what each child knows or doesn't know...]*

Nonetheless, there was some ambivalence about school level change as represented in the remarks of this principal:

I think most of my teachers would tell me they're finally getting an opportunity to speak with each other and have those professional conversations around learning. Most people. Those that are on board that see "oh this is important, and this is what we need for all students to achieve." Of course, you got to get those other ones that are just here just to get a paycheck. They see that this is just a waste of time.

Demonstration Schools: The Demonstration Schools have potential for modeling what mid-term outcomes look like in practice that has not yet been tapped. With a full year of implementation in SY 08-09, state and district leaders should consider how this tremendous resource can be used to support changed practice in other schools. Justifiably, it seems most effort to date has gone into establishing the Demonstration Schools. The time has come to focus attention on how they can be used to promote implementation in other sites, by serving as models, or in playing mentoring or other dissemination roles with other schools. CSDE should guide districts with successful Demonstration Schools in thinking through the implications of their experience: Are there ways to scale up the structures and practices in other schools without a coach and data facilitator in each school? If the schools selected to be demonstration sites had certain readiness factors in place, how can these be built in other schools? If the coach and data facilitator roles are key, can resources be redirected to provide them? What are the alternatives in deploying coaches and data facilitators?

Supports for a Changed Culture

The four districts that received site visits reported experiencing a substantial shift in the way they view, approach, and engage in their work, in large part, due to CALI, and in a broader sense because CALI represents their larger work of ensuring student learning success. Participants describe these shifts across a spectrum of beliefs and behaviors: from a focus on adult oriented teaching to one of student centered learning, from conceptions-based to more data-based decision making, from "private practice" to more open, transparent, and collaborative practice, from the way we've always done school to the way we're doing school differently now, and much more.

Culture Shift: A Critical Mid-Term Outcome

It took a long time to accept that, no, we're going to be doing school differently.

Former District and School Culture	Shift to Newer Beliefs and Practices - Culture
Focus on adult centered inputs and outputs – "I taught it!"	Focus on student centered learning results – Did they learn it?
Conceptions driven	Data driven
Private practice, "bunker mentality"	Collaborative, team practice
I've been teaching for 30 years	I'm learning something new each day
These kids can't meet these standards	All students can learn to very high standards
This, too, shall pass; let's wait it out	There is a sense of urgency; this isn't going away
Raising student achievement is daunting, and will take 3 to 5 years	Change takes time, but there'll be no change if we don't begin with gusto now
Few consequences for low student achievement, particularly for teachers	Increased accountability and sanctions for not meeting AYP, shared ownership

Tough work. One source of evidence that culture change is underway is the number of comments during interviews of the RESC/SERC Alliance that this is hard work. Work that challenges the status quo and seeks to change cultures is difficult by nature. The very fact that it is recognized as such is evidence that cultural shift is occurring.

- *It's getting it on the ground and really because it is a paradigm shift in schools, it's tough work. But I think this has so much potential for changing instruction.*

- *This is a very difficult project with very difficult indicators of success and people that are working extremely hard. I have great admiration for the State Department and what they're trying to do. I think they're a great staff who are working on this. I think [names deleted] are outstanding educators and have a tremendous amount of courage and integrity. I try very hard to support them. But I just know how hard this work is.*

In the site visits, members of District Data Teams also alluded to finding the work challenging. *It's the integration of the various components.* They expressed desire for support for the tough work of implementation at the school and classroom level, *the need that every District shouldn't have to kind of figure this out [on their own].* There is a way in which cultural change does happen district by district, school by school, and classroom by classroom, but there may be ways of providing cross-cutting support. It is a daunting challenge and this Data Team Member cannot be blamed for wistfully contemplating an easier way: *I think if the State just told us all what to do, we'd be fine....Yeah, it's got everything in one whole box you know and it's already, the wires are all plugged into the right place....*

Dialog on how long it takes. As well as the correct perception of hard work, there were a number of comments made during district site visits on change taking a long time, but being impatient about waiting for results:

- *Even though the State keeps saying it takes three to five years, people want to see something.*

- *I'm disappointed as a district we haven't seen the results, because we've been working hard as a district, don't you think? I mean we've embraced the CALI or we've been in the forefront of it…. We had hoped to see more gains. We've been in it how many years now? Five. And it's slow.*

- *Yeah you can make incremental change but real change takes time. You know that concept of transformational change, they're only certain times I think in history of a District or history of society where you really truly have transformational change but most change takes time. It's not going to happen overnight.*

- *And then when we're ready, we've gotten on the airplane and… Why did we build it? While we're flying it, but that we keep trying and using different strategies and anticipating that the scores are going to be up, of course we do, hoping but it may be one of those kinds of projects that all of a sudden you see the spike.*

What is notable about the comments is that there is the sense that change relies on a combination of investing time and hope that student achievement will increase rather than evidence of understanding of the **mechanism** that can be relied on to increase student achievement in the CALI vision. If teachers clarify what the learning targets are, where each student is in regard to them, and provide supports for students to achieve, then achievement will go up. And it will not take three to five years. How can such a mechanism be built? Two strategies are building a strong delivery system and putting feedback and accountability processes in place.

Delivery System. The Module Training is a large component of CALI and is critical to reaching fidelity of implementation. If participants' experience with the professional development is positive, then use and implementation are likely.

The state is moving in the right direction, according to most, to build internal capacity, so as not to depend on out-of-state, high priced consultants. The RESC/SERC respondents hailed this notion, as well, and saw it clearly as a good step. Striking the right balance between using national consultants, many of whom developed this work, and local, regional, and state staff that are learning to replicate these trainings becomes essential. The "first born children" the first twelve, saw this as a benefit of going first. They received their initial training at the feet of the masters! It seems important for the state to strike this balance right, and to ensure that state trainers are prepared and ready to take this on. At this point in time, most district participants do not see this in balance, nor do they see the trainers as ready or prepared enough.

In many cases, district personnel are becoming certified to train teachers in the modules, as well, but they do not always have the time to provide the actual training. What they can do, given

their high level of experience with the modules, is to support the teachers as they implement the work of the modules. This bodes well for implementation.

The RESC/SERC Alliance is a tremendous asset for its potential as a delivery system. Leaders of these organizations are supportive of CALI and have ideas about how they can improve their role in the CALI system.

- *I'm really glad that one of the things that they're doing this year is when the districts fill out their Request For Services, they're making it mandatory that they have the service providers at the table, which I think is a very wise move on their part. I think it will help us to do better planning and to build in coherence with districts that haven't had that. And I think, again, to talk about the way that they're really empowering the service providers and the staff developers; the fact that we're starting to, as a state, develop some of our own modules, use the expertise that we have and allow us to refine modules and stuff like that, I think that's adding something to CALI to really make it Connecticut's and I hope they continue to do that.*

- *I don't think that from the translation from a District Improvement Plan to the CALI services, that there's a very clear line of connection between the results, the indicators of success that we need to define, and the actual strategies.... So for example, in [district name], where we're beginning the process of writing our RFS and I'm going to be walking them through making those links. And it's not only for their benefit, it's for the service provider's benefit as well as the state's benefit because then I can track performance...An analysis of qualitative and quantitative data that says, based on what you want to do, here's your level of readiness for that and therefore how we intentionally plan for the results you really want to get to because we know where we are. That's a missing piece here that we need to figure out how to do that within the overall design.*

In the findings on short-term outcomes, district leaders reported a wide variance in the quality of the training. This was a vocal part of their reporting about CALI quality. If their experience is negative or frustrating, then the transference may become stalled or halted, at least temporarily. It was disappointing for district and school leaders to invest in substitute teachers, support large teams of teachers to travel to the trainings, and hear that the training was not of high quality, or even to standard. There is no time or resource to waste. It seems that there is potential for a strong delivery system, but CSDE still has some work to do in addressing the quality of training when it is provided by staff other than the original expert trainers. The state may want to consider whether this is best broached by communication and creative thinking among districts and their RESCs, or if a more formal quality control structure needs to be put in place. CSDE may benefit from some deep listening to the RESCs and consideration of how funding plays a role in who provides the training and follow up support. It is possible that part of the issue here rests with the state's daily rate allotment for in state Alliance presenters. This may be insufficient to purchase highly trained RESC/SERC staff presenters, or to compensate the Alliance staff time to adequately prepare.

Accountability. Finally, in addition to infrastructures and support, accountability has a critical role to play in deepening the fidelity of implementation to the CALI vision. The survey of all

fifteen partner districts included four items on monitoring and feedback: monitoring School Data Teams, evaluating results of the District Improvement Plan, monitoring the functioning and effectiveness of District, School, and Instructional Data Teams, and differentiating support to schools based on data on how they are implementing the district curriculum. Average responses ranged between 2.67 and 2.91 and ranges between "strongly agree" and "disagree" or "strongly disagree."

Data from first a district leader, and second from an Alliance leader illustrate the differing viewpoints on accountability:

- *I really think what's different is the accountability part of it. We're not saying okay, we want to do Data Teams. We're going out and checking and we're looking at the minutes of your Data Teams when we come to your school to visit. We're saying these strategies are really important and when central office comes around to visit we're going to see if you're doing these strategies.*

- *Some of those things are in place but at the Central Office level, there's no monitoring for quality. They're just saying, "Do you have a Data Team?" The principal says, "Yeah, I have a Data Team." "Okay, good." There's no visitation of it. Unlike in [district name], what we did was we have a leadership team at the Central Office level. They've been out to every school to meet with every principal to say show us evidence that you are working proficiently as a data team. You know and they gave them the rubric. I've tried to be very explicit about the expectations for what these data teams should be doing, what they should look like. But that's not happening most other places in my region. In my region, it's more a checklist of did you go through that module, do you have a data team?*

There is no question that good feedback loops and accountability have the potential to be an important driving factor in bringing about change. *I don't care what the model is, what the module is, we are going to measure something and we are going to test for something and we're going to come back to you and we're going to ask you why hasn't this gotten better? That is the driving motivating force.*

Unions. While relations remain a mixed blessing for some of the districts receiving site visits, there is, in others, a shift from the more traditional adversarial relationships to ones of greater advocacy and a common front for the work CALI represents.

Summarizing findings under mid-term outcomes, it seems that this is where activity is now concentrated. It is in mid-term outcomes where fidelity to a new vision of instruction comes into play. Getting fidelity of the envisioned practice into place is a make or break issue on whether CALI ultimately will result in the hoped for increases in student achievement. Much of the early CALI work is designed to support inputs and resources, services and activities. This is a natural focus when an improvement initiative is being developed and getting off the ground. The ultimate test, however, is in the implementation of new practices that are envisioned. We know that this takes on-going training and follow-up support for teachers, principals, and district staff. Findings in this section should encourage CSDE not to rest on the laurels of the short-term

outcomes that have been obtained, but rather to push ahead to establish a robust delivery system that is capable of taking all schools to the practices that are envisioned by CALI.

Theory of Action: Long-term Outcomes

Long-term outcomes in the Theory of Action focus on whether implementation of the CALI vision of practice produces results such as increases on CMT and CAPT, reduction of achievement gaps, reduced dropout rates, reduced discipline referrals and suspension rates, increased attendance, and the like.

As a general statement of findings in this section, it seems that long-term outcomes are being achieved in some schools, but not at a widespread level. At the time of the site visits of four districts, 2009 state testing data were not yet available, and leaders were eager to see their results. Many were quick to reject seeing themselves in the long-term outcomes camp, and most are not there yet. However, some of the principals participating in the group interviews cited compelling student learning data to support activity and impact in that domain.

We're still not where we need to be. And I think we're seeing results at the high school. Our CAPT scores and, knock on wood, you're only as good as your last CAPT scores or CMT scores, but last year they went up 10% straight across the board. We're hoping to see another increase in that. Our referral data is going down. We're reducing suspensions. (Principal)

The survey of all fifteen partner districts corroborated that long-term outcomes are not yet appearing on a wide scale. Lower average responses for items on long-term outcomes were found than on short and mid-term outcomes. The percent of items with an average response between "disagree" and "agree" increased across the components of the Theory of Action (15% of short-term outcome items; 39% of mid-term outcome items; and 60% of long-term outcome items). This is not surprising since the types of outcomes build on each other. Capacity development is still underway and results in performance cannot be reasonably expected until capacity for improvement has been developed and brought to bear on school cultures and practices.

CONCLUSIONS

This section presents summary responses to each of the evaluation questions and provides recommendations to CSDE.

Evaluation Question #1

To what extent and degree of fidelity is CALI being implemented at the district and school level in districts identified as in need of improvement, corrective action, or restructuring under NCLB?

At the district level, leaders have worked in earnest and have made progress in reaching fidelity. The fifteen partner districts are knowledgeable of CALI, buy in to the CALI model as a viable way to bring about school and district improvement, and have participated in CALI activities to a degree of depth. Some major components, such as the Cambridge Assessments and the development and approval of District Improvement Plans have been completed. It is fair to say that the state has been untiring in its efforts to implement CALI, and that the RESC/SERC Alliance and district leaders have stepped up to the plate in the spirit of partnership to work together. All CALI stakeholders should feel very good about what they have accomplished.

This Interim Report primarily gathered district level data and addressed district level issues. Fidelity of implementation is going to be a large issue at the school level simply because it is in the interactions of teachers and students in classrooms that improvement will ultimately happen or not happen. This is the real arena of change and the partnership between districts and their schools likely still has a road to walk in reaching fidelity in using data-driven improvement. Data in hand for this report are not complete enough to draw conclusions at the school level. Questions needing further investigation in the next phase of data collection focus on whether schools in partner districts have implemented the CALI vision of practice and what the factors are that explain fidelity of implementation or lack thereof at the school level.

Recommendations

RMC suggests that CSDE consider the following as it provides on-going support for reaching fidelity of implementation of the CALI vision of practice. These recommendations focus on establishing implementation support that is intensive enough to take data use and instructional practices down to the classroom level.

- **Take steps to get maximum power from the RESC/SERC Alliance**: The Alliance is a significant asset as a delivery system for CALI. This report indicated that both Alliance leaders and district leaders are very thoughtful about how CALI might be improved and that there is some "creative dissatisfaction" with how the Alliance can be used. CSDE should consider how it could open a line of communication with and between Alliance and district leaders to develop consensus on how the effectiveness of CALI support can be increased, set priorities, and determine action steps. One way to begin this conversation might be to convene the State Support Teams, the Advisory Council, and

the Alliance leadership together for this communication toward continuing to create, and to problem solve the current delivery of services and supports.

- **Provide guidance on resources to support reaching fidelity of implementation at the school and classroom levels**: This report reflects many concerns on availability of resources, both fiscal and human. Based on the experience with Demonstration Schools and conversation with district and school leaders in each district, CSDE should offer guidance in determining what resources are needed for what purpose and how funds can be obtained. This should include exploring use of Stimulus Funds and coordination of existing state and federal funding streams. This may require changing the way that federal and state funds are currently used in order to align to the CALI vision.

Evaluation Question #2

Do the components/interventions support each other? If so, how, and to what degree?

The CALI components and interventions support one another in the model as designed: use of the Cambridge Assessments for districts to understand current status, write and implement aligned improvement plans at the district and school level to address needs for improvement and build on strengths; make data central at each decision-making level from instructional teams up. As conceptualized, the CALI components and interventions are cohesive and coherent.

Districts are beginning to see CALI as a system, with interdependent and connecting components, although views do differ on this. Some feel that CALI is a coherent, cohesive program, and others do not. It appeared that it might be as coherent as the local implementers play it out to be, and make it their own design, customize it, and communicate it. Most of the weight on on-going implementation will be carried by the training modules and by follow up support received after participation in training. The Request for Service process, and distinction between basic and certification training, have the potential to provide a workable infrastructure for making training available and building local capacity.

Recommendations

RMC offers the following recommendations on increasing cohesiveness and coherence of CALI.

- **Think deeper, not broader**: District leaders expressed a clear concern about adding too much to CALI. CSDE should avoid the temptation to add modules as new initiatives come up or to attempt to cover all perspectives, issues, or concerns within CSDE. Adding too much will result in diluting the central messages and ultimately reducing the extent to which the components support each other, as they become a collection rather than a system. The Module Training is especially vulnerable to this kind of proliferation. Instead of asking if a new module is needed, CSDE might ask if the perspective, initiative, or concern that is being raised suggests how current modules might be deepened.

- **Market a big CALI message**: CSDE should distill the few big ideas that underlie CALI and develop a plan to market them. Stakeholders in districts, schools, and communities can easily loose track of main ideas if they are not presented in multiple formats and reinforced. It's not understating to say that the CALI vision needs to be sold and resold, explained and re-explained, applied and reapplied to all who have a stake in its success.

- **Show how it works:** The Demonstration Schools are an excellent opportunity to show people what CALI ultimately means for schools and students. CSDE should consider them part of the marketing strategy and outline a series of strategies for how they can be used to create awareness of what CALI ultimately leads to and as models that can form a basis of technical assistance.

- **Celebrate successes**. One district suggested that successes should be celebrated along the way, and this is good advice. The state is planning a conference where success will be recognized and this is wise. CSDE should consider it part of its leadership function to identify and celebrate progress in an on-going fashion. It is also effective to share good news on a broad scale as a part of marketing the CALI vision. Capturing and documenting success builds momentum and creates energy and enthusiasm to go on.

- **Switch the orientation of CALI from state down to student up**: As an artifact of how it was by necessity created and implemented, CALI has the feel of being a top down state to district to school initiative that relies on trickle down, and in fact, this was appreciated by some district leaders. Now that CALI is over the hump of initial efforts, however, part of the CALI message might emphasize that it is about nested layers of support. Students are in the center and it works from the student level up. Instructional Teams ensure that each student receives the support s/he needs; schools ensure that teachers have the support they need; the district supports its schools and the state supports districts. CSDE may want to consider changing the orientation in this fashion, while still maintaining the urgency and accountability that is greatly appreciated.

- **Cast the nets to communities beyond education, and broaden the dialog to more than education**: We began these recommendations by suggesting that the CSDE consider going deeper, rather than broader. One exception to this might be the scope of the conversation. This is big work, tough work, timely work, and educators cannot go it alone. The roots of inequity reach much deeper than schooling, and the complex work of unraveling them require leadership from the Governor's Office, Human Services, Health, Children, Youth and Family Services, and so on. As long as towns and communities reflect vast differences in opportunity, so will learning. Superintendents we interviewed were passionate about the possibility of this statewide dialog.

Evaluation Question #3

What impact is CALI having on district, school, teacher, and student performance?

This evaluation provides a lot of encouragement for what has been accomplished to date. Districts view CSDE staff as effective in creating and supporting the CALI model. Short-term outcomes have largely been accomplished, and work is active to achieve mid-term outcomes. It

is too soon to expect impact on performance or to investigate it in a rigorous way. There is anecdotal evidence of improvement in particular situations, and that is encouraging. There is evidence of some schools improving and that is also encouraging. Based on 2009 testing, five schools from partner districts (including three Demonstration Schools) were removed from In Need of Improvement Status. Thirty four schools (including nine Demonstration Schools) of the 194 under In Need of Improvement Status in 2008 made Safe Harbor or AYP in 2009.

Recommendations

RMC offers the following recommendations regarding impact on district, school, teacher, and student performance:

- **Stay the course**. In the data collected for this report, there were many instances of district leaders asking CSDE to stay the course, keep going, do not stop and then switch to something else. While it is good news for CSDE that districts feel this way, this will be a very challenging recommendation to address. In education, our context continually changes. New state or federal legislation and/or new leadership almost always bring new initiatives or requirements that states and district have to react to. This often has the effect of pulling attention away from, or even derailing, on-going work. To avoid this, CSDE leadership at the highest level should look at every new initiative or requirement and ask how it can contribute to CALI. For example, the ARRA has created a great deal for states to react to and to do. It may not be possible to deflect what has to be done, but the state can reflect on how it can be made to work for CALI, e.g., can any of the Stimulus Funds coming through Title I or IDEA be used for CALI support? Do any of the requirements or selection criteria for Race to the Top funds have implications for CALI? For example, can revision of standards to international benchmarks clarify learning targets to benefit CALI, can eliminating barriers to linking teacher evaluation to student performance create dialog that promotes CALI goals, etc. Can the competition on state longitudinal data systems help create a better basis for CALI? Can the CSDE sponsor the development and implementation of a statewide education data warehouse? Staying the course ultimately requires the state to develop the ability not just to address new requirements and initiatives, but to integrate them into existing work and support.

- **Use TAST to its fullest potential**. The TAST database is an existing tool for collecting information on CALI. One interviewee raised the possibility that services could be linked to performance. CSDE should consider if there are relatively, simple, cost-effective ways that TAST could be used as a source of data on the results of services provided.

Summary

CALI is a wonderful model. It is likely that few states have created a statewide system of support that is as comprehensive, as well thought out, and as intensive in what it has done as CALI. But CSDE cannot rest on its laurels. The challenges of getting fidelity down to the classroom level, keeping and building the CALI focus are significant. All CSDE, RESC, and district staff who participated in this evaluation expressed commitment, integrity and a lot of heart to meet these challenges. Keep working together and never give up.

APPENDICES:

Appendix A: Percent of students scoring at Goal level or higher on 2008 CMT assessments in the 15 CALI districts

Appendix B: Percentage of students meeting Goal or higher on the 2008 CAPT assessments in the 15 CALI districts

Appendix C: CALI Theory of Action: supporting districts as the primary agent of change

Appendix D: Descriptive district survey findings

Appendix E: District site visit protocol

Appendix A: Percent of students scoring at Goal level or higher on 2008 CMT assessments in the 15 CALI districts

Appendix A: Percent of students scoring at Goal level or higher on 2008 CMT assessments in the 15 CALI districts

Grade and CMT Subject Area	Ansonia	Bridgeport	Danbury	East Hartford	Hartford	Meriden	Middletown	State
Grade 3 Reading	40.5	21.0	38.8	26.0	16.4	31.5	51.5	**52.0**
Mathematics	58.3	28.0	53.8	36.9	22.7	38.1	53.4	**60.0**
Grade 4 Reading	53.6	24.2	46.4	31.8	16.8	37.2	54.7	**55.9**
Mathematics	78.5	28.7	60.0	36.6	23.4	46.9	52.4	**60.3**
Grade 5 Reading	47.8	26.9	57.9	36.4	22.1	41.2	65.4	**62.2**
Mathematics	69.7	32.8	70.8	39.0	28.7	47.0	65.0	**65.9**
Grade 6 Reading	49.5	32.8	54.2	39.4	32.3	44.1	61.1	**66.3**
Mathematics	54.1	35.7	58.0	32.8	31.2	43.6	62.7	**66.4**
Grade 7 Reading	49.3	40.9	61.2	41.8	38.2	50.5	58.3	**71.1**
Mathematics	38.0	28.9	57.5	28.3	24.2	40.3	48.7	**63.0**
Grade 8 Reading	49.8	32.0	52.9	39.8	27.8	40.5	50.3	**64.8**
Mathematics	48.5	23.6	44.8	35.3	21.7	31.6	45.7	**60.8**

Grade and CMT Subject Area	New Britain	New Haven	New London	Norwalk	Norwich	Stamford	Waterbury	Windham	State
Grade 3 Reading	19.8	20.5	20.0	43.3	34.8	48.2	27.8	24.6	**52.0**
Mathematics	28.0	36.3	26.5	58.2	41.1	54.1	41.2	30.5	**60.0**
Grade 4 Reading	20.0	28.2	19.8	44.7	37.6	48.7	31.5	26.3	**55.9**
Mathematics	24.3	36.6	11.4	50.4	42.3	56.2	43.1	35.1	**60.3**
Grade 5 Reading	29.6	29.9	34.5	55.8	49.3	58.4	38.2	24.2	**62.2**
Mathematics	31.9	36.7	37.9	56.9	52.6	62.7	46.4	23.6	**65.9**
Grade 6 Reading	30.5	38.2	36.9	50.7	47.7	57.4	35.5	28.2	**66.3**
Mathematics	32.8	42.2	32.1	46.5	44.2	53.8	34.8	27.7	**66.4**
Grade 7 Reading	33.6	42.1	33.0	63.1	60.1	66.7	39.7	37.4	**71.1**
Mathematics	27.7	32.3	21.9	55.0	49.5	53.0	28.3	28.5	**63.0**
Grade 8 Reading	28.1	33.9	21.0	57.5	47.9	57.2	34.9	30.4	**64.8**
Mathematics	21.1	33.2	20.9	51.5	49.1	49.0	24.0	26.5	**60.8**

Appendix B: Percentage of students meeting Goal or higher on the 2008 CAPT assessments in the 15 CALI districts

Appendix B: Percentage of students meeting Goal or higher on the 2008 CAPT assessments in the 15 CALI districts

	CAPT Content Area			
	Reading	Writing	Math	Science
Ansonia	29.8	34.5	25.0	32.0
Bridgeport	11.9	16.0	10.3	8.3
Danbury	36.2	46.0	32.5	31.3
East Hartford	15.6	33.2	21.2	21.1
Hartford	11.0	22.9	13.7	11.4
Meriden	22.9	30.5	25.7	23.4
Middletown	31.8	53.1	31.4	34.3
New Britain	17.1	25.0	14.4	13.4
New Haven	16.7	26.4	15.4	15.5
New London	12.0	25.5	11.0	16.0
Norwalk	30.9	47.9	37.8	32.4
Norwich	0.0	4.8	12.5	16.0
Stamford	35.2	47.3	37.4	32.4
Waterbury	15.2	29.0	14.3	14.8
Windham	26.5	33.2	33.8	27.9
State	**45.5**	**57.9**	**50.1**	**46.3**

Appendix C: CALI Theory of Action: supporting districts as the primary agent of change

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CALI THEORY OF ACTION: SUPPORTING DISTRICTS AS THE PRIMARY AGENT OF CHAN

CALI Mission: Develop and offer a model of state support to districts and schools to support the process of continuous school and district improvement.

CALI Vision: If the state support model assists a school district in strengthening and aligning its organizational systems over time, particularly those systems closest to the instructional core at the school level, then student learning will incrementally and notably improve, with reasonable probability that such improv will be sustained. Systems at the instructional core with greatest direct impact on teaching and learning at the school level are human resources, acquisition/su curriculum, instruction, assessment, supervision/evaluation, professional development, and school improvement planning/ implementation.

uts and Resources

sufficient to support CALI

ice providers are qualified and
e with their own role in
services and have sufficient
form it
as adequate management
in place
gn is appropriate and has
power to bring about district
improvement
ices can be flexibly used based

e designed to support each
system

Services and Activities
t team assigned to partner

dules (DDDM/DT, ETS, CFA,
ol Climate, SRBI)
school status (Cambridge)

on schools (including executive
d data team facilitation)
sultants that specialize in the
intendents
mittee of the State Board of
SBE)
ovement plan approval by

mmittees of partner districts
curriculum and instruction

onal capacity building
apacity building (including the
ucational Service Centers and
ucation Resource Center)

Short Term Outcomes
(Approaching or Beginning Implementation)

Nonuse and orientation to CALI

a. Local educators understand the goals and purposes of CALI
b. Local educators are aware of CALI services and resources
c. Local educators easily access CALI services and resources
d. Local educators agree that CALI services and resources have the potential to make a difference in student outcomes
e. The Connecticut Accountability Legislation and the Cambridge Assessments have created a sense of urgency for improving schools
f. Local educators are willing to take responsibility for implementing CALI with fidelity

Mid Term Outcomes
(Getting to Fidelity of Implementation)

Mechanical and routine use of data driven continuous improvement as supported by CALI

a. District Data Teams: Recognize that change takes time, is complex, and requires commitment, resources and supporting infrastructures. District data teams have a shared vision for CALI goals. Have the ability to use data for creating district improvement plans, monitoring implementation, evaluating results, and making revisions
b. School Leadership Teams: Use school level data for improvement planning that is aligned with the district plan. Use instructional walkthroughs to gauge effective teacher practices in addressing the standards
c. Instructional Teams: Use classroom and formative assessment data to pinpoint which students are having difficulty with which skills or GLEs, and devise strategies to address these in the classroom or in supplemental/intervention programs
d. Classroom teachers: work as members of the Instructional Team and implement effective instruction that meets student needs
e. Create a common language and culture for implementing the data team structure
f. Implement the data team structure using scientifically based teaching strategies
g. Provide instruction in a manner that engages students and in a climate that is safe and supportive of them as learners

Long Term Outcomes
(Sustaining Increased Student Achievement)

Refining use of data driven continuou improvement, integrating it into all policies, procedures, and practices, a sustaining it over time

a. Change in school and district culture—adult behaviors and expectations support and reinforce student achievement
b. School and district leaders have capacity to lead
c. Increases in student achievement a measured by CAPT and CMT
d. Reduction or elimination of achievement gaps
e. Fewer referrals to Special Educatio
f. Fewer dropouts
g. Fewer discipline referrals
h. Increased attendance

Appendix D: Descriptive district survey findings

Appendix D: Descriptive district survey findings

Evaluation of the Connecticut Accountability and Learning Initiative (CALI)
District Survey, April 2009

Twenty-four members of the CALI Advisory Group representing the 15 partner districts were contacted and asked to respond to the survey. A total of 18 responses were received, for an overall return rate for the survey was 75%. However, 100% of the partner districts submitted at least one response. Two districts had multiple respondents.

General Information

Information on Response Tables
18 Respondents: 2 from Meriden, 3 from Waterbury
Coding is 4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree.
Averages are reported for response values that correspond to the coding scheme described above. Therefore, an average of 3.04 would indicate that respondents tended to agree with this item. The closer the item is to 4, the more the respondents tended to agree and strongly agree with it.
High - the most positive response for the item across districts
Low - the most negative response for the item across districts
DK/Missing - the number of missing or 'Don't Know' responses across districts

CSDE Support

Summary of Responses to CSDE Support Items	Average	High	Low	DK/Missing
Since the accountability legislation was enacted, the CSDE is more focused on the most important needs of identified districts	3.41	Strongly Agree	Agree	1
The CSDE is responsive to district concerns with regard to CALI services and school and district improvement requirements	3.22	Strongly Agree	Disagree	0
The CSDE is willing to individualize support and services to meet district needs within the CALI context	3.24	Strongly Agree	Disagree	1
The CSDE provides effective leadership development to principals and other instructional leaders in our district to support CALI work	3.07	Strongly Agree	Disagree	3
CSDE interactions with our local board of education have been helpful in advancing the district improvement	3.00	Strongly Agree	Strongly Disagree	3
CSDE interactions with state and local teacher union leadership have been helpful in advancing the district improvement agenda	3.23	Strongly Agree	Disagree	5
The CSDE technical assistance team has been effective at brokering CSDE resources that support teaching and learning	3.19	Strongly Agree	Disagree	2
The CSDE technical assistance team assigned to the district has been effective in improving the District Data Team Process	3.24	Strongly Agree	Disagree	1

Appendix D: Descriptive district survey findings

Please note any comments you have related to CSDE's service to districts in implementing CALI
CALI is disjointed. The efforts are not tailored to the needs of the district. Delivery of information is too varied. CALI personnel are not experienced enough in implementing the processes of CFA and Data Teams and yet they are trying to train teachers.
Still needs a great deal of work with the teachers union if we are going to make the kind of progress we need to make.
Although I agree that the CSDE team has been helpful in moving the data team forward there were times when it was a bit of a hindrance. We had several changes in the team structure which was frustrating to us as one person's ideas were different than another that might have come in at a later date. Some team members involvement is more direct than others.
The CSDE Team that works with our district is OUTSTANDING and has really helped the District move to the next level. The CALI set up with [name deleted] does not work for our district at all
The registration process for the various CALI training scenarios- RFS, technical assistance, etc.- was cumbersome and ill timed for the 2008-09 school year. I am glad that the state will start this process earlier for the 2009-10 school year. The CSDE could have mapped out a sequence of implementation for districts. As it is, we started with Data Teams/DDDM then almost everything else all at once. Our work with DT/DDDM showed us that we need more frequent data point so we developed our MDAs and sent some people to CFA training. We also thought we needed curriculum work, so off some went to MSW. Some went to ETS because we needed to improve instructional strategies. Same with SRBI, ELL, etc. So now our efforts will be to bring order to CALI in our district while building a base of in-district certified trainers.
I believe the CALI initiative is improving. The important issue is to have every service provider contract with qualified trainers who give the same message, especially in large districts. They need to know the District's Improvement plan and guide school level teams in seeing the big picture and how to use school specific data to move the district and the school plan.
CALI services need to be delivered by just one agency...the messages are mixed when different RESCs provide the assistance and it tends to be counterproductive for our schools.
"Agree" and "Disagree" were not helpful in responding to these questions. I would have preferred a scale representing a range between the two ideals. It is difficult to respond to some of these questions due to the incomplete system (feedback loops). We are currently building the system (feedback loops) and have to this point insufficient resources to do this quickly and effectively. For example, there is currently a gap in the flow of information from Executive Coaches to me...a gap in the flow of information between the District Level and School Level... there are currently insufficient resources to accomplish required steps and processes. Building the capacity of the district (a future oriented task) is in conflict with accomplishing tasks that keep the district afloat. This is not a problem of focus (knowing and valuing the priorities that need to be accomplished...but, rather, having the resources to do the work.) I believe that the SDE and RESCs face the same problem of insufficient resources that the district faces, limiting the degree to which the SDE / RESCs can respond to the needs of the district. It is not that the SDE does not want to be responsive, but a case of not having the capacity to be as responsive as needed. The Technical Assistance Team has substantially changed since January. The current team is not sufficiently aware of the district's context. Part of my role as District Data Team Facilitator is to manage the TAT's disconnect. It seems clear that the view of the TAT is to "fix" rather than to "build capacity". TAT members seem to have difficulty suspending judgment. TAT members seem to have a greater concern with the needs/wants of the State BOE than with the gradual improvement of the district. District membership has a heightened sensitivity to these predispositions. Perhaps over time and with consistent membership we will become a more cohesive team. I understand that the CSDE is meeting with union membership. It is too early to tell if these meetings will result in positive outcomes.
The CSDE has been fantastic, responsive, informed, flexible
I believe the CSDE has been open to suggestions throughout to help improve the quality of the CALI workshops and to differentiate according to the needs of the district.

Appendix D: Descriptive district survey findings

Short Term Outcomes

Summary of Responses to Short Term Objective items	Average	High	Low	DK/ Missing
Our district knows what the goals and purposes of CALI are.	3.29	Strongly Agree	Disagree	1
CALI services give us a systematic way to change the adult behaviors that effect student achievement.	2.94	Strongly Agree	Strongly Disagree	2
CALI has contributed to a sense of urgency that our district needs to support our schools more effectively.	3.12	Strongly Agree	Strongly Disagree	1
Making good use of CALI services is part of our job descriptions-not just an extra.	2.82	Strongly Agree	Strongly Disagree	1
Our district supports the CALI model as an effective school and district improvement strategy.	3.41	Strongly Agree	Disagree	1
District and school status (Cambridge) assessments will play an important role in changing practice	3.12	Strongly Agree	Disagree	1
Ad Hoc Committee on Accountability of the State Board of Education will play an important role in changing practice	3.07	Strongly Agree	Disagree	4
District Improvement Plan approval by the State Board of Education will play an important role in changing practice	3.54	Strongly Agree	Agree	5
Support from Regional Educational Service Centers and the State Education Resource Center will play an important role in changing practice	3.07	Strongly Agree	Disagree	3
Our district has a high level of awareness of the State support team assigned to partner districts	3.38	Strongly Agree	Disagree	2
Our district has participated in services related to the State support team assigned to partner districts	3.65	Strongly Agree	Agree	1
Our district believes the State support team assigned to partner districts will help us improve student performance	3.35	Strongly Agree	Disagree	1
Our district has a high level of awareness of this Demonstration Schools (including executive coaching and data team facilitation)	3.35	Strongly Agree	Disagree	1
Our district has participated in services related to Demonstration Schools (including executive coaching and data team facilitation)	3.59	Strongly Agree	Agree	1
Our district believes Demonstration Schools (including executive coaching and data team facilitation) will help us improve student performance	3.25	Strongly Agree	Strongly Disagree	2
Our district has a high level of awareness of the External consultants (former superintendents) sent by CSDE that work with the superintendent and leadership team	3.29	Strongly Agree	Disagree	4
Our district has participated in services related to the External consultants (former superintendents) sent by CSDE that work with the superintendent and leadership team	3.54	Strongly Agree	Agree	5
Our district believes External consultants (former superintendents) sent by CSDE that work with the superintendent and leadership team will help us improve student performance	3.50	Strongly Agree	Agree	4
Our district has a high level of awareness of the Advisory Committee for Accountability and School Improvement	3.43	Strongly Agree	Disagree	4
Our district has participated in services related to the Advisory Committee for Accountability and School Improvement	3.67	Strongly Agree	Agree	3
Our district believes the Advisory Committee for Accountability and School Improvement help us improve student performance	3.33	Strongly Agree	Disagree	3
Our district has a high level of awareness of Subject-area curriculum support	3.15	Strongly Agree	Disagree	5
Our district has participated in services related to Subject-area curriculum support	3.08	Strongly Agree	Disagree	5
Our district believes Subject-area curriculum support will help us improve student performance	3.18	Strongly Agree	Disagree	7

Appendix D: Descriptive district survey findings

Summary of Responses to Short Term Objective items	Average	High	Low	DK/Missing
Our district has a high level of awareness of this CALI training module - DDDM/DT	3.73	Strongly Agree	Disagree	3
Our district has a high level of awareness of this CALI training module - ETS	3.20	Strongly Agree	Disagree	3
Our district has a high level of awareness of this CALI training module - CFA	3.53	Strongly Agree	Disagree	3
Our district has a high level of awareness of this CALI training module - MSW	3.42	Strongly Agree	Disagree	6
Our district has a high level of awareness of this CALI training module - School Climate	3.14	Strongly Agree	Disagree	4
Our district has a high level of awareness of this CALI training module - SRBI	3.21	Strongly Agree	Disagree	4
Our district has participated to a significant degree in basic training on this module - DDDM/DT	3.67	Strongly Agree	Disagree	3
Our district has participated to a significant degree in basic training on this module - ETS	3.00	Strongly Agree	Disagree	3
Our district has participated to a significant degree in basic training on this module - CFA	3.33	Strongly Agree	Disagree	3
Our district has participated to a significant degree in basic training on this module - MSW	3.00	Strongly Agree	Disagree	5
Our district has participated to a significant degree in basic training on this module - School Climate	2.69	Strongly Agree	Disagree	5
Our district has participated to a significant degree in basic training on this module - SRBI	2.92	Strongly Agree	Disagree	5
Our district has further built capacity by sending our staff to certification training on this module - DDDM/DT	3.53	Strongly Agree	Disagree	3
Our district has further built capacity by sending our staff to certification training on this module - ETS	3.23	Strongly Agree	Disagree	5
Our district has further built capacity by sending our staff to certification training on this module - CFA	3.15	Strongly Agree	Disagree	5
Our district has further built capacity by sending our staff to certification training on this module - MSW	2.92	Strongly Agree	Strongly Disagree	6
Our district has further built capacity by sending our staff to certification training on this module - School Climate	2.77	Strongly Agree	Disagree	5
Our district has further built capacity by sending our staff to certification training on this module - SRBI	2.64	Strongly Agree	Disagree	7
Our district believes this CALI training module will help us improve student achievement - DDDM/DT	3.73	Strongly Agree	Agree	3
Our district believes this CALI training module will help us improve student achievement - ETS	3.62	Strongly Agree	Strongly Disagree	5
Our district believes this CALI training module will help us improve student achievement - CFA	3.67	Strongly Agree	Agree	3
Our district believes this CALI training module will help us improve student achievement - MSW	3.40	Strongly Agree	Agree	8
Our district believes this CALI training module will help us improve student achievement - School Climate	3.27	Strongly Agree	Disagree	7
Our district believes this CALI training module will help us improve student achievement - SRBI	3.57	Strongly Agree	Agree	4

Please note any comments you have related to short-term outcomes of CALI in your district (awareness, participation, buy-in, etc.)
The state does not listen when it comes to these modules. Our district was trained before the State took these modules on and the state is trying to make this a one size fits all model and are not flexible. [Name deleted] does not get it. I truly believe the State People need to connect with all districts and see what really needs to be done. These trainings alone are not going to move districts. The state needs to know how to move this to the next level. Just because you have many people trained does not mean you are doing well. It is not about quantity but about quality, especially of the Data Team. I have had to contract separately with the Leadership and Learning Center to try and move our district because the state department will not move from the "cookie cutter" set up they have. I truly believe that [name deleted] does not like to differentiate for districts and she is the hold up on this piece. I have contracted with the Leadership and Learning Center to help us monitor the implementation of out School Data Teams. This has been the most valuable money I have spent. I have also had to contract with the Leadership and Learning Center to train our staff on CFA's. This training has been awesome and I have hundreds of teachers trained in just one year. It was costly but well worth it. As far as MSW and ETS, we were trained and have certified trainers but these are not getting us anywhere. We did this before we

Appendix D: Descriptive district survey findings

wrote our district curriculum. We unwrapped our standards and we have Effective Teaching Strategies in all areas of our curriculum. So I am not sure why we continue to need these modules. We have not done anything with School Climate. I do have a model SBRI school that has been going for training for these past 2 years. We are doing well with this training. I hope this was not to long but I really hope someone gets this message and reflects on what they are doing.
The Cambridge reports were written in such a way that even if you agreed with the findings (which I did), you were offended by the blunt and seemingly accusatory language. The reports did little in the way of identifying any positive aspects of existing programs. The auditors showed a lack of understanding of how unions impact the educational process and decisions. I appreciated the assistance from the CSDE Team in developing the district improvement plan. There was however, a large degree of frustration in this process because it took much longer than anticipated as well as the ever-changing expectations as the CSDE tried to anticipate the Sate BOE's reaction to plans and as the State BOE commented on DIPs as they were presented. Clearer expectations upfront would have simplified the process and reduced frustration.
Limited management capacity (i.e., coordinating substitutes, travel reimbursement, etc.) make the workshops a challenge. Feedback from participants also indicates that workshops local to Stamford fill up quickly, and travel to Hartford and Hampton is undesirable.
RE: CALI being systematic: each module (DDDM, ETS, etc. is systematic. However, there is not a systematic approach to building the capacity of the district. "Do-ability" short circuits effectiveness. The needs overwhelm the systems resources. RE: CALI as job description: CALI is added to my responsibilities, resulting in frequent feelings of frustration and exhaustion. (I am completing this survey on Sunday morning because I don't know when else it could be accomplished. Further, it is in competition with other work that I will be doing today.) The system needs to have supports built in to ensure "balance". Knowing what to do and having good intentions are insufficient to gain long term improvements. RE: The district supports CALI: This is not a question of support but a question of degree. Our district's systems are incomplete and result in the district not being able to completely support CALI. Further, segments of CALI result in increased silo activity within the district rather than increased system activity. There is a vacuum of leadership and the tools needed by leaders resulting in strained coordination, monitoring, and values. RE: State Support Team: I do not believe that the State Team has sufficient capacity to be an effective support for our district's improvement. I believe that the members of the State Team have good intentions. RE: Demonstration Schools: Our district's insufficient systems (feedback loops) prevent me from fully understanding the degree to which demonstration school supports are effective. Positive anecdotal information comes to me from principals. However, I do not have a link to executive coaches. I am unable to judge the degree to which the development of schools / principals is in alignment with the district's expectations. I sometimes get the sense that there is misalignment. RE: External consultants working with superintendent: I am not aware of the degree to which this is happening. RE: Advisory Committee: I have not found these meetings to be valuable to my work. I wonder if it might be more effective to have districts partner in small groups and work more closely together for purposes of problem solving. I find much of the time of our current meetings devoted to the distribution of information. RE: CALI Training Modules: I understand that the modules are inter-related. The deployment of the modules is sequential, which tends to overwhelm the system's resources. Additionally, staff turnover adds an additional layer of overburden to the system.
We are still building capacity by certifying staff.
We have small group of people from multiple levels working on SRBI and bringing it back to the district. We have had the benefit of data team facilitators in specific schools - and would like to be able to use this option in all schools.

Appendix D: Descriptive district survey findings

Mid Term Outcomes

Summary of Responses to Mid-Term Objective items	Average	High	Low	DK/ Missing
Our district has formed a District Data Team	3.93	Strongly Agree	Agree	3
The frequency and duration of District Data Team meetings are adequate to produce positive results	3.38	Strongly Agree	Disagree	5
The District Data Team has effectively overcome any obstacles it has encountered	3.07	Strongly Agree	Disagree	4
Our District Data Team has sufficient time, resources, and support to work effectively	2.69	Strongly Agree	Strongly Disagree	5
Our District Data Team monitors and supports all School Data Teams	2.67	Strongly Agree	Strongly Disagree	3
We have used data to create a District Improvement Plan	3.67	Strongly Agree	Agree	3
The strategies we have committed to in our District Improvement Plan are based on scientific research or proven practice	3.64	Strongly Agree	Agree	4
In addition to achievement data, we are using climate, safety, and health data in District Data Team work and conversations	3.43	Strongly Agree	Disagree	4
Results, processes, and outcomes of our District Improvement Plan are evaluated on a regular basis	2.79	Strongly Agree	Disagree	4
Our district assists school teams in developing improvement plans that align with our District Improvement Plan	3.57	Strongly Agree	Agree	4
Our district is developing a three-tiered system for using Scientifically Based Research Interventions	3.43	Strongly Agree	Disagree	4
Our district supports teachers in using differentiated instruction in the general education classroom or program (tier one)	3.14	Strongly Agree	Disagree	4
Our schools provide help for children who need more support than they are receiving in the general curriculum (tier two)	3.14	Strongly Agree	Disagree	4
Our schools provide more individualized instruction for children who need the most support (tier three)	2.86	Strongly Agree	Disagree	4
Our district uses benchmark (periodic summative) assessments	3.47	Strongly Agree	Agree	3
Our teachers use formative, classroom-based assessments on a day-to-day basis	2.80	Strongly Agree	Disagree	3
Our District Data Team provides useful, user-friendly data reports to schools	3.00	Strongly Agree	Disagree	5
Our District Data Team supports School Data Teams in effectively managing and interpreting student data	2.86	Strongly Agree	Disagree	4
Our district has used the Request For Services (RFS) process to meet our identified professional development needs	3.40	Strongly Agree	Agree	3
Access to training days by the Leadership and Learning Center has enabled our district to address our most pressing identified needs	2.80	Strongly Agree	Strongly Disagree	3
Our district uses data available through the TAST system for information on our ability to build staff capacity	2.64	Strongly Agree	Strongly Disagree	7
Our district provides embedded professional development opportunities for teachers in our schools	3.21	Strongly Agree	Agree	4
Our district uses administrative walk-throughs to provide feedback on instruction	3.14	Strongly Agree	Strongly Disagree	4
Our district monitors the functioning and effectiveness of our District, School, and Instructional Data Teams	2.92	Strongly Agree	Strongly Disagree	5
District curriculum is developed based on using Connecticut's Grade Level Expectations (GLE's)	3.21	Strongly Agree	Disagree	4
Our district has established resources and supports that help schools align instruction to the learning targets outlined in the GLE's	2.64	Strongly Agree	Disagree	4
Our district collects and uses data that demonstrates how schools are implementing the district curriculum, and we differentiate support and assistance accordingly	2.71	Strongly Agree	Disagree	4
Our district provides leadership development to principals and other instructional leaders in our district to support CALI work	3.38	Strongly Agree	Agree	5

Appendix D: Descriptive district survey findings

Please note any comments you have on the mid-term CALI outcomes in your district (changes in functioning of District Data Team, District Improvement Plan, etc.)
Some of the answers were agree/disagree when what was meant was that it was inconsistent throughout the district. Some practices are not embedded in every school.
We have an outstanding District Data Team. It is just awesome!!! We really need to thank our State partners, [names deleted] for helping us with this piece. They are awesome!!
Our elementary schools are ahead of our secondary schools with these items. We do have some areas at the secondary level that are moving quicker than others- math at both the MS and HS, and the 9th grade teams at the high schools are examples of this.
Lack of continuity from the 3 different RESCs servicing our schools.
RE: District Data Team: Our district data team is under-resourced. Time is a major constraint, despite our efficiency. Each district team member has multiple job responsibilities that can lead to frustration and ineffectiveness. RE: Tiered system: Our system's supports for tier-1 and tier-2 are insufficient. In our district, there is a vacuum of supports for tier-3 interventions, academic or social-emotional. RE: Use of resources e.g., TAST and Leadership and Learning Center: Our district's systems are incomplete and overwhelmed, consequently, we are unable to make good use of every support afforded to us. Additionally, we are building systems of support. It is not that we do not value them or know what they need to be, but that we do not currently have the capacity to move faster. Distributing leadership through the organization will eventually augment our ability to overcome some of our current shortcomings. Leadership requires a value set that does not seem to be widely available in the organization.
We are beginning to really move forward on this - focused - direct - over the "hump" - the language in the district is great.
We do see improvement of implementation, but we see variability in its effectiveness. Levels of "buy-in" vary - particularly influenced by the skill level of building administrators and the time available for district personnel to assist. RESC consultants have been valuable in adding support to implementation at the building level.

Appendix D: Descriptive district survey findings

Long Term Outcomes

Summary of Responses to Long Term Objective items	Average	High	Low	DK/Missing
The data driven approach to improvement that CALI has supported has become simply "the way we do things around here"	3.14	Strongly Agree	Disagree	4
The expectations that we hold of ourselves and our school staff are higher as a result of implementing the CALI model	3.14	Strongly Agree	Disagree	4
Our district knows what to do to improve a school that is struggling	3.00	Strongly Agree	Disagree	4
Since we began using CALI services, there is a trend in reducing or eliminating achievement gaps district wide	2.90	Strongly Agree	Disagree	8
Our data show we have several district wide strategies that are effective in intervening with students who are at risk for underachieving or dropping out	2.82	Strongly Agree	Disagree	7
Dropout rates are down district wide	2.64	Strongly Agree	Disagree	7
Our data show that we have built teacher capacity to manage problem behaviors effectively	2.85	Strongly Agree	Disagree	5
Discipline referrals are down district wide	2.82	Strongly Agree	Disagree	7
Suspension rates are down district wide	2.80	Strongly Agree	Disagree	8
Attendance is up district wide	3.11	Strongly Agree	Disagree	9

Please note any comments or suggestions related to long-term outcomes here:
We have not reviewed the suspension, attendance data to date.
We have solid data to support my answers and they are a part of our District Improvement Plan.
Our middle and elementary schools use PBIS and we work with the May Institute on this. The high schools are not yet using it but are in the process of studying PBIS for potential implementation. We have not tracked dropout data relating to CALI. We have noticed improved attendance at the high schools, but we are not reporting on attendance at the elementary of middle schools. We do track attendance at these levels.
Assign one person to work only in this district. We could assign him/her to schools based on identified needs.
We are at the beginning of using data for instructional problem solving. There are few attitude barriers left in the district. "Knowing what to do" for a failing school implies that there is a silver bullet that can be used as a remedy. Our district "knows" that failing schools need improvement in the areas of Learning Context, Curriculum, Instruction, and Assessment. Improvement is not a linear process and relies upon the interplay of these four elements. Partnerships are important to problem solving around the issue of "failing school" or "failing district". We also "know" that systems cannot improve without external influence. RE: CALI Services and the timing of demonstrated reduction of gaps I would advise caution in drawing a direct line between CALI services and student improvement. I have experienced a very simplistic view about this...e.g., "Isn't it wonderful that CALI is having a positive effect on our schools' and students' performance..." as though it is the only thing having an influence. For example, the district had begun working on the learning context component (social-emotional learning) prior to it hitting CALI's radar. There are other examples... Certainly CALI has been helpful, but has not been operating in a vacuum. Please forward a copy of these responses to me. Thanks! Feedback for you: It has taken approximately 2 hours to complete this survey.
Our baseline data is variable due to previous collections. Also, we have not yet collected all of the comparative data referenced in the questions above so that answering some of the questions is difficult.
Please list the three aspects of the system of state support (CALI) that are the most valuable/successful/useful
State support Former Supt support Curriculum support
1. The availability of training. 2. Technical assistance offered. 3. The focus on increased student achievement
Support from the 3 member state team Meeting with the Advisory Committee Cambridge Review of District and Schools
Free CALI training for Priority school districts' Demonstration school program CSDE Team
Executive SDE Team/Consultants Demo/Coach Schools Advisory Meetings

Appendix D: Descriptive district survey findings

Advisory group meetings
Support in SIP Development Demonstration Schools report that the coaches are useful Advisory Committee meetings provide some useful information
1. Creating urgency for change. 2. Emphasizing shared language. 3. Supports through the RESC
immediacy, knowledge & expertise
Access to quality professional development - particularly in the form of onsite technical assistance. Sharing strategies that work in districts across the state. Whole school focused intervention support
technical support

Please list the three most important areas for improvement for the system of state support (CALI)
Help with the teachers union Help with CFA Help with Data Team Training
1. Too many initiatives to respond to at one time. 2. A perception that the CSDE does not understand the day to day functions of running a school district and that the demands cannot always be met. 3. Offering job embedded training so that we are not taking staff out of buildings all the time. Perhaps summer institutes would help.
CALI Module Training that [name deleted] is in charge of The Executive Coaching for Schools in need of improvement
CALI registration process. Providing sorting options on the TAST. Ensuring the quality of the CALI trainers
School based delivery model of professional development from RESCs. SDE meeting with Administrative Unions
Assignment of services Collaboration among the different Bureaus at CSDE to ensure that all initiatives "fit" together
A more tailored DDT process to meet our district's needs CALI workshop locations more convenient to Stamford CALI workshop guidelines to help us set a progression for participants
1. Are there ways to reduce the layers that seem to be developing? Is the system of support taking on a life of its own? 2. Are there ways to support the feedback loops (monitoring / report systems) that seem to be emerging without simply shifting the burden to current district personnel? 3. How might the distribution of values help to distribute leadership and flatten the organization? Has the SDE committed to a value set (foundation for the work) that is widely known and accepted? To what degree are the espoused values enacted at the SDE?
Keep [name deleted] in [our district]
On-going longitudinal data systems to support analysis of achievement (and positive press) Strategies for dealing with mobility of students Continued financial assistance focused directly on identified areas of support

Appendix E: District site visit protocol

Appendix E: District site visit protocol

CALI Evaluation
District Site Visit Protocol
May, 2009

Prior to the Site Visits:

- CSDE staff will notify the district of selection
- Edie will follow up to schedule, establishing who the main point of contact is at the district level (likely Advisory Committee member with highest rank), providing and adapting the agenda for the visit Districts can flexibly arrange these components as suits their schedule, so long as all the pieces are addressed), securing meeting space for the site visitors during breaks and lunch (it is ideal if food and water can be provided so site visitors can use this for work time and to talk privately) and securing directions to the district office.
- RMC will collect the following information on each district
    - Telephone interview of the CSDE lead consultant; former superintendents
    - Telephone interview of the RESC service provider
    - Document review**:** Cambridge Assessment; District Improvement Plan; Strategic School Profile; any docs that the CSDE lead consultant or RESC provider suggests.

At the Site Visit

Schedule and Protocol

8:30-9:00 Initial Meeting with Advisory Committee Member (contact person)

Purpose: To go over agenda and logistics for the day; preview space; set up equipment; answer any questions the district may have.

9:00-10:00 Group Interview with Advisory Board members and the Superintendent

Purpose: To understand the perspective of district leadership on CALI

Preamble: Thank you for taking time to talk with us this morning. We are from RMC Research Corporation, and this site visit is part of the CALI evaluation sponsored by the state. The purpose of the evaluation is to provide data to the CSDE so that they can (1) understand what makes CALI work—or what stands in its way of being an effective means of supporting identified districts and schools and (2) improve the CALI system over time.

This is not an evaluation of your district.

We will be audio recording our conversation today for the sake of the completeness of notes. No one other than RMC staff will hear recordings or see transcripts and data will not be identified with you personally.

Appendix E: District site visit protocol

In the next hour, we would like to get a general understanding of the CALI "story" here in _____. This big picture understanding will help us as we dig deeper in an interview with the district data team and end the day by talking with principals to understand the user perspective of CALI support.

Protocol:

(1) The big picture, or the story

- With regard to supporting your identified schools, what were your practices, policies and procedures like prior to CALI work that began with the Cambridge Assessment and after it?
- In general terms, what are the structures that CALI has put in place?
- How far does CALI reach—within the district office and beyond it?

(2) Inputs, resources, components

- What has the state done to make your use of CALI easy or difficult?
- What support has the RESC/SERC Alliance provided in implementing CALI? How helpful, useful has that assistance been?
- To what extent have you successfully built capacity of your own staff to implement CALI?
- What is your view of the various CALI components as a system? How do these CALI components, as a system, fit with one another? Work for your district?
- How do CALI supports for identified schools fit your needs, or the goals your district is working on?

(3) Outcomes and impact

- What are the factors that make your district able to access, with ease or success, CALI support?
- What are your CALI implementation successes?
- What have been the challenges in implementing CALI?
- What student learning, teaching quality, organizational systemic results are you seeing thus far?

(4) Reflection

- What are your early hunches about CALI – where it will push envelopes, where it will fall down or fail, what will continue to stay in place and move forward, what do they think they need?
- In what ways could the CALI design be improved?

10:00-10:30 Break

Appendix E: District site visit protocol

10:30-12:30 Group Interview with the District Data Team (district contact person will be asked to select a representative sample of 6-8 people from the Data Team, fairly evenly balanced between district and school level members.)

Purpose: To understand what the District Data Team believes it has accomplished, what has enabled its successes, what challenges and barriers it has encountered.

Preamble: Thank you for taking a few minutes to meet with us today. We are from RMC Research Corporation and are conducting this site visit as part of the CALI evaluation. The purpose of the evaluation is to provide data to the CSDE so that they can (1) understand what makes CALI work—or what stands in its way of being an effective manner of supporting identified districts and schools and (2) improve the CALI system over time. This is not an evaluation of your district. We have already spoken to district leaders to gain a broad understanding of how CALI has functioned in your district. We have learned [summary statement here]. In this conversation, we want to dig deeper and test out a CALI theory of action with regard to your experiences as the Data Team. We will audio record the conversation for the sake of completeness of notes. No one other than RMC staff will hear the recording or see the transcriptions. What you say will not be personally identified with you.

Protocol:

(1) The big picture, or the story

- What would you like to add to the CALI story in ____, as I just described it?

(2) Inputs, resources, components

- In our CALI theory of action, a starting point is that the statewide support system is well designed, effectively communicated to intended users, and backed up with sufficient resources so that it can be implemented as intended. Let's take those one by one
- What is your thinking on the design of the system: the components parts and how they work together?
- How has CALI, as a statewide system of support, been communicated, by the state to your district, by your district leadership to district staff and to schools?
- What resources have you drawn on to implement CALI? What resources or capacity have you created? What do you still need?

(3) Outcomes and impact

- In the theory of action, we hypothesized that outputs of CALI will be participation in CALI services and training, short term outcomes will be buy in and increased readiness, mid term outcomes will be changed practice in using data, and long term outcomes will be improved student achievement and other similar measures.
- What do you think of this theory of action in general?
- Speaking of short term outcomes, what were the factors that made your district make good use of CALI?

- What advice would you give the state on how to develop this ability for implementation if its not there?

[Note: Edie and Keisha will have key short mid and long term outcomes from the survey for the district being visited. They will use this information in probing to explain mid term outcomes]

- What factors have facilitated your implementation of CALI?
- What factors have hindered implementation of CALI?
- What would be needed to continue to move to a higher level of implementation?
- What is your sense of the culture and climate issues, concerns, changes?
- What student learning, teaching quality, organizational systemic results are you seeing thus far?
- What impact are you anticipating seeing over the next year or so?

(4) Reflection

- What are your early hunches about CALI – where it will push envelopes, where it will fail, what will continue to stay in place and move forward, what do they think they need?
- In what ways could the CALI design be improved?

12:30-1:30 Lunch

1:30-3:00 Group Interview with principals (contact person will be asked to recruit 2-4 principals of schools NOT represented on the District Data Team, seeking if possible representation of elementary, middle and high schools similar to the patterns in identified schools.

Purpose: To understand how school leaders who are not part of the District Data Team perceive CALI.

Preamble: Thank you for taking a few minutes to talk with us this afternoon. We have spent the morning learning about how the district sees CALI and how you have implemented it. The CSDE's chief goal, of course, is to support schools. We would like to talk with you to get your thoughts on how district support can be most effectively accessed or taken to the school level. We will audio record the conversation for the sake of completeness of notes. No one other than RMC staff will hear the recording or see the transcript and what you say will not be personally associated with you.

Protocol:

(1) The big picture, or the story

- What does this Accountability for Learning Initiative (CALI) mean in your school?
- Compare your school's improvement work before and after this initiative (CALI.) Explain why or why not there are differences

(2) Inputs, resources, components

- What are the new supports this has brought you?
- To what extent are these "just the right support, just in time"?
- Are you receiving other support as an identified school? If so, how does CALI fit with that support?
- What would be your advice to the district about CALI?

(3) Outcomes and impact

- Is your school accessing [ready for] the training and support CALI is offering/bringing in?
- What are teachers (administrators, paraprofessionals) learning?
- How are you and your staff being supported to implement what they are learning through modules, data team work, and other CALI work?
- What student learning, teaching quality, organizational systemic results are you seeing thus far?
- What impact are you anticipating seeing from your participation in CALI over the next year or so?

(4) Reflection

- What are your early hunches about CALI – where it will push envelopes, where it will fail/fall down, what will continue to stay in place and move forward, what do you think you need?
- In what ways could the CALI design be improved to serve you better?

3:00-3:30 Break

3:30-4:30 Exit interview with Advisory Committee Member (contact person)

Purpose: To test out main understandings, ask any clarification questions; make arrangements for collecting any documents that were referenced during the day and that are of interest.

(1) Recap the main things we have learned for reaction of the contact person

(2) Is there anything else you would like us to know or understand?

(3) If questions come up during analysis or if we want to test out hunches, would you be willing to speak with us once more on the phone?

After the Site Visit

- RMC staff write reflective field memos, clean up handwritten notes, submit audio files to transcriber; clean up transcription

Appendix E: District site visit protocol

- Work through the CSDE lead consultant to get TAST data on each district
- If needed, telephone interview with Advisory Board member if there are any questions for clarification
- Analysis and write up

Acknowledgements

RMC offers its thanks to all fifteen CALI Partner Districts for providing us with data to produce this portrait of the current status and direction of Connecticut's Accountability for Learning Initiative. Thank you for taking the time to complete the survey and to provide comments and rich information for us to analyze and report.

In particular, we wish to express our deep appreciation to the four CALI districts we visited in spring 2009, to all of the participants, and particularly the Advisory Committee members, who opened their doors and provided hospitality, implementation stories, reflections, and ideas for us. We recognize that life in districts is always busy and we appreciate you taking the time to contribute to the conversation on improving CALI so that it can reach its potential in creating education systems that serve students well.

The RMC Research Evaluation Team

This evaluation was conducted by RMC Research Corporation in Arlington, Virginia. Team members included:

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Connecticut's Reform Model: The Connecticut Accountability for Learning Initiative

The Connecticut State Department of Education established the Connecticut Accountability for Learning Initiative (CALI) to provide professional development and coaching in 2004 to accelerate the learning of all students and to close the achievement gap. The CALI initiative is based on the findings of nationally recognized researchers including Dr. Douglas Reeves, Dr. Michael Smoker, Dr. Robert Marzano, Dr. Richard Elmore and Dr. John Simpson. The Department collaborated with the Center on Performance Assessment (currently called the Leadership and Learning Center [LLC]) to develop the initiative. This work provides evidence that schools with high rates of poverty and high percentages of ethnic minorities in their student populations can achieve high academic performance. Common characteristic of these schools include and the foundation to the initiative includes:

- a clear focus on achievement;
- a standards-based curriculum that emphasizes the core subject areas of reading, mathematics and writing;
- use of data to inform instructional and leadership decisions;
- frequent assessment of student progress and multiple opportunities for student performance;
- frequent assessment of student progress and multiple opportunities for student improvement;
- an emphasis on research-based effective teaching strategies, including non-fiction writing;
- collaborative teams focused on student learning; and
- all adults held accountable for student achievement.

CALI began as a series of training modules focusing on data driven decision-making, use of standards based instruction and the use of effective teaching strategies. At the time, Title I districts and schools identified in need of improvement were offered access to the training and technical assistance on a voluntary basis.

State Legislation to Support Reform in Partner Districts

In July 2007, this work was significantly strengthened by the passage of state accountability legislation (Section E 1). The legislation required the Department to identify low achieving schools and districts for intensified supervision and direction by the State Board of Education. In the 2007-08 year, the Department identified 12 such districts and the schools within those districts that were in year three or greater in need of improvement at the whole district level in reading, math or both, using No Child Left Behind (NCLB) criteria. Three additional districts were added in the 2008-09 school

year. The districts are now referred to as **Partner Districts**. In addition to the required NCLB sanctions of corrective actions, offering of school choice and supplemental education services, and restructuring schools, the Department developed and implemented a Theory of Action to intervene at the district and school level to support the process of continuous school and district improvement (see Attachment A, CALI Theory of Action). The Department has created our support and intervention based on the theory that in order to systemically change districts and schools, that the district is an integral part of the accountability and monitoring process. The Department has been guided by the work of Richard Elmore in his description of "Reciprocal Accountability." As explained by Dr. Elmore, "If the district (or state) is to hold schools accountable for producing specific outcomes for their students, the district (or state) has the responsibility to provide those schools with the resources (human, material and intellectual) and the conditions necessary to produce those outcomes" (Hess, 2006). Our interventions rely on a combination of pressure or urgency, transparency and support for change. This view is well supported through the work of Michael Fullan's on producing a "cohesive, multi-level approach for sustainable educational reform" (Fullan, 2009).

To support implementation of the accountability legislation, the Department established two new bureaus, the Bureau of School and District Improvement and the Bureau of Accountability, Compliance and Monitoring. These bureaus worked closely to design, implement and monitor supports and accountability systems. In 2009, the bureaus were collapsed to form the Bureau of Accountability and Improvement.

District and School Requirements to Support Reform

Over the past two years, significant support has been offered to these districts and schools. The Department's involvement began with instructional and financial diagnostic assessments of the districts and schools. The assessments covered the areas of securing positive outcomes for students, support for student learning, leadership and management, management of human and fiscal resources, operational systems, stakeholder engagement and satisfaction. These assessments were conducted by Department staff in collaboration with Cambridge Education and included district staff, families, community members and students. The results of the assessment were presented to local boards of education, community members and an Ad Hoc Committee on Accountability for the Connecticut State Board of Education. A team of Department consultants and an external consultant (retired superintendent) were assigned to each district to facilitate the revision of the District Improvement Plan (DIP) based on the assessment findings.

The revision of the DIPs was a significant undertaking in each district. The Department required that each district assemble a multi stakeholder district data team to design the

DIP. Districts were required to identify a limited number of high leverage actions based on data. Data reviewed included state and local assessment data as well as other student and adult data points such as attendance, discipline, suspension expulsion data, graduation and drop out. All data was disaggregated based on sub groups. Districts were guided to set realistic, yet ambitious measurable targets for a three-year period. Strategies to address the targets were chosen based on data on effectiveness and a sound research base. The DIPs were presented to the local and State Board of Education for approval Once approved by the State Board of Education, districts then required each school in the district to revise their School Improvement Plans (SIP) to align with the DIP. The accountability legislation also required that the Department direct a portion of each district's Education Cost Sharing (ECS) allocation to support the implementation of the DIPs

Each district was required to establish an accountability system based on the CALI model (Reeves, 2004). The accountability system must include a district level, school level and instructional level data team. The Department staff is members of the district data team, which is responsible for implementation of the DIP as well as oversight of the implementation of the SIPs. Two times a year, formal monitoring visits are conducted in each district to monitor implementation and progress on the DIP. In addition to staff from the Bureau of Accountability and Improvement, as needed staff from the Bureaus of School Family Community Partnerships, Teaching and Learning, Early Childhood, Special Education and Student Assessment are called on to participate on the district data teams. The Bureau has worked very closely with the Bureau of Special Education on monitoring progress for students with disabilities.

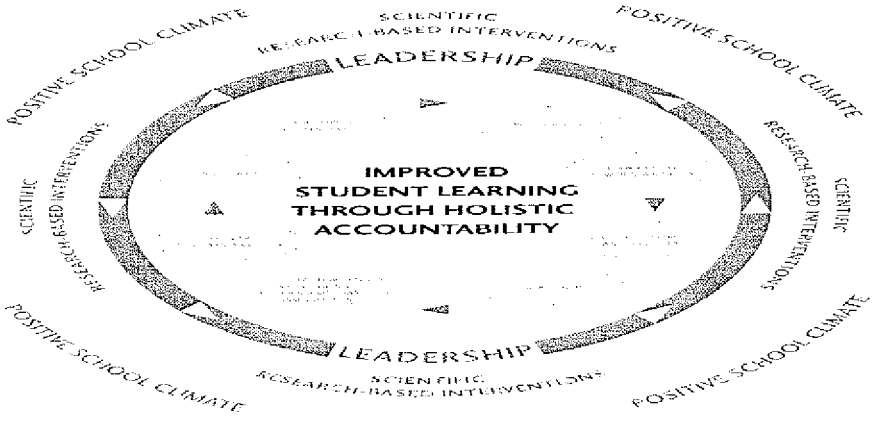
Professional Development to Support Reform

The Department developed an extensive array of professional development activities to support the implementation of the accountability systems and improve the quality of teaching and learning. These were developed in collaboration with LLC and the Regional Education Service Centers (RESCs) and the State Education Resource Center (SERC). Each module has two levels, a basic and a certification. The certification training is designed to build the capacity in each district to conduct their own training with fidelity. The modules include the following:

- Data Driven Decision Making
- Making Standards Work
- Effective Teaching Strategies
- Common Formative Assessment
- Best Practices in Educating English Language Learners
- Improving School Climate to Support Student Achievement

- Leading Change and Getting Everyone on Board
- Paraprofessional Overview for CALI
- Scientific Research Based Interventions (CT RtI model)
- Coaching Instructional Data Teams
- Coaching Effective Teaching Strategies
- School Climate for Leaders
- School Improvement Planning

Each district and school in need of improvement was offered access to training and on – site technical assistance in the CALI modules. Each partner district and their schools were required to participate in the CALI training. The modules are designed to support each other as the basis to improving the quality of instruction and learning at the classroom level. The following graphic represents the theoretical design of how the components of CALI fit together:



Demonstration Schools to Display Reform Efforts

Acknowledging that it would take a minimum of two to three years to see significant achievement gains in the districts and schools, the Department funded two Demonstration Schools in each district. The purpose of the Demonstration Schools was to demonstrate that with increased focus of resources, implementation of the CALI model would result in increased student achievement and closing of the achievement gap. The Demonstration Schools were given an executive coach for the principal and leadership team, a data team facilitator to work with the school and instructional level data teams, and stipends for release time for teachers to work in collaborative professional learning communities.

Coaching for the Demonstration Schools is provided through a contractual relationship with the Connecticut Association of Schools (CAS). The Department has staff assigned to work with CAS on the identification of potential coaches (retired school administrators), placement of coaches, training and networking of coaches, monitoring of

coaching activities and data collection. The Coaching model has had an external evaluation of the project conducted by the University of Connecticut Department of Educational Leadership and Department of Psychology (see Attachment B.)

This past year, in the 15 Partner Districts, five schools were removed from the In Need of Improvement status. An additional 36 schools that had not made AYP in the previous year, made AYP or Safe Harbor. Eight of these schools were Demonstration Schools.

State Intervention for Supported Districts

In 2008-09, the Department identified an additional seven school districts that were in year 3 or greater in need of improvement for a sub group of students. These districts are referred to as the Supported Districts. These districts completed a self-assessment utilizing the Decision Support Architecture Consortium Framework II (DSAC II) which was developed collaboratively with the Council of Chief State School Officers and Center on Leadership in Technology. The Department provided the on-line framework and onsite technical assistance to complete the self-assessment. These districts were required to use the self-assessment results to revise their DIPs. They also were offered access to the CALI training modules as well as each district was awarded one Demonstration School. Twelve schools in the Supported Districts who had not made AYP in the past year made AYP or Safe Harbor. Three of the seven Demonstration Schools made AYP or Safe Harbor.

Collaboration with State Organizations to Support Reform

In an effort to align our work with other professional organizations on the implementation of CALI professional development, the Department has been working very closely with the Connecticut Association of Boards of Education (CABE), the Connecticut Education Association (CEA) and the American Federation of Teachers (AFT). The work with CABE has focused on developing training modules for local boards of education on the role of boards of education in an accountability era. The Department has funded CABE and two bureau consultants to participate in ongoing training with the Iowa State Boards of Education Lighthouse Project. This is a research-based project to identify ways in which local school boards influence the conditions for success necessary for student achievement (see Attachment C).

The Department has met with Connecticut Education Association (CEA) and American Federal of Teachers (AFT) on a regular basis to provide updates, gather input from the field and problem solve the outreach of the CALI system. We have invited the union leadership from our 15 partner districts to meet with the state union leadership and the Department on a regular basis. In addition, the Department staff working in districts has

been meeting with union representatives in the districts to enlist their support in implementation of the accountability systems as required.

External Evaluation of Reform Efforts

To assist with determining the effectiveness of CALI, the Department has established multiple avenues for gathering information. The bureau has an Advisory Committee on Accountability, which consists of the Assistant Superintendents from the Partner Districts. This group meets every six weeks to provide updates, provide input and feedback on implementation of CALI, discuss problems of practice and identify needed resources. Representatives from this group also work on sub-committee such as the CALI Quality Assurance Committee and participation in an annual CALI summit to determine next steps for the development of CALI supports. In addition, the Department has identified an external evaluator (RMC Research) to conduct an evaluation of our statewide system of support. Work on the evaluation began in early 2009 and will continue through June 2010. An Interim Evaluation Report was completed in September 2009 (see Attachment D). An excerpt from the report demonstrates the promise of CALI if we stay the course: "CALI is a strong model for school and district improvement. It is likely that few states have created a statewide system of support that is as comprehensive, as well thought out, and an intensive in what it had does as CALI. But CSDE cannot rest on its laurels. The challenges of implementing and sustaining CALI at the classroom level, keeping and building the CALI focus are significant. All CSDE, RESC and district staff who participated in this evaluation expressed commitment, integrity and a lot of heart to meet these challenges. We encourage you to keep working together and not to give up or change course."

Reeves, D. B. *(2004) Accountability for learning: How teachers and school leaders can take charge.* Alexandria: VA: Association for Supervision and Curriculum Development.

Marzano, R., Norford, J.s., Paynter, D.J., Gaddy, B.B. (2001) *A handbook for classroom instruction that works.* Alexandria: VA: Association for Supervision and Curriculum Development.

Hess, F.M., (2006) Urban *school reform - Lessons from San Diego.* Cambridge: Harvard Education Press.

Fullan, M. (2009) The *challenge of change.* Thousand Oaks: CA: Corwin Press.

CONNECTICUT ACCOUNTABILITY LEARNING INITIATIVE THEORY OF ACTION: SUPPORTING DISTRICTS AS THE PRIMARY AGENT OF CHANGE

uts and Resources

sufficient to support CALI

ice providers are qualified and
e with their own role in
services and have sufficient
form it
as adequate management
in place
gn is appropriate and has
power to bring about district
improvement
ices can be flexibly used based

e designed to support each
system

Services and Activities

t team assigned to partner

dules (DDDM/DT, ETS, CFA,
ol Climate, SRBI)
school status (Cambridge)

on schools (including executive
d data team facilitation)
sultants that specialize in the
intendents
mittee of the State Board of
CSBE)
rovement plan approval by

mmittees of partner districts
curriculum and instruction

onal capacity building
apacity building (including the
ucational Service Centers and
ucation Resource Center)

CALI Mission: Develop and offer a model of state support to districts and schools to support the process of continuous school and district improvement.

CALI Vision: If the state support model assists a school district in strengthening and aligning its organizational systems over time, particularly those systems closest to the instructional core at the school level, then student learning will incrementally and notably improve, with reasonable probability that such improv will be sustained. Systems at the instructional core with greatest direct impact on teaching and learning at the school level are human resources, acquisition/s curriculum, instruction, assessment, supervision/evaluation, professional development, and school improvement planning/ implementation.

Short Term Outcomes
(Approaching or Beginning Implementation)

Nonuse and orientation to CALI

a. Local educators understand the goals and purposes of CALI
b. Local educators are aware of CALI services and resources
c. Local educators easily access CALI services and resources
d. Local educators agree that CALI services and resources have the potential to make a difference in student outcomes
e. The Connecticut Accountability Legislation and the Cambridge Assessments have created a sense of urgency for improving schools
f. Local educators are willing to take responsibility for implementing CALI with fidelity

Mid Term Outcomes
(Getting to Fidelity of Implementation)

Mechanical and routine use of data driven continuous improvement as supported by CALI

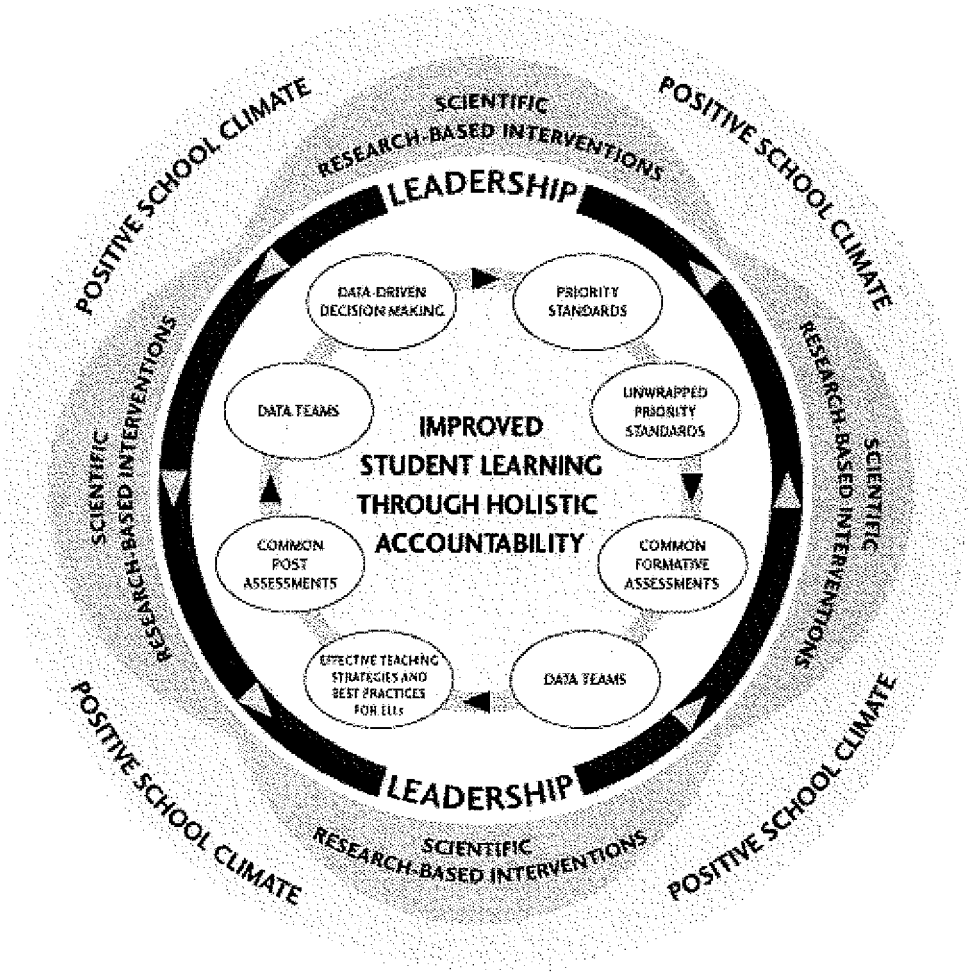
a. District Data Teams: Recognize that change takes time, is complex, and requires commitment, resources and supporting infrastructures. District data teams have a shared vision for CALI goals. Have the ability to use data for creating district improvement plans, monitoring implementation, evaluating results, and making revisions
b. School Leadership Teams: Use school level data for improvement planning that is aligned with the district plan. Use instructional walkthroughs to gauge effective teacher practices in addressing the standards
c. Instructional Teams: Use classroom and formative assessment data to pinpoint which students are having difficulty with which skills or GLEs, and devise strategies to address these in the classroom or in supplemental/intervention programs
d. Classroom teachers: work as members of the Instructional Team and implement effective instruction that meets student needs
e. Create a common language and culture for implementing the data team structure
f. Implement the data team structure using scientifically based teaching strategies
g. Provide instruction in a manner that engages students and in a climate that is safe and supportive of them as learners

Long Term Outcomes
(Sustaining Increased Student Achievement)

Refining use of data driven continuou improvement, integrating it into all policies, procedures, and practices, a sustaining it over time

a. Change in school and district culture—adult behaviors and expectations support and reinforce student achievement
b. School and district leaders have capacity to lead
c. Increases in student achievement a measured by CAPT and CMT
d. Reduction or elimination of achievement gaps
e. Fewer referrals to Special Educatio
f. Fewer dropouts
g. Fewer discipline referrals
h. Increased attendance

CONNECTICUT ACCOUNTABILITY
FOR LEARNING INITIATIVE



College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

Draft for Review and Comment

September 21, 2009

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

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~~Illustrative Student Writing Samples~~ **- Coming in next draft**

~~Introduction~~

~~Student Writing Samples with Annotations~~

Sample of Works Consulted 31

Core Standards for Reading, Writing, and Speaking and Listening

The Core Standards identify essential college- and career-ready skills and knowledge in reading, writing, and speaking and listening across the disciplines. While the English language arts classroom has often been seen as the proper site for literacy instruction, this document acknowledges that the responsibility for teaching such skills must also extend to the other content areas. Teachers in the social and natural sciences, the humanities, and mathematics need to use their content area expertise to help students acquire the discipline-specific skills necessary to comprehend challenging texts and develop deep knowledge in those fields. At the same time, English language arts teachers not only must engage their students in a rich array of literature but also must help develop their students' ability to read complex works of nonfiction independently.

What is taught is just as important as how it is taught; the Core Standards should be accompanied by a comprehensive, content-rich curriculum. While this document defines the outcomes all students need to reach to be college and career ready, many important decisions about curriculum will necessarily be left to states, districts, schools, teachers, professional organizations, and parents. For example, while the standards require that students read texts of sufficient complexity, quality, and range, this document does not contain a required reading list. If states and districts choose to develop one, they should look at the Reading exemplars provided here to get a sense of the level of complexity students must be able to handle independently when they read. Educators can also model their efforts on reading lists from around the nation and the world as long as the texts ultimately included meet the range and content standards in this document.

Standards today must ready students for competition and collaboration in a global, media-saturated environment. Colleges and universities have become international meetinghouses where people from across the globe learn with and from one another. At the same time, business today is truly a worldwide enterprise. Media-related technology helps shape what goes on in both college and the workplace; indeed, it has in some important ways reshaped the very nature of communication. Students who meet the Core Standards will have the reading, writing, speaking, and listening skills to flourish in the diverse, rapidly changing environments of college and careers.

Although reading, writing, and speaking and listening are articulated separately in the standards that follow, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the

knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen

Student Practices in Reading, Writing, and Speaking and Listening

The following practices in reading, writing, and speaking and listening undergird and help unify the rest of the standards document. They are the "premises"—broad statements about the nature of college and career readiness in reading, writing, and speaking and listening—that underlie the individual standards statements and cut across the various sections of the document. Every idea introduced here is subsequently represented in one or more places within the larger document.

* * *

Students who are college and career ready exhibit the following capacities in their reading, writing, and speaking and listening:

1. *They demonstrate independence as readers, writers, speakers, and listeners.*

   Students can, without significant scaffolding or support, comprehend and evaluate complex text across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points as well as ask questions and articulate their own ideas.

2. *They build strong content knowledge.*

   Students build a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They demonstrate their ability to become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and the specific in-depth expertise needed to comprehend subject matter and solve problems in different fields. They refine their knowledge and share it through substantive writing and speaking.

3. *They respond to the varying demands of audience, task, purpose, and discipline.*

   Students consider their reading, writing, and speaking and listening in relation to the contextual factors of audience, task, purpose, and discipline. They appreciate nuances, such as how the composition and familiarity of the audience should affect tone. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the natural sciences).

4. *They comprehend as well as critique.*

   Students are engaged and open-minded—but skeptical—readers and listeners. They work diligently to understand precisely what an author or speaker is

saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

5. *They privilege evidence.*

   Students cite specific textual evidence when offering an oral or written interpretation of a piece of writing. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence

6. *They care about precision.*

   Students are mindful of the impact of specific words and details, and they consider what would be achieved by different choices. Students pay especially close attention when precision matters most, such as in the case of reviewing significant data, making important distinctions, or analyzing a key moment in the action of a play or novel.

7. *They craft and look for structure.*

   Students attend to structure when organizing their own writing and speaking as well as when seeking to understand the work of others. They understand and make use of the ways of presenting information typical of different disciplines. They observe, for example, how authors of literary works craft the structure to unfold events and depict the setting.

8. *They use technology strategically and capably.*

   Students employ technology thoughtfully to enhance their reading, writing, speaking, and listening. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Introductory Evidence Statement for Reading, Writing, and Speaking and Listening Standards

To develop college- and career-ready standards for Reading, Writing, and Speaking and Listening that are rigorous, relevant, and internationally benchmarked, the work group consulted evidence from a wide array of sources. These included standards documents from high-performing states and nations; student performance data (including assessment scores and college grades); academic research; frameworks for assessments, such as NAEP; and results of surveys of postsecondary instructors and employers regarding what is most important for college and career readiness.

The evidence strongly suggests that similar reading, writing, speaking, and listening skills are necessary for success in both college and the workplace. A review of the standards of high-performing nations also suggests that many of these skills are already required in secondary schools internationally. The work group has endeavored to articulate these skills in the Core Standards, focusing educators, students, parents, and resources on what matters most.

Given that a set of standards cannot be simplistically "derived" from any body of evidence, the work group sometimes relied on reasoned judgment to interpret where the evidence was most compelling. For example, there is not a consensus among college faculty about the need for incoming students to be able to comprehend graphs, charts, and tables and to integrate information in these data displays with the information in the accompanying text. Although some evidence suggests that this skill is critical in the workplace and in some entry-level courses, college faculties from the various disciplines disagree on its value (with science and economics faculty rating it more highly than English and humanities professors do). The work group ultimately included a standard on the integration of text and data because the preponderance of the evidence suggests the skill's importance in meeting the demands of the twenty-first-century workplace and some college classrooms.

In most cases, the evidence is clearer. In writing, for example, there is unequivocal value placed on the logical progression of ideas. The expectation that high school graduates will be able to produce writing that is logical and coherent is found throughout the standards of top-performing countries and states. This ability is also valued highly by college faculty and employers. In response to such clear evidence, the work group included Writing student performance standard #5: "Create a logical progression of ideas or events, and convey the relationships among them."

A bibliography of some of the sources the work group drew upon most is included at the end of this document. The reader should also refer to the Core Standards Web site (http://www.corestandards.org), which contains a list of standards linked to relevant sources of evidence.

Finally, while the standards reflect the best evidence available to date, the decisions the work group made are necessarily provisional. The core should be reexamined periodically as additional research on college and career readiness emerges. Indeed, this document may serve as an agenda for such research.

How to Read the Document

This document is divided into three main sections: strands, applications, and supporting materials.

Strands

There are three *strands*: Reading, Writing, and Speaking and Listening. Although each strand is presented discretely for ease of understanding, the document should be considered a coherent whole.

The three strands are each in turn divided into two sections: *Standards for Range and Content* and *Standards for Student Performance*.

Standards for Range and Content

The Standards for Range and Content in each strand describe the contexts in which college- and career-ready students must be able to read, write, speak, and listen. Rather than merely supplement or illustrate the numbered list of Standards for Student Performance, the Standards for Range and Content are themselves required and carry equal force.

Standards for Student Performance

The Standards for Student Performance in each strand enumerate the essential skills and understandings that students who are college and career ready in reading, writing, speaking, and listening must have no later than the end of high school.

Applications

The clearest examples of the integrated nature of communication are the *Applications of the Core* for Research and Media. The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks, such as research and media. Rather than having an additional set of standards that would largely duplicate those already in Reading, Writing, and Speaking and Listening, the document includes the Research and Media applications that draw upon standards already in those strands. This both reaffirms the centrality of the core processes of reading, writing, speaking, and listening and shows how those processes can be combined and extended to describe key communicative acts in the classroom and workplace.

In the Research and Media applications, specific Reading, Writing, and Speaking and Listening standards are identified with a letter or letters corresponding to the relevant strand (R for Reading, W for Writing, and S&L for Speaking and Listening) and a number or letter corresponding to the statement within that strand. For example, R-14 refers to the fourteenth statement in the Standards for Student

Performance in Reading, and W-A refers to the first statement of the Standards for Range and Content in Writing.

Supporting Materials: Reading and Writing Exemplars
Reading and Writing exemplars, and their accompanying annotations, are used to lend further specificity to the standards.

Reading Exemplars
The Reading exemplars, representing a range of subject areas, time periods, cultures, and formats, illustrate the level of text complexity students ready for college and careers must be able to handle on their own. The exemplars are mostly excerpts or representations of larger works. To be truly college and career ready, students must be able to handle full texts—poems, short stories, novels, technical manuals, research reports, and the like. Annotations accompanying the exemplars explain how each text meets the criterion of high text complexity. The annotations also provide brief performance examples that further clarify the meaning and application of the standards.

~~Writing Exemplars~~ **- Coming in the next draft**
~~The Writing exemplars are authentic samples of student writing created across the nation under a variety of conditions and for a variety of purposes and audiences. Annotations accompanying the exemplars indicate how these samples meet the Standards for Student Performance in Writing.~~

Core Standards for Reading Informational and Literary Texts

Standards for the Range and Content of Student Reading

A **Complexity:** A crucial factor in readiness for college and careers is students' ability to comprehend complex texts independently. In college and careers, students will need to read texts characterized by demanding vocabulary, subtle relationships among ideas or characters, a nuanced rhetorical style and tone, and elaborate structures or formats. These challenging texts require the reader's close attention and often demand rereading in order to be fully understood

B. **Quality:** The literary and informational texts chosen for study should be rich in content and in a variety of disciplines. All students should have access to and grapple with works of exceptional craft and thought both for the insights those works offer and as models for students' own thinking and writing. These texts should include classic works that have broad resonance and are alluded to and quoted often, such as influential political documents, foundational literary works, and seminal historical and scientific texts. Texts should also be selected from among the best contemporary fiction and nonfiction and from a diverse range of authors and perspectives.

C. **Vocabulary:** To be college and career ready, students must encounter and master a rich vocabulary. Complex texts often use challenging words, phrases, and terms that students typically do not encounter in their daily lives Specific disciplines and careers have vocabularies of their own. Attentive reading of sophisticated works in a wide range of fields, combined with close attention to vocabulary, is essential to building comprehension and knowledge.

D. **Range:** Students must be able to read a variety of literature, informational texts, and multimedia sources in order to gain the knowledge base they need for college and career readiness.

Literature: Literature enables students to access through imagination a wide range of experiences. By immersing themselves in literature, students enlarge their experiences and deepen their understanding of their own and other cultures. Careful reading of literature entails attentiveness to craft and details of design, which has broad value for students' work in college and career environments.

Informational Text: Because most college and workplace reading is nonfiction, students need to hone their ability to acquire knowledge from informational texts. Workplace and discipline-specific reading will often require students to demonstrate persistence as they encounter a large amount of unfamiliar and often technical vocabulary and concepts. Students must demonstrate facility with the features of texts particular to a variety of disciplines, such as history, science, and mathematics.

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects.

E **Quantity:** Students must have the capacity to handle independently the quantity of reading material, both in print and online, required in college and workforce training. Studies show that the amount of reading students face in high school is often far lower than that required for typical first-year college courses. Students need to be able to perform a close reading of a much higher volume of texts and to sort efficiently through large amounts of print and online information in search of specific facts or ideas

Note: *The essential role of independence in college and career readiness.* The significant scaffolding that often accompanies reading in high school usually disappears in college and workforce training environments. Students must therefore have developed their ability to read texts of sufficient complexity, quality, and range on their own. To become independent, students must encounter unfamiliar texts presented without supporting materials.

Core Standards for Reading Informational and Literary Texts

Standards for Student Performance

1. Determine both what the text says explicitly and what can be inferred logically from the text
2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.
3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.
4. Delineate the main ideas or themes in the text and the details that elaborate and support them
5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.
6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.
7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.
8. Analyze how specific word choices shape the meaning and tone of the text
9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.
10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.
11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.
12. Extract key information efficiently in print and online using text features and search techniques.
13. Ascertain the origin, credibility, and accuracy of print and online sources.
14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.
15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.
16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.
17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems
18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

Note: *These Standards for Student Performance, as is the case for every strand, must be demonstrated across the range and content from the preceding page.* They are meant to apply to fiction and nonfiction. For example:

- "Determine when, where, and why events unfold" applies to plot and setting in literature as well as the sequence of a scientific procedure
- "Analyze the traits, motivations, and thoughts of individuals" applies to studying characters in fiction and figures in historical texts

Core Standards for Writing

Standards for the Range and Content of Student Writing

A. **Purpose:**

Make an Argument: While many high school students have experience presenting their opinions, they need to be able to make arguments supported by evidence in order to be ready for careers and college. Students must be able to frame the debate over a claim, present the reasoning and evidence for the argument, and acknowledge and address its limitations. In some cases, students will make arguments to gain entry to college or to obtain a job, laying out their qualifications or experience. In college, students might defend an interpretation of a work of literature or of history; in the workplace, employees might write to recommend a course of action.

Inform or Explain: In college and in workforce training, writing is a key means for students to show what they know and to share what they have seen. Writing to inform or explain often requires students to integrate complex information from multiple sources in a lucid fashion. Explanations can take the form of laying out facts about a new technology or documenting findings from historical research; well-crafted explanations often make fresh connections and express ideas creatively.

B. **Audience:** Students must adapt their writing so that it is appropriate to the audience by choosing words, information, structures, and formats that conform to the conventions of the discipline in which they are writing. The form and use of evidence in literary analysis, for example, are likely to be quite different from those in geology or business. Students must also be able to consider their audience's background knowledge and potential objections to an argument.

C. **Situation:**

On-demand Writing: Students must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline. College and career readiness requires that students be able to write effectively to a prompt on an exam or respond quickly yet thoughtfully to a supervisor's urgent request for information.

Writing over Time: Students must be able to revisit and make improvements to a piece of their writing over multiple drafts when circumstances encourage or require it. To improve writing through revision, students must be capable of distinguishing good changes from ones that would weaken the writing.

D. **Technology and Collaboration:** Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback.

E. **Quantity:** The evidence is clear that, in order to become better writers, students must devote significant time to producing writing. Students must practice writing several analytical pieces each term if they are to achieve the deep analysis and interpretation of content expected for college and careers.

Note on narrative writing:

Narrative writing is an important mode of writing; it is also a component of making an argument and writing to inform or explain. Telling an interesting story effectively or providing an accurate account of a historical incident requires the skillful use of narrative techniques. Narrative writing requires that students present vivid, relevant details to situate events in a time and place and also craft a structure that lends a larger shape and significance to those details. As an easily grasped and widely used way to share information and ideas with others, narrative writing is a principal stepping-stone to writing forms directly relevant to college and career readiness.

Core Standards for Writing

Standards for Student Performance

1. Establish and refine a topic or thesis that addresses the specific task and audience.
2. Gather the information needed to build an argument, provide an explanation, or address a research question.
3. Sustain focus on a specific topic or argument.
4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.
5. Create a logical progression of ideas or events, and convey the relationships among them.
6. Choose words and phrases to express ideas precisely and concisely.
7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.
8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
12. Use technology as a tool to produce, edit, and distribute writing.

When **writing to inform or explain**, students must also do the following:

13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.
15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

When **writing arguments**, students must also do the following:

16. Establish a substantive claim, distinguishing it from alternate or opposing claims.
17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims
18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

Note: "The conventions of standard written English" encompass a range of commonly accepted language practices designed to make writing clear and widely understood. When formal writing contains errors in grammar, usage, and mechanics, its meaning is obscured, its message is too easily dismissed, and its author is often judged negatively. Proper sentence structure, correct verb formation, careful use of verb tense, clear subject-verb and pronoun-antecedent agreement, conventional usage, and appropriate punctuation are of particular importance to formal writing.

Core Standards for Speaking and Listening

Standards for the Range and Content of Student Speaking and Listening

A. **Group and One-to-One Situations:** Students are expected to be able to speak and listen effectively in both groups and one-to-one. Success in credit-bearing college coursework, whether in the humanities, mathematics, or the sciences, depends heavily on being able to take in and respond to the concepts and information conveyed in lectures and class discussions. Success in the workplace is similarly dependent on listening attentively to colleagues and customers and expressing ideas clearly and persuasively.

These speaking and listening skills may need to be applied differently in different settings. The immediate communication between two people might be replaced by formal turn taking in large-group discussions. When working in classroom or workplace teams, students should be able to ask questions that initiate thoughtful discussions, gain the floor in respectful ways, and build on the contributions of others to complete tasks or reach consensus.

B. **Varied Disciplinary Content:** Students must adapt their speaking and listening to a range of disciplines to communicate effectively. Each academic discipline and industry has its own vocabulary and conventions; for instance, evidence is handled and discussed differently in literary analysis than in history or medicine or the sciences. College- and career-ready students must develop a foundation of disciplinary knowledge and conventions in order not only to comprehend the complexity of information and ideas but also to present and explain them.

C. **Multimedia Comprehension:** New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and also must integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audience. Multimedia accelerates the speed at which connections between reading, writing, speaking, and listening can be made, requiring students to be ready to use these skills nearly simultaneously.

Core Standards for Speaking and Listening

Standards for Student Performance

1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.
2. Present information, findings, and supporting evidence clearly and concisely.
3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.
4. Demonstrate command of formal Standard English when appropriate to task and audience.
5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.
6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.
7. Ask relevant questions to clarify points and challenge ideas.
8. Respond constructively to advance a discussion and build on the input of others

Note: "Style appropriate to the topic, purpose, and audience" includes word choice specific to the demands of the discipline as well as delivery techniques such as gestures and eye contact that contribute to effective message delivery.

"Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric" includes distinguishing facts from opinions and determining whether the speaker is biased and evidence has been distorted

Application of the Core: Research

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as research. This section shows how standards in the core incorporate the skills of research

To be college and career ready, students must engage in research and present their findings in writing and orally, in print and online. The ability to conduct research independently and effectively plays a fundamental role in gaining knowledge and insight in college and the workplace

Research as described here is not limited to the formal, extended research paper nor simply to gathering information from books; rather, research encompasses a flexible yet systematic approach to resolving questions and investigating issues through the careful collection, analysis, synthesis, and presentation of information from a wide range of print and digital sources, such as historical archives and online interviews. With well-developed research skills, students have the tools to engage in sustained inquiry as well as the sort of short, focused research projects that typify many assignments in college and the workplace.

Research in the digital age offers new possibilities as well as new or heightened challenges. While the Internet provides ready access to unprecedented amounts of primary and secondary source material (such as oral histories, historical documents, maps, and scientific reports), students sorting through this wealth of data must be skilled at and vigilant in determining the origin and credibility of these sources

The following Core Standards pertain to elements of the research process and particular research skills required for college and career readiness:

Formulate research questions:
- Establish and refine a topic or thesis that addresses the specific task and audience. (W-1)
- Establish a substantive claim, distinguishing it from alternate or opposing claims. (W-16)

Gather and evaluate relevant information from a range of sources:
- Gather the information needed to build an argument, provide an explanation or address a research question. (W-2)
- Extract key information efficiently in print and online using text features and search techniques. (R-12)
- Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Analyze research sources:
- Delineate the main ideas or themes in the text and the details that elaborate and support them. (R-4)
- Listen to complex information and discern the main ideas, the significant details, and the relationships among them (S&L-5)
- Discern the most important ideas, events, or information and summarize them accurately and concisely. (R-3)
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes. (R-15)
- Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate. (W-18)

Report findings:
- Link claims and evidence with clear reasons and ensure that the evidence is relevant and sufficient to support the claims. (W-17)
- Convey complex information clearly and coherently to the audience through purposeful selection and organization of the content. (W-14)
- Demonstrate understanding of the content by reporting the facts accurately and anticipating reader misconceptions. (W-15)
- Present information, findings, and supporting evidence, clearly and concisely. (S&L-2)
- Support and illustrate arguments and explanations with relevant details, examples, and evidence. (W-4)
- Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism. (W-10)

Application of the Core: Media

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as media analysis and creation. This section shows how standards in the core apply to media.

Rapidly evolving technologies are powerful tools—but only for those who have the skills to put them to work. As the capability of the technology grows, students' command of these skills must only increase.

At the core of media mastery are the same fundamental capacities as are required offline in traditional print forms: an ability to access, understand, and evaluate complex materials and messages and to produce clear, effective communications. Media mastery does, however, call upon students to apply these core skills in new ways and contexts. Media enable students to communicate quickly with a large, often unknown, and broadly diverse audience. Whereas in the past, students may have had days or weeks to digest new information and formulate a response, the online environment pushes students to exercise judgment and present their responses in a matter of minutes.

Speed is not the only new factor. In the electronic world, reading, writing, speaking, and listening are uniquely intertwined. Multimedia forms force students to engage with constantly changing combinations of elements, such as graphics, images, hyperlinks, and embedded video and audio. The technology itself is changing quickly, creating new urgency for adaptation and flexibility on the part of students.

The following Core Standards describe the particular reading, writing, speaking, and listening skills that students will need in order to use media effectively in college and careers:

Standards for Range and Content drawn from each strand

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects. [R-D]

Technology and Collaboration: Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback. [W-D]

Multimedia Comprehension: New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audiences. Multimedia accelerates the speed at which connections between reading, writing, and speaking and listening can be made, requiring students to be ready to use these skills nearly simultaneously. [S&L-C]

Standards for Student Performance drawn from each strand

Gather information from a wide array of electronic sources and multimedia:

- Extract key information efficiently in print and online using text features and search techniques. (R-12)
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)

Evaluate information from digital media:

- Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Create and distribute media communications:

- Use technology as a tool to produce, edit, and distribute writing. (W-12)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding. (S&L-3)

Illustrative Texts

Exemplars of Reading Text Complexity

As described in the Standards for the Range and Content of Student Reading, college- and career-ready students must be able to read texts of sufficient complexity on their own. Studies show that many students who are unable to read sufficiently challenging texts independently by the end of high school struggle with the reading demands of college; many twenty-first-century careers likewise demand that people be able to obtain, search through, and comprehend large amounts of often technical information

To develop that ability, students should engage with high-quality texts that provide strong models of thinking and writing, that challenge them intellectually, and that introduce them to rich content, sophisticated vocabulary, and examples of exceptional craft. The reading students do should be broad and deep, allowing them to extend their knowledge of particular subjects as well as learn about the features of texts written for different disciplines, audiences, and purposes. While no sampling can do justice to the numerous ways in which different authors craft complex prose, as a collection the exemplar texts below illustrate the level of complexity that college- and career-ready students should be able to handle independently by the end of high school. Texts in translation have not been included in this draft but will be part of future drafts.

How Text Complexity was Determined

In addition to surveys of required reading in twelfth grade and the first year of college as well as consultations with experts, two leading measurement systems were used to help make the selections below. The first system—a methodology described by Jeanne Chall and her coauthors in *The Qualitative Assessment of Text Difficulty*—employs trained raters to measure the sophistication of vocabulary, density of ideas, and syntactic complexity in a text as well as the general and subject-specific knowledge and the level of reasoning required for understanding it. The second system, Coh-Metrix, incorporates into its computer-based analysis more than sixty specific indices of syntax, semantics, readability, and cohesion to assess text complexity. Central to its assessment are measures of text cohesiveness, which is the degree to which the text uses explicit markers to link ideas. By analyzing the degree to which those links are missing in a text—and therefore the degree to which a reader must make inferences to connect ideas—this measure gauges a key factor in the comprehension demand of a text

The two methods described above have limitations. The complexity of poems (such as "O Captain! My Captain!") cannot be assessed by Coh-Metrix because poetry adheres to different rules of construction than does prose. Similarly, while individual stories in the sample *New York Times* front pages can be measured for complexity by Coh-Metrix, the method does not capture how the electronic environment enhances or detracts from readability. However, for those exemplar texts whose complexity could be measured by both systems, comparable results were yielded by Coh-Metrix and the Chall method.

Note: The samples of complex text are supplemented by brief performance examples that further clarify the meaning of the standards. These illustrate specifically the application of the performance standards to texts of sufficient complexity, quality, and range. Relevant standards are noted in brackets following each sample performance

Notes on Illustrative Text #1

Pride and Prejudice by Jane Austen

Jane Austen's *Pride and Prejudice* is a sophisticated literary text featuring multiple plotlines, a style and word choice reflective of its time period and setting, and subtle relationships among characters; the excerpt here can only illustrate some of the complexities that readers of the full work will encounter. The novel's opening sentence—"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife"—signals that today's readers will need to employ literary imagination and historical context to re-create for themselves a world largely in the past. The novel's style is elaborate, with many lengthy and, to the modern ear, formal-sounding sentences typical of the period during which the novel was written. While the dialogue is less formal than much of the surrounding text, words and phrases such as *let* (to mean "rent" or "lease") and *chaise and four* (referring to a type of carriage) mark the novel's setting. The excerpt suggests also the kind of close reading of the subtleties of character that readers must perform. The banter between Mr. and Mrs. Bennet reveals both affection and difference of opinion, and it offers clues to the mores of well-to-do English society in the early nineteenth century.

Sample performance aligned with the Core Standards

Students analyze the first impressions given of Mr. and Mrs. Bennet in the first chapter of *Pride and Prejudice* based on how the characters are described, what they say and do, and how they interact. Students compare these first impressions with their later understanding based on how the characters develop throughout the novel. [R-6]

Illustrative Text #1

from *Pride and Prejudice*

Chapter 1

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families that he is considered as the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr Bennet made no answer.

"Do not you want to know who has taken it?" cried his wife impatiently.

"*You* want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? how can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! nonsense, how can you talk so! But it is very likely that he *may* fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley might like you the best of the party."

"My dear, you flatter me. I certainly *have* had my share of beauty, but I do not pretend to be any thing extraordinary now. When a woman has five grown-up daughters she ought to give over thinking of her own beauty."

"In such cases a woman has not often much beauty to think of."

"But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no new-comers. Indeed you must go, for it will be impossible for us to visit him if you do not."

"You are over-scrupulous surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chuses of the girls: though I must throw in a good word for my little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving *her* the preference."

"They have none of them much to recommend them," replied he; "they are all silly and ignorant, like other girls; but Lizzy has something more of quickness than her sisters."

"Mr. Bennet, how can you abuse your own children in such a way! You take delight in vexing me. You have no compassion on my poor nerves."

"You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these twenty years at least."

"Ah! you do not know what I suffer."

"But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood."

"It will be no use to us if twenty such should come, since you will not visit them."

"Depend upon it, my dear, that when there are twenty, I will visit them all."

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. *Her* mind was less difficult to develope. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

Notes on Illustrative Text #2

"O Captain! My Captain!" by Walt Whitman

Though poetry's complexity cannot be assessed by the measures of readability used for the prose exemplars, "O Captain! My Captain!" by Walt Whitman clearly has many of the features of complex texts listed in the Standards for the Range and Content of Student Reading. Modern readers must work to understand what would have been obvious to readers in 1865: "O Captain! My Captain!" is an extended-metaphor poem intended to convey Whitman's and the North's grief over the assassination of Abraham Lincoln so near the conclusion of hostilities in the Civil War. Every element in the poem stands for something else, with the captain representing Lincoln, the ship representing the Union (or the "ship of state"), the voyage representing the war, and so on. Historical context, along with skill in reading literature, is thus particularly important to interpreting this text.

Sample performance aligned with the Core Standards

Students apply knowledge gained from reading the *New York Times* articles on Lincoln's assassination to their understanding of the poem "O Captain! My Captain!" Specifically, students draw on the description of the crowd's response to the attack on Lincoln to inform their understanding of Whitman's poem. [R-17]

Illustrative Text #2

"O Captain! My Captain!" by Walt Whitman

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring,
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning,
Here, Captain! dear father!
This arm beneath your head;
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip, the victor ship comes in with object won;
Exult, O shores, and ring O bells!
But I with mournful tread
Walk the deck my Captain lies,
Fallen cold and dead.

Notes on Illustrative Text #3

The front page of the *New York Times*, April 15, 1865

The challenge posed to a modern reader by the front page of the *New York Times* on April 15, 1865, is significant in terms of format, timeliness, and point of view. Unlike the graphically heavy front page of modern newspapers, this 1865 *New York Times* front page is mostly uninterrupted columns of text. The reader is obviously expected to proceed from top to bottom and left to right across the page, but little other guidance is provided. Because the assassination of Lincoln was still "breaking news" as this edition of the *Times* would have gone to press, some details of the event would have not yet been known; readers will have to sort out what they know about the assassination from what the people reading the paper on that Saturday morning would just have been learning. Three accounts of the events rather than one are provided here, and the sourcing and tone vary greatly. Certain details found in one place are contradicted in another: the "Detail of the Occurrence," for example, suggests that Lincoln may not have been mortally wounded, but the main headline in the top left-hand corner of the page states "No Hopes Entertained of His Recovery." While the first two accounts aim at a certain objectivity, the third begins with a flourish that may surprise readers more used to a restrained style of journalism: "A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theatre a half hour ago that the President had been shot."

Sample performance aligned with the Core Standards

Students analyze how the three different accounts on the front page portray Lincoln's assassination, including which details are similar or different [R-15]

Illustrative Text #3: The front page of the *New York Times*, April 15, 1865

http://timesmachine.nytimes.com/browser/1865/04/15/P1

The New-York Times.

VOL. XIV....NO. 4236. NEW-YORK, SATURDAY, APRIL 15, 1865. PRICE FOUR CENTS

AWFUL EVENT.

President Lincoln Shot by an Assassin.

The Deed Done at Ford's Theatre Last Night.

THE ACT OF A DESPERATE REBEL

The President Still Alive at Last Accounts.

No Hopes Entertained of His Recovery.

Attempted Assassination of Secretary Seward.

DETAILS OF THE DREADFUL TRAGEDY.

[OFFICIAL.]

War Department, Washington, April 15--1:30 A.M.

Maj.-Gen. Dix:

This evening at about 9:30 P.M., at Ford's Theater, the President, while sitting in his private box with Mrs. Lincoln, Mrs. Harris, and Major Rathbum, was shot by an assassin, who suddenly entered the box and approached behind the President.

The assassin then leaped upon the stage, brandishing a large dagger or knife, and made his escape in the rear of the theater.

EUROPEAN NEWS.

FINANCIAL AND COMMERCIAL.

ANOTHER ACCOUNT.

Special Dispatch to the New-York Times

Washington, Friday, April 14, 11:15 P.M.

A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theater a half hour ago that the President had been shot. It flew everywhere in five minutes, and set five thousand people in swift and excited motion on the instant.

DETAIL OF THE OCCURRENCE.

Washington, Friday, April 14--12:30 A.M.

The President was shot in a theater tonight, and is, perhaps, mortally wounded. Secretary Seward was also assassinated.

SECOND DISPATCH.

Washington, Friday, April 14 President Lincoln and wife, with other friends, this evening visited Ford's Theater for the purpose of witnessing the performance of the "American Cousin."

Notes on Illustrative Text #4

The Declaration of Independence

The Declaration of Independence represents the kind of rich primary source material students should be able to read on their own by the end of high school. Though some of the lines ("We hold these truths . . .") are familiar to most American readers, the case against Great Britain that the Declaration lays out, expressed in elevated, sometimes archaic language (*unalienable, hath, usurpations*), requires careful examination to follow in its particulars. The beginning of the document, excerpted here, poses a reading challenge partly because of its philosophical abstractness. The first three sentences, although formally divided, are one continuous list of propositions ("truths") about the nature of government and the rights of the people. Further complicating the reading is that there is little explicit cohesion between sentences—links supplied by words and phrases such as "for example," "moreover," or "in addition"—to help readers understand the relationship between the ideas being expressed.

Sample performance aligned with the Core Standards

Students compare the argument that the Declaration makes justifying revolution to Martin Luther King, Jr.'s defense of civil disobedience in *Letter from Birmingham Jail*. [R-15]

Illustrative Text #4

from The Declaration of Independence

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive to these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new guards for their future security.—Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Notes on Illustrative Text #5

Letter from Birmingham Jail by Martin Luther King, Jr.

Martin Luther King, Jr.'s, *Letter from Birmingham Jail* presents many challenges to the reader in terms of its format, purpose, tone, use of allusions, and language. Apart from letters to the editor (most of which are relatively short), public letters such as King's are uncommon today. The purpose of the text may also be confusing: King is ostensibly addressing his "Fellow Clergymen," but skilled readers will reasonably infer that King's message is intended for a broader audience. Though the tone of the text is measured, King's passion for his cause comes through. The author frequently points outside the *Letter* itself through allusions to other texts, including the Hebrew and Christian scriptures. Moreover, King uses sophisticated vocabulary (*cognizant, mutuality, provincial, gainsaying*) and figurative language (*garment of destiny*) throughout his text. However, the piece is both coherent in that its sequence is signaled ("While confined here . . . But more basically . . . Moreover, I am cognizant . . .") and cohesive in that its clauses and sentences are logically linked for the reader ("Just as the prophets . . . and just as the Apostle Paul . . . so am I compelled . . .").

Sample performance aligned with the Core Standards

Students evaluate the reasoning and rhetoric of the three very different arguments King makes to defend his being in Birmingham. Students assess the different kinds of evidence he uses to support each argument. [R-14]

Illustrative Text #5

from *Letter from Birmingham Jail**

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My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms.

I think I should indicate why I am here In Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

*As reprinted in *Why We Can't Wait* by King, Jr., M. L. (2000) New York City: Signet Classics.

Notes on Illustrative Text #6

Toni Morrison's Nobel lecture, 1993

Toni Morrison's Nobel lecture, though originally delivered orally, can be read on the page as a complex work of analysis and criticism. Its structure, syntax, imagery, language, and density of ideas contribute to the challenge of studying it in this manner. As this excerpt shows, Morrison begins with a folktale. While the "once upon a time" opening may lead readers into thinking that the lecture will primarily be in narrative form, Morrison uses the tale mainly as a springboard for an abstract, allegorical discussion of language, writing, and those who have no voice in society. Morrison often employs sophisticated sentences that require patience and concentration to follow. Readers may recognize places where Morrison varies sentence patterns to change pace and rhythm—particularly important to the oral delivery of the text. The images Morrison creates are powerful and poetic, the diction is elevated and academic, and the word choice is metaphorical and unconventional: "Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago." The richness and abstractness of the ideas in the lecture mean that rereadings may be necessary to comprehend and evaluate the ideas fully.

Sample performance aligned with the Core Standards

Students determine what Morrison means when she compares language to "a bird in the hand," including the different connotations of this phrase that she develops throughout the lecture. Students also explore what Morrison means by saying that both the bird and language can be "dead or alive." [R-7]

Illustrative Text #6

from Toni Morrison's Nobel lecture, 1993

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"Once upon a time there was an old woman. Blind but wise." Or was it an old man? A guru, perhaps. Or a griot soothing restless children. I have heard this story, or one exactly like it, in the lore of several cultures.

"Once upon a time there was an old woman. Blind. Wise."

In the version I know the woman is the daughter of slaves, black, American, and lives alone in a small house outside of town. Her reputation for wisdom is without peer and without question. Among her people she is both the law and its transgression. The honor she is paid and the awe in which she is held reach beyond her neighborhood to places far away; to the city where the intelligence of rural prophets is the source of much amusement.

One day the woman is visited by some young people who seem to be bent on disproving her clairvoyance and showing her up for the fraud they believe she is. Their plan is simple: they enter her house and ask the one question the answer to which rides solely on her difference from them, a difference they regard as a profound disability: her blindness. They stand before her, and one of them says, "Old woman, I hold in my hand a bird. Tell me whether it is living or dead."

She does not answer, and the question is repeated. "Is the bird I am holding living or dead?"

Still she doesn't answer. She is blind and cannot see her visitors, let alone what is in their hands. She does not know their color, gender or homeland. She only knows their motive.

The old woman's silence is so long, the young people have trouble holding their laughter.

Finally she speaks and her voice is soft but stern. "I don't know", she says. "I don't know whether the bird you are holding is dead or alive, but what I do know is that it is in your hands. It is in your hands."

Her answer can be taken to mean: if it is dead, you have either found it that way or you have killed it. If it is alive, you can still kill it. Whether it is to stay alive, it is your decision.

Whatever the case, it is your responsibility.

For parading their power and her helplessness, the young visitors are reprimanded, told they are responsible not only for the act of mockery but also for the small bundle of life sacrificed to achieve its aims. The blind woman shifts attention away from assertions of power to the instrument through which that power is exercised.

Speculation on what (other than its own frail body) that bird-in-the-hand might signify has always been attractive to me, but especially so now thinking, as I have been, about the work I do that has brought me to this company. So I choose to read the bird as language and the woman as a practiced writer. She is worried about how the language she dreams in, given to her at birth, is handled, put into service, even withheld from her for certain nefarious purposes. Being a writer she thinks of language partly as a system, partly as a living thing over which one has control, but mostly as agency—as an act with consequences. So the question the children put to her: "Is it living or dead?" is not unreal because she thinks of language as susceptible to death, erasure; certainly imperiled and salvageable only by an effort of the will. She believes that if the bird in the hands of her visitors is dead the custodians are responsible for the corpse. For her a dead language is not only one no longer spoken or written, it is unyielding language content to admire its own paralysis. Like statist language, censored and censoring. Ruthless in its policing duties, it has no desire or purpose other than maintaining the free range of its own narcotic narcissism, its own exclusivity and dominance. However moribund, it is not without effect for it actively thwarts the intellect, stalls conscience, suppresses human potential. Unreceptive to interrogation, it cannot form or tolerate new ideas, shape other thoughts, tell another story, fill baffling silences. Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago. Yet there it is: dumb, predatory, sentimental. Exciting reverence in schoolchildren, providing shelter for despots, summoning false memories of stability, harmony among the public.

Notes on Illustrative Text #7

Inquiry into Life, 12th edition, by Sylvia S. Mader

These excerpts, and the prominent college-level biology textbook from which they are drawn, represent some of the challenges presented by complex writing in natural science, including discipline-specific terms (*covalent bond, plasma membrane, neurotransmitter*), everyday language used in specialized ways (*shell, channel*), abbreviations (H^+, *AChE*), and chains of cause-effect relationships that together describe sometimes elaborate processes. Although the figures the author, Sylvia S. Mader, refers to in the text are not included with these excerpts, students reading the larger work will have to integrate words, illustrations, and diagrams to make full sense of the ideas and concepts she describes. For these reasons and others, comprehension may be difficult for readers who have not had experience independently reading similar kinds of text and who lack a knowledge base in the subject. The author does employ a number of cohesive features to help readers understand the terminology and to link ideas. She repeats content words to let readers follow the flow of ideas; she sets up contrastive situations to illustrate the ideas (within, for example, the first and the third paragraphs below); and she uses transitional links ("In some synapses . . . In other synapses . . .") to help readers construct meaning.

Sample performance aligned with the Core Standards

Students discern the most important information in the description of covalent bonding and provide an accurate summary of the concept [R-3]

Illustrative Text #7

from *Inquiry into Life*, 12th edition

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A **covalent bond** results when two atoms share electrons in such a way that each atom has an octet of electrons in the outer shell. In a hydrogen atom, the outer shell is complete when it contains two electrons. If hydrogen is in the presence of a strong electron acceptor, it gives up its electron to become a hydrogen ion (H^+). But if this is not possible, hydrogen can share with another atom and thereby have a completed outer shell. For example, one hydrogen atom will share with another hydrogen atom. Their two orbitals overlap, and the electrons are shared between them. Because they share the electron pair, each atom has a completed outer shell.

* * * * * * * *

The passage of salt (NaCl) across a plasma membrane is of primary importance to most cells. The chloride ion (Cl^-) usually crosses the plasma membrane because it is attracted by positively charged sodium ions (Na^+). First sodium ions are pumped across a membrane, and then chloride ions simply diffuse through channels that allow their passage.

As noted in Figure 4.2*a*, the genetic disorder cystic fibrosis results from a faulty chloride channel. Ordinarily, after chloride ions have passed though the membrane, sodium ions (Na^+) and water follow. In cystic fibrosis, Cl^- transport is reduced, and so is the flow of Na^+ and water.

* * * * * * * *

Once a neurotransmitter has been released into a synaptic cleft and has initiated a response, it is removed from the cleft. In some synapses, the postsynaptic membrane contains enzymes that rapidly inactivate the neurotransmitter. For example, the enzyme **acetylcholinesterase (AChE)** breaks down acetylcholine. In other synapses, the presynaptic membrane rapidly reabsorbs the neurotransmitter, possibly for repackaging in synaptic vesicles or for molecular breakdown. The short existence of neurotransmitters at a synapse prevents continuous stimulation (or inhibition) of postsynaptic membranes.

Notes on Illustrative Text #8

Sample business memo (ACT WorkKeys Reading for Information Test)

Though not a typical kind of reading in high school classrooms, the business communication, such as the one sampled here, is a form that career-ready students will need to be able to comprehend independently. This text, taken from ACT's WorkKeys Reading for Information Test, is challenging in large part because, like many such communications, it contains important, detailed information intended for a specialized audience. Structurally, the text offers little guidance on how it should be read. Potentially vital details appear throughout and are mingled with other details irrelevant to some readers (e.g., those without children). Even the paragraphing is somewhat inconsistent, especially between the first and second paragraphs. While the sentences are not particularly long and the language is not overly technical, the density of information and its lack of prioritization make this a complex text.

Sample performance aligned with the Core Standards

Students infer from the memo the conditions under which children who are under nineteen are not covered by the health plan [R-1]

Illustrative Text #8

Sample business memo

WorkKeys Reading for Information Test has been reproduced with permission of ACT, Inc.

DETERMINING ELIGIBILITY FOR MEDICAL COVERAGE

All full-time employees of the company who work an average of at least 30 hours per week are eligible under this plan. Coverage begins on the first day of the month following the 30 days of active full-time employment. If employees enroll within 31 days of the date they are eligible, medical evidence of good health is not required. Temporary and part-time employees are not eligible. Employees are no longer eligible under this plan one month after the date they begin active duty in the armed forces of any country and continuing for the duration of their service.

If employees enroll their dependents within 31 days of the date they become eligible, medical evidence of good health is not required. If they do not, they will be required to submit evidence of good health for each dependent, at their expense, which is satisfactory to the company.

The following dependents are eligible under this plan: employees' spouses, employees' unmarried children under age 19, employees' unmarried dependent children under age 23 who are attending trade school, college, or university on a full-time basis, or employees' unmarried disabled children age 19 and over. Coverage ceases when spouses or children cease to be dependent upon employees for support. In the case of employees' spouses this is if they are legally separated or divorced. In the case of disabled children, this is when they are no longer disabled. Coverage will cease when dependents have served in the armed forces of any country for more than one month, or when maximum benefits have been paid.

Notes on Illustrative Text #9

FedViews, July 9, 2009, by Mary C. Daly (The Federal Reserve Bank of San Francisco's Web site)

This text illustrates some of the difficulties posed by integrating information gained from words and graphics. This sort of challenge is common in writing designed to inform or explain, including writing in the workplace. The bullet point format used here means that the kind of explicit transitions between ideas typically found in prose are missing; readers will have to infer relationships between the points made by the author, Mary C. Daly, and synthesize the information into a coherent whole. Readers will furthermore have to analyze both the words and the graphics, integrate the information, and check to see whether each source of information supports the other. Daly also uses a great deal of specialized language; the terms *feedback loop*, *credit availability*, and *barriers to credit* all appear in just the first bullet point here.

Sample performance aligned with the Core Standards

Students synthesize information drawn from the text as well as the graphs in order to gain an overarching view of the economy on July 9, 2009 [R-11]

Illustrative Text #9

from FedViews, July 9, 2009

Reprinted from the Federal Reserve Bank of San Francisco's FedViews of July 9, 2009 The opinions expressed in this article do not necessarily reflect the views of the management of the Federal Reserve Bank of San Francisco, or of the Board of Governors of the Federal Reserve System

Mary C. Daly, vice president and director of the Center for the Study of Innovation and Productivity at the Federal Reserve Bank of San Francisco, states her views on the current economy and the outlook.

- Financial markets are improving, and the crisis mode that has characterized the past year is subsiding. The adverse feedback loop, in which losses by banks and other lenders lead to tighter credit availability, which then leads to lower spending by households and businesses, has begun to slow. As such, investors' appetite for risk is returning, and some of the barriers to credit that have been constraining businesses and households are diminishing.

- Income from the federal fiscal stimulus, as well as some improvement in confidence, has helped stabilize consumer spending. Since consumer spending accounts for two-thirds of all economic activity, this is a key factor affecting our forecast of growth in the third quarter.

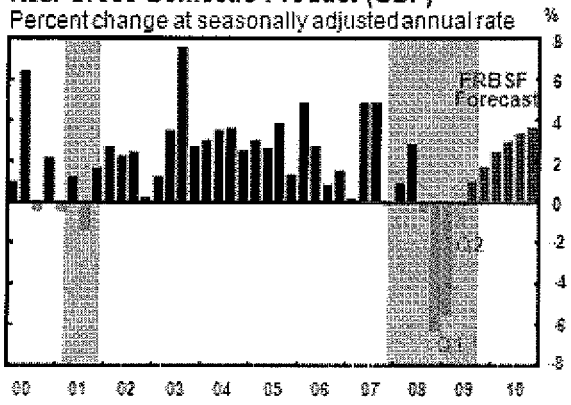
- The gradual nature of the recovery will put additional pressure on state and local budgets. Following a difficult 2009, especially in the West, most states began the 2010 fiscal year on July 1 with even larger budget gaps to solve.

- Still, many remain worried that large fiscal deficits will eventually be inflationary. However, a look at the empirical link between fiscal deficits and inflation in the United States shows no correlation between the two. Indeed, during the 1980s, when the United States was running large deficits, inflation was coming down.

Modest recovery to begin in Q3

Real Gross Domestic Product (GDP)

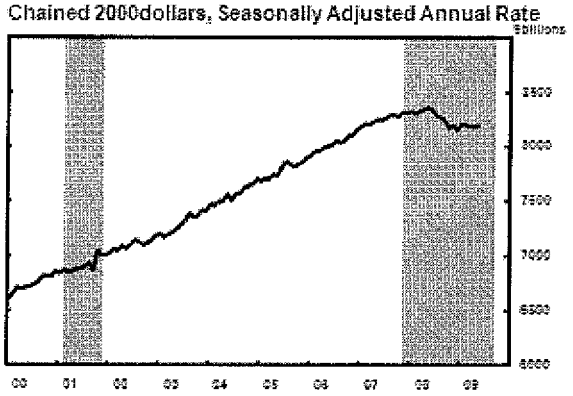
Percent change at seasonally adjusted annual rate



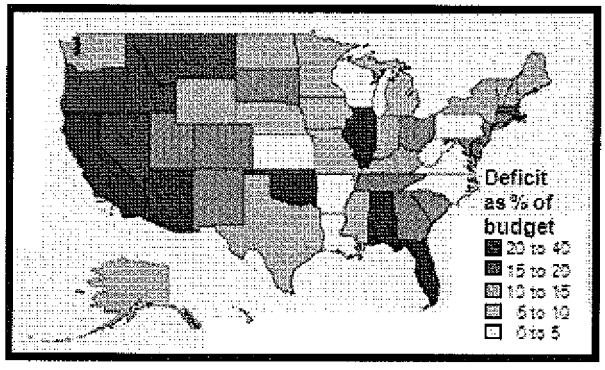
Consumers hanging on

Real Personal Consumption Expenditures

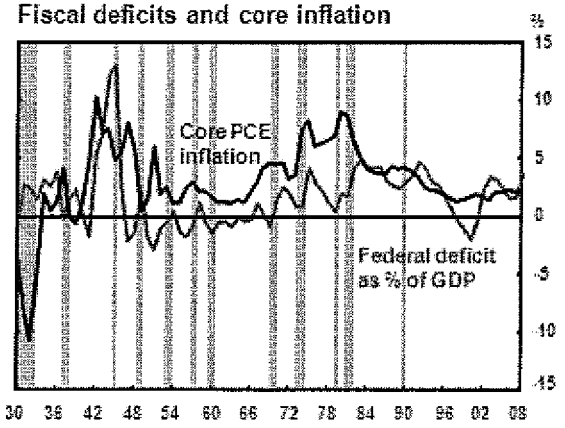
Chained 2000dollars, Seasonally Adjusted Annual Rate



State budget gaps pervasive in 2009



No link between deficits and inflation



Notes on Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

The challenge offered by this online text and others like it is very different from that offered by a complex continuous text in, say, the sciences. The brief passages are not conceptually difficult, the language is not technical or esoteric, and the sentences are not particularly complex. But these characteristics belie the complexity of the reading task. An online text of this kind requires readers to apply their print-reading skills in tandem with their knowledge of how to use online periodicals. The editors and designers have assigned levels of importance to individual stories and images, as measured by their size and position in the layout. The page itself uses words, numbers, icons, and other visual elements (e.g., line, color, and shape) to guide readers further. Headings in various colors direct readers to particular sections (OPINION, MARKETS, HEALTH), while links direct readers to particular stories ("Taliban Talks Are Key Issue in Afghan Vote"). Time markers ("3 minutes ago") help readers assess how new the information in a given story is. The text requires readers to make choices about which links to follow based on their understanding of how online text is typically structured and on a minimum of additional information (e.g., an icon of a camera, a drop-down menu in an ad).

Sample performance aligned with the Core Standards

Students select an article and use search terms and other features of the online text to research a specific aspect of the subject in more depth. [R-12]

Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

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College and Career Readiness Standards for Mathematics

Draft for Review and Comment

September 21, 2009

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Introduction

The *College and Career Readiness Standards for Mathematics* consist of three interconnected parts: a Standard for Mathematical Practice, ten Standards for Mathematical Content, and a set of Example Tasks.

The Standard for Mathematical Practice has six Core Practices that describe the way proficient students approach mathematics. Proficient students attend to precision, construct viable arguments, make sense of complex problems and persevere in solving them, look for hidden structure, note regularity in repeated reasoning, and use technology intelligently. This approach to mathematics is an essential part of being ready for college and career.

The Standards for Mathematical Content form the backbone of this document. Each of these ten standards consists of Core Concepts, Core Skills, and a description of the student's Coherent Understanding. Students who encounter the subject with a focus on coherence will be better able to learn more mathematics at a deeper level and be better able to access and apply the mathematics they know. The ten Standards for Mathematical Content pull together topics previously studied and look ahead toward topics in further coursework and training programs.

The Standards for Mathematical Content are designed to draw greater attention to powerful organizing principles in mathematics, such as functional relationships or the laws of arithmetic. They also allow important distinctions to be made more clearly, such as that between Expressions and Equations. And they surface the deep connections that often underlie mathematical coherence, such as the blending of algebra with geometry represented by Coordinates. These ten are not categories or buckets of topics to cover; they are standards. They describe the coherence students need and deserve as they go forward to their mathematical futures.

The third component of the *College and Career Readiness Standards for Mathematics* is a Web-based collection of Example Tasks that exemplifies the variety of performances required. High standards demand that students *use* their knowledge, skills and good practices to solve problems from a variety of contexts, both within mathematics and from the world outside. Example Tasks exemplify the range and variety of use that is expected. Teachers and designers of curriculum and assessment will find in the collection of examples a guide to what these standards mean. Over time, the collection of tasks will grow.

Together, these three components establish an evidence-based standard for college and career readiness. The *College and Career Readiness Standards for Mathematics* have been created with attention to the expectations of the highest achieving countries. They have focus and depth, emphasizing the understanding of and connections among topics that are most important for success regardless of a student's pathway after reaching these standards.

A primary goal of developing these standards is to enable students to achieve *mathematical proficiency* (see sidebar). Students are expected to understand the knowledge described in the Core Concepts and in the Coherent Understandings at a depth that enables them to reason with that knowledge—to analyze, interpret and evaluate mathematical problems, make deductions, and justify results. The Core Skills are meant to be used strategically and adaptively to solve problems. Students' knowledge and skills come to life and take their value when melded with the ways they approach mathematics—as described by the Core Practices.

The specific verbs used to describe concepts and skills in these standards are not meant to limit or indicate levels of any taxonomy. Although using verbs to indicate levels of depth has been a common practice in this country's standards writing, high performing nations do not use verbs in this way. They describe depth and practices first in separate sections of their syllabi. We have adopted the high performing countries' practice of focusing on a clear statement of what mathematics should be learned when writing standards for knowledge and skills.

Instruction, curriculum and assessment designed to achieve these standards should range over all strands of proficiency in *Adding It Up*, all depths of knowledge in Norman L. Webb's Depth of Knowledge taxonomy, all levels of Bloom's Taxonomy, and all levels of cognitive demand. In the Core Skills and Core Practices we have sometimes used terms like "explore" to indicate a lighter treatment with a goal of awareness and experience rather than proficiency. We have used Example Tasks to show the depth of knowledge and deployment of skills expected.

From *Adding it up: Helping children learn mathematics* (National Research Council, 2001, p. 116):

Recognizing that no term captures completely all aspects of expertise, competence, knowledge, and facility in mathematics, we have chosen mathematical proficiency to capture what we believe is necessary for anyone to learn mathematics successfully. Mathematical proficiency, as we see it, has five components, or strands:

- conceptual understanding—comprehension of mathematical concepts, operations, and relations
- procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
- strategic competence—ability to formulate, represent, and solve mathematical problems
- adaptive reasoning—capacity for logical thought, reflection, explanation, and justification
- productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy

These standards are measurable; that is, they are observable and verifiable through the broad spectrum of student performances that may be assessed during classroom observation, school-based examinations and large-scale testing. The *College and Career Readiness Standards for Mathematics* can guide the development of assessment frameworks that distribute the assessment responsibilities across multiple levels of the educational system: state, district, school and teacher.

Students reaching these levels will be prepared for non-remedial college mathematics courses and will be prepared for training programs for career-level jobs; however, the *College and Career Readiness Standards for Mathematics* should not be construed as grade twelve exit standards. Students interested in STEM fields, and those who wish to go beyond for other reasons, will need to reach these standards before their senior year in order to have time to include additional mathematics. A number of pathways for advanced learning are possible and may be integrated throughout the high school experience and beyond.

The Common Core State Standards Initiative

The *College and Career Readiness Standards for Mathematics* will anchor the next phase of the Common Core State Standards Initiative: development of K–12 Mathematics Standards. Those K–12 Standards are in turn expected to guide the development of a next generation of assessments, developed collaboratively by multiple states. The K–12 Mathematics Standards will serve as a guide and tool for aligning instruction, curriculum, assessment, teacher supports, and systems of accountability. To ensure alignment, the Standard for Mathematical Practice, the Standards for Mathematical Content, and the Example Tasks should all be taken into account.

Overview of the Mathematical Practice Standard

Attend to precision.
Construct viable arguments.
Make sense of complex problems and persevere in solving them.
Look for structure.
Look for and express regularity in repeated reasoning.
Make strategic decisions about the use of technological tools.

Overview of the Mathematical Content Standards

Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra.

Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2 7 centimeters, 42 questions or 28 miles per gallon

Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true.

Functions. Functions model situations where one quantity determines another. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models.

Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships

Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1.

Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data.

How Evidence Informed Decisions in Drafting the Standards

The Common Core State Standards Initiative builds on a generation of standards efforts led by states and national organizations. On behalf of the states, we have taken a step toward the next generation of standards that are aligned to college- and career-ready expectations and are internationally benchmarked. These standards are grounded in evidence from many sources that shows that the next generation of standards in mathematics must be focused on deeper, more thorough understanding of more fundamental mathematical ideas and higher mastery of these fewer, more useful skills.

The evidence that supports this new direction comes from a variety of sources. International comparisons show that high performing countries focus on fewer topics and that the U.S. curriculum is "a mile wide and an inch deep." Surveys of college faculty show the need to shift away from high school courses that merely survey advanced topics, toward courses that concentrate on developing an understanding and mastery of ideas and skills that are at the core of advanced mathematics. Reviews of data on student performance show the large majority of U.S. students are not mastering the mile wide list of topics that teachers cover.

The evidence tells us that in high performing countries like Singapore, the gap between what is taught and what is learned is relatively smaller than in Malaysia or the U.S. states. Malaysia's standards are higher than Singapore's, but their performance is much lower. One could interpret the narrower gap in Singapore as evidence that they actually use their standards to manage instruction; that is, Singapore's standards were set within the reach of hard work for their system and their population. Singapore's Ministry of Education flags its webpage with the motto, "Teach Less, Learn More." We accepted the challenge of writing standards that could work that way for U.S. teachers and students: By providing focus and coherence, we could enable more learning to take place at all levels.

However, a set of standards cannot be simplistically "derived" from any body of evidence. It is more accurate to say that we used evidence to inform our decisions. A few examples will illustrate how this was done.

For example, systems of linear equations are covered by all states, yet students perform surprisingly poorly on this topic when assessed by ACT. We determined that systems of linear equations have high coherence value, mathematically; that this topic is included by all high performing nations; and that it has moderately high value to college faculty. Result: We included it in our standards.

A different and more complex pattern of evidence appeared with families of functions. Again we found that students performed poorly on problems related to many advanced functions (trigonometric, logarithmic, quadratic, exponential, and so on). Again we found that a number of states cover them, even though college faculty rated them lower in value. High performing countries include this material, but with different degrees of demand. We decided that we had to carve a careful line through these topics so that limited teaching resources could focus where most important. We decided that students should

develop deep understanding and mastery of linear and exponential functions. They should also have familiarity with other families of functions, and apply their algebraic, modeling and problem solving skills to them—but not develop in-depth technical mastery and understanding. Thus we defined two distinct levels of attention and identified which families of functions got which level of attention.

Why were exponential functions selected for intensive focus in the Functions standard instead of, say, quadratic functions? What tipped the balance was the high coherence value of exponential functions in supporting modeling and their wide utility in work and life. Quadratic functions were also judged to be well supported by expectations defined under Expressions and Equations.

These examples indicate the kind of reasoning, informed by evidence, that it takes to design standards aligned to the demands of college and career readiness in a global economy. We considered inclusion in international standards, requirements of college and the workplace, surveys of college faculty and the business community, and other sources of evidence. As we navigated these sometimes conflicting signals, we always remained aware of the finiteness of instructional resources and the need for deep mathematical coherence in the standards.

At the end of this document, there is a listing of a number of sources that played a role in the deliberations described above and more generally throughout the process to inform our decisions. A hyperlinked version of the bibliography can be found online at www corestandards org.

College and Career Readiness Standards for Mathematics

Mathematical Practice

Proficient students expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to carry through. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically.

Students who engage in these practices discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls. They learn that effort counts in mathematical achievement.[a] These are practices that expert mathematical thinkers encourage in apprentices. Encouraging these practices in our students should be as much a goal of the mathematics curriculum as is teaching specific content topics and procedures.[b] Taken together with the Standards for Mathematical Content, they support productive entry into college courses or career pathways.

Core Practices - Students can and do:

1 Attend to precision.

Mathematically proficient students organize their own ideas in a way that can be communicated precisely to others, and they analyze and evaluate others' mathematical thinking and strategies noting the assumptions made. They clarify definitions. They state the meaning of the symbols they choose, are careful about specifying units of measure and labeling axes, and express their answers with an appropriate degree of precision. Rather than saying, "let v be speed and let t be time," they would say "let v be the speed in meters per second and let t be the elapsed time in seconds from a given starting time." They recognize that when someone says the population of the United States in June 2008 was 304,059,724, the last few digits indicate unwarranted precision.

2 Construct viable arguments.

Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things down into cases and can recognize and use counterexamples. They use logic to justify their conclusions, communicate them to others and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

3 Make sense of complex problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

4 Look for and make use of structure

Mathematically proficient students look closely to discern a pattern. For example, in $x^2 + 5x + 6$ they can see the 5 as $2 + 3$ and the 6 as 2×3. They recognize the significance of an existing line in a geometric figure and can add an auxiliary line to make the solution of a problem clear. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects. For example, by seeing $5 - 3(x - y)^2$ as 5 minus a positive number times a square, they see that it cannot be more than 5 for any real numbers x and y.[b]

5 Look for and express regularity in repeated reasoning.

Mathematically proficient students pay attention to repeated calculations as they carry them out, and look both for general algorithms and for shortcuts. For example, by paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, they might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel in the expansions of $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ leads to the general formula for the sum of a geometric series. As they work through the solution to a problem, proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.[b]

6 Make strategic decisions about the use of technological tools.

Mathematically proficient students consider the available tools when solving a mathematical problem, whether pencil and paper, ruler, protractor, graphing calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. They are familiar enough with all of these tools to make sound decisions about when each might be helpful. They use mathematical understanding and estimation strategically, attending to levels of precision, to ensure appropriate levels of approximation and to detect possible errors. They are able to use these tools to explore and deepen their understanding of concepts.

(a) For the importance of students' beliefs about effort, see the National Mathematics Advisory Panel's Report of the Task Group on Learning Processes, p. 4-10 (2008). (b) Cuoco, A., Goldenberg, E. P., and Mark, J., *Journal of Mathematical Behavior*, 15 (4), 375-402, 1996; *Focus in High School Mathematics*. Reston, VA: NCTM, in press; Harel, G., What is Mathematics? A Pedagogical Answer to a Philosophical Question. In R. B. Gold & R. Simons (Eds.), *Current Issues in the Philosophy of Mathematics From the Perspective of Mathematicians*, Mathematical Association of America, 2008.

Number

Core Concepts · Students understand that:

A The real numbers include the rational numbers and are in one-to-one correspondence with the points on the number line.

B Quantities can be compared using division, yielding rates and ratios.

C A fraction can represent the result of dividing the numerator by the denominator; equivalent fractions have the same value.

D Place value and the rules of arithmetic form the foundation for efficient algorithms.

A Coherent Understanding of Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra:

- Numbers can be added in any order with any grouping and multiplied in any order with any grouping.
- Adding 0 and multiplying by 1 both leave a number unchanged.
- All numbers have additive inverses, and all numbers except zero have multiplicative inverses.
- Multiplication distributes over addition

Subtraction and division are defined in terms of addition and multiplication, so are also governed by these rules.

The place value system bundles units into 10s, then 10s into 100s, and so on, providing an efficient way to name large numbers. Subdividing in a similar way extends this to the decimal system, which provides an address system for locating all real numbers on the number line with arbitrarily high accuracy. Place value is the basis for efficient algorithms, reducing much computation to single-digit arithmetic. Mental computation strategies also make opportunistic use of the rules of arithmetic, as when the product $5\times177\times2$ is computed at a glance to obtain 1770, rather than methodically working from left to right.

An estimate may be more appropriate than an exact value, for example, when you want to know the number of calories in a meal. Often a result is reported using fewer digits than were calculated. A mature number sense includes having rules of thumb about how much accuracy is appropriate and understanding that accuracy to more than a few decimal places often takes substantial effort. Estimation and approximation are also useful in checking calculations.

Rational numbers represented as fractions can be located on the number line by seeing them as numbers expressed in different units; for example, 3/5 is 3 units, where each unit is 1/5. However, rational numbers do not fill out the number line. There are also irrational numbers, such as π or $\sqrt{2}$. Each point on the number line then corresponds to a real number that is either rational or irrational.

Connections to Expressions, Functions and Coordinates. The rules of arithmetic govern the manipulations of expressions and functions. Two perpendicular number lines define the coordinate plane.

Core Skills · Students can and do:

1 Compare numbers and make sense of their magnitude.

Include positive and negative numbers expressed as fractions, decimals, powers, and roots. Limit to square and cube roots. Include very large and very small numbers and the use of scientific notation.

2 Know when and how to use standard algorithms, and perform them flexibly, accurately and efficiently.*

3 Use mental strategies and technology to formulate, represent and solve problems.**

4 Solve multi-step problems involving fractions and percentages.

Include situations such as simple interest, tax, markups/markdowns, gratuities and commissions, fees, percent increase or decrease, percent error, expressing rent as a percentage of take-home pay, and so on.

5 Use estimation and approximation to solve problems.

Include evaluating answers for their reasonableness, detecting errors, and giving answers to an appropriate level of precision.

* This aligns with the concept of procedural fluency as in the National Research Council report *Adding it up: Helping children learn mathematics*. Specifically, "*Procedural fluency* refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately and efficiently" (p. 121).

** This aligns with the concept of strategic competence as described in *Adding it up*. "*Strategic competence* refers to the ability to formulate mathematical problems, represent them and solve them" (p. 124).

Quantity

Core Concepts · Students understand that:

A The value of a quantity is not specified unless the units are named or understood from the context.

B Quantities can be added and subtracted only when they are of the same type (length, area, speed, etc.).

C Quantities can be multiplied or divided to create new types of quantities, called derived quantities.

A Coherent Understanding of Quantity A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

The length of a football field and the speed of light are both quantities. If we choose units of miles per second, then the speed of light has a value of approximately 186,000 miles per second. But the speed of light need not be expressed in miles per second; it may be approximated by 3×10^8 meters per second or in any other unit of speed. Bare numerical values such as 186,000 do not describe quantities unless they are paired with units.

Speed (distance divided by time), rectangular area (length multiplied by length), density (mass divided by volume), and population density (number of people divided by land area) are examples of derived quantities, obtained by multiplying or dividing quantities.

It can make sense to add two quantities, such as when a child 51 inches tall grows 3 inches to become 54 inches tall. To be added or subtracted, quantities must be of the same type (length, area, speed, etc.); to add or subtract their values, the quantities must be expressed in the same units. Converting quantities to have the same units is like converting fractions to have a common denominator before adding or subtracting. But, even when quantities have the same units it does not always make sense to add them. For example, if a wooded park with 300 trees per acre is next to a field with 30 trees per acre, they do not have 330 trees per acre.

Doing algebra with units in a calculation reveals the units of the answer, and can help reveal a mistake if, for example, the answer comes out to be a distance when it should be a speed.

Connections to Number, Expressions, Equations, Functions, Modeling and Statistics Operations described under Number and Expressions govern the operations one performs on quantities, including the units involved. Quantity is an integral part of any application of mathematics, and has connections to solving problems using data, equations, functions and modeling.

Core Skills · Students can and do:

1 Know when and how to convert units in computations.

Include the addition and subtraction of quantities of the same type expressed in different units; averaging data given in mixed units; converting units for derived quantities such as density and speed

2 Use and interpret quantities and units correctly in algebraic formulas.

Include specifying units when defining variables and attending to units when writing expressions and equations

3 Use and interpret quantities and units correctly in graphs and data displays

Include function graphs, data tables, scatterplots and other visual displays of dimensioned data

4 Use units as a way to understand problems and to guide the solution of multi-step problems.

Include examples such as acceleration; currency conversions; people-hours; social science measures, such as deaths per 100,000; and general rates, such as points per game

Expressions

Core Concepts · Students understand that:

A Expressions are constructions built up from numbers, variables, and operations, which have a numerical value when each variable is replaced with a number.

B Complex expressions are made up of simpler expressions.

C The rules of arithmetic can be applied to transform an expression without changing its value.

D Rewriting expressions in equivalent forms serves a purpose in solving problems.

A Coherent Understanding of Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Reading an expression with comprehension involves analysis of its underlying structure, which may suggest a different but equivalent way of writing it that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. But rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying by a constant factor.

Algebraic manipulations are based on the conventions of algebraic notation and the rules of arithmetic. Heuristic mnemonic devices are not a substitute for procedural fluency. For example, factoring, expanding, collecting like terms, the rules for interpreting minus signs next to parenthetical sums, and adding fractions with a common denominator are all instances of the distributive law; the definitions for negative and rational exponents are based on the extension of the exponent laws for positive integers. The laws of exponents connect multiplication of numbers to addition of exponents and thus express the deep relationship between addition and multiplication captured by the parallel nature of the rules of arithmetic for these operations.

Complex expressions are made up of simpler expressions using arithmetic operations and substitution. When simple expressions within more complex expressions are treated as single quantities, or chunks, the underlying structure of the larger expression may be more evident.

Connections to Equations and Functions. Setting expressions equal to each other leads to equations. Expressions can define functions of the variables that appear in them, with equivalent expressions defining the same function.

Core Skills · Students can and do:

1 See structure in expressions.

For example, recognize: that the expressions $x^4 - y^4$ and $(x+y)^2 - (x-y)^2$ are differences of squares; that there are different ways to rewrite the latter expression, e.g., by expanding and collecting like terms or by factoring as a difference of squares; that p is a common factor in $p + 0.025p$; that an expression in the form $(x-3)^2 + 14$ reveals its minimum value.

2 Manipulate simple expressions.

Show procedural fluency in the following cases: factoring out common terms; factoring expressions with quadratic structure; writing in standard form sums, differences, and products of polynomials. Include completing the square and rewriting in standard form sums, differences, products, and quotients of simple rational expressions; rewriting expressions with negative exponents and those involving square or cube roots of a single term involving exponents.

3 Define variables and write an expression to represent a quantity in a problem.

Include contextual problems.

4 Interpret an expression that represents a quantity in terms of the context.

Include interpreting parts of an expression, such as terms, factors and coefficients.

Equations

Core Concepts · Students understand that:

A An equation is a statement that two expressions are equal.

B The solutions of an equation are the values of the variables that make the resulting numerical statement true.

C The steps in solving an equation are guided by understanding and justified by logical reasoning.

D Equations not solvable in one number system may have solutions in a larger number system.

A Coherent Understanding of Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true. If the equation is true for all values of the variables, then we call it an identity; identities are often discovered by manipulating one expression into another.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs, which can be graphed in the plane. Equations can be combined into systems to be solved simultaneously.

An equation can be solved by successively transforming it into one or more simpler equations. The process is governed by deductions based on the properties of equality. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, stimulating the formation of expanded number systems (integers, rational numbers, real numbers and complex numbers).

A formula is a type of equation. The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = \left(\frac{b_1+b_2}{2}\right)h$, can be solved for h using the same deductive process.

Inequalities can be solved in much the same way as equations. Many, but not all, of the properties of equality extend to the solution of inequalities.

Connections to Functions, Coordinates, and Modeling. Equations in two variables may define functions. Asking when two functions have the same value leads to an equation; graphing the two functions allows for the approximate solution of the equation. Equations of lines involve coordinates, and converting verbal descriptions to equations is an essential skill in modeling.

Core Skills · Students can and do:

1 Understand a problem and formulate an equation to solve it.

Extend to inequalities and systems

2 Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.

Solve linear equations with procedural fluency. For quadratic equations, include solution by inspection, by factoring, or by using the quadratic formula. Understand that the quadratic formula comes from completing the square. Include simple absolute value equations solvable by direct inspection and by understanding the interpretation of absolute value as distance.

3 Rearrange formulas to isolate a quantity of interest.

Exclude cases that require extraction of roots or inverse functions.

4 Solve systems of equations.

Focus on pairs of simultaneous linear equations in two variables. Include algebraic techniques, graphical techniques and solving by inspection.

5 Solve linear inequalities in one variable and graph the solution set on a number line.

Emphasize solving the associated equality and determining on which side of the solution of the associated equation the solutions to the inequality lie.

6 Graph the solution set of a linear inequality in two variables on the coordinate plane.

Emphasize graphing the associated equation, using a dashed or solid line as appropriate and shading to indicate the half-plane on which the solutions to the inequality lie.

cticut's Approved Educator Preparation Programs

ides information on approved educator preparation programs that Connecticut institutions offer at the graduate levels. A detailed list of the programs each institution offers is located inside this brochure. **ation about programs leading to Connecticut certification, candidates should seek advisement directly l institutions concerning program admission, course work and testing requirements.** Each Connecticut n program establishes its own admission requirements above and beyond state regulations. According to state didates admitted to an educator preparation program must meet the following minimum requirements:

esting requirement (i.e., pass Praxis I PPST, obtain a Praxis I waiver or hold a valid Connecticut teaching); and

m cumulative grade point average of B- for **all** undergraduate courses. Please note: Some programs may standards, and some may waive the minimum GPA requirement at their discretion.

EASE SEE NEXT PAGE FOR SPECIFIC CONTENT/PROGRAM AREAS OFFERED.

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Mitchell College
Early Childhood Education
437 Pequot Ave.
New London, CT 06320
Tel: 860-701-5015
www.mitchell.edu

Quinnipiac University
School of Education
275 Mt. Carmel Ave.
Hamden, CT 06518
Tel: 203-582-3354
www.quinnipiac.edu

Sacred Heart University
Department of Education
5151 Park Ave.
Fairfield, CT 06825
Tel: 203-371-7808
www.sacredheart.edu

Saint Joseph College
Department of Education
1678 Asylum Ave.
West Hartford, CT 06117
Tel: 860-232-4571
www.sjc.edu

Southern CT State University
School of Education
501 Crescent St.
New Haven, CT 06515
Tel: 203-392-5900
www.southernct.edu

University of Bridgeport
School of Education and
Human Resources
Carlson Hall
Bridgeport, CT 06604
Tel: 203-576-4193 or
203-576-4219
www.bridgeport.edu

University of Connecticut
Neag School of Education
Gentry Bldg., Box U2064-C
Storrs, CT 06269-2064
Tel: 860-486-3065
www.education.uconn.edu

University of Hartford
College of Education,
Nursing & Health Professions
200 Bloomfield Ave.
West Hartford, CT 06117
Tel: 860-768-5190
www.hartford.edu

University of New Haven
Education Programs
300 Boston Post Road
West Haven, CT 06516
Tel: 203-932-7037
www.newhaven.edu

Western CT State University
School of Prof. Studies
181 White St.
Danbury, CT 06810
Tel: 203-837-8510
www.wcsu.edu

Yale University
Teacher Preparation Programs
P.O. Box 208362
New Haven, CT 06520
Tel: 203-432-4631
www.yale.edu/tprep

Alternate Route to Certification (ARC)
Connecticut Department
of Higher Education
61 Woodland St.
Hartford, CT 06105
Tel: 860-947-1300
www.ctdhe.org/arc

Area Cooperative Education Services (ACES)
205 Skiff St.
Hamden, CT 06517
Tel: 203-407-4453
www.aces.k12.ct.us

Capitol Region Education Council (CREC)
111 Charter Oak Ave.
Hartford, CT 06106
Tel: 860-509-3619
www.crec.org

Charter Oak State College
55 Paul J. Manafort Drive
New Britain, CT
06053-2150
Tel: 860-832-3800
www.charteroak.edu

Teach for America
101 Whitney Ave.
Suite 106
New Haven, CT 06511
Tel: 203-786-5498
www.teachforamerica.org

The Connecticut State Board of Education is responsible for the approval of educator preparation programs leading to initial and advanced certification.

Effective July 1, 2003, each preparation program is evaluated to ensure it meets accreditation requirements outlined in Connecticut regulations, National Council for Accreditation of Teacher Education (NCATE) Standards and Connecticut General Statutes.

For more information on educator preparation programs in Connecticut:

Web: http://www.ct.gov/sde/cert

E-mail: teacher.cert@ct.gov

Phone: 860-713-6969
(Noon-4 p.m., Monday, Tuesday, Thursday and Friday, excluding holidays)

Mail: Bureau of Educator Standards and Certification
P.O. Box 150471, Room 243
Hartford, CT 06115-0471

This brochure will be updated periodically at www.ct.gov/sde/cert.

Guide to

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Connecticut Educator Preparation Programs and Available Certification Endorsements

Candidates must seek advisement directly from individual institutions about program admissions and course work requirements.

CONNECTICUT EDUCATOR PREPARATION INSTITUTIONS Initial/Advanced Certification Programs	Early Childhood, Birth to Kindergarten	Early Childhood, Nursery to Grade 3	Elementary, Grades K-6	Integrated Elementary/Special Education	English, Middle School Grades 4-8	History/Social Studies, Middle School Grades 4-8	Mathematics, Middle School Grades 4-8	Biology, Middle School Grades 4-8	Chemistry, Middle School Grades 4-8	Earth Science, Middle School Grades 4-8	General Science, Middle School Grades 4-8	Physics, Middle School Grades 4-8	Business, Grades 7-12	English, Grades 7-12	History/Social Studies, Grades 7-12	Mathematics, Grades 7-12	Biology, Grades 7-12	Chemistry, Grades 7-12	Earth Science, Grades 7-12	General Science, Grades 7-12	Physics, Grades 7-12	French, Grades 7-12	German, Grades 7-12	Italian, Grades 7-12	Japanese, Grades 7-12	Latin, Grades 7-12	Russian, Grades 7-12	Spanish, Grades 7-12	Agriculture, Grades PK-12	Art, Grades PK-12	Health, Grades PK-12	Hearing Impaired, Grades PK-12	Family & Consumer Science, Grades PK-12	Music, Grades PK-12	Physical Education, Grades PK-12	Technology Education, Grades PK-12	Comprehensive Special Education, Grades K-12	Bilingual Education, Elementary or Secondary	TESOL, Grades PK-12	School Library Media Specialist	School Counselor	School Psychologist	Speech and Language Pathologist	Remedial Reading/Remedial Language Arts, 1-12	Reading and Language Arts Consultant
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r recent college graduates only. Two-year teaching commitment is required.

Cross Endorsement Alternate Route Programs	For Holders of Valid Connecticut Teaching Certificates Only
s Magnus College	N
ooperative Education Services (ACES)	N N N
Region Education Council (CREC)	N
Connecticut State University	N
piac University	N N

U = Undergraduate Level G = Graduate or Post-Baccalaureate Level N = Noncredit Alternative Program, Post-Baccalaureate Only

[1] UCONN offers preparation in world languages K-12. [2] ARC offers preparation in world languages K-12, including less commonly taught languages such as Arabic and Chinese.

Connecticut General Statutes

C.G.S. § 10-4o: Family resource center program. Guidelines for programs. Study. Grants.
C.G.S. § 10-10a: Public school information system
C.G.S. § 10-16n(a)-(b): Head Start grant program. Grant allocation. Advisory committee.
C.G.S. § 10-16p: School Readiness.
C.G.S. § 10-16x: After school program grant.
C.G.S. § 10-64: Establishment of regional agriculture science and technology education centers. Moratorium; exception. Tuition and transportation.
C.G.S. § 10-66aa through 10-66ll: Charter Schools
C.G.S. § 10-71: State Grants for Adult Education.
C.G.S. § 10-74d(a): Grants for interdistrict cooperative programs.
C.G.S. § 10-74g: CommPACT schools.
C.G.S. § 10-95: Vocational-technical schools. Accreditation status. Accountability
C.G.S. § 10-145b(a)-(c): Teaching certificates
C.G.S. § 10-145f(a)-(b): Testing for prospective teachers
C.G.S. § 10-151(a): Employment of teachers. Definitions. Notice and hearing on failure to renew or termination of contract. Appeal.
C.G.S. § 10-155d: Preparation of teachers. Alternate route programs for teachers, administrators and early childhood education teachers.
C.G.S. § 10-183v(b): Reemployment of teachers
C.G.S. § 10-217a(a)-(c): Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools
C.G.S. § 10-220(c): Duties of boards of education
C.G.S. § 10-223e: State-wide education accountability plan and possible actions. Study of academic achievement

C.G.S. § 10-262i: Education Cost Sharing Grant Formula
C.G.S. § 10-262n(a)-(d): Grants to improve the use of technology in schools
C.G.S. § 10-264h: Grants for capital expenditures for interdistrict magnet school facilities
C.G.S. § 10-264l(a),(b),(j): Grants for the operation of interdistrict magnet school programs. Transportation. Special education.
C.G.S. § 10-265h: Grants for priority school districts for general improvements to school buildings
C.G.S. § 10-266m: Transportation grants
C.G.S. § 10-266w: School breakfast grant program.
C.G.S. § 10-266aa: State-wide interdistrict public school attendance program.
C.G.S. § 10-282: Definitions (For Chapter 173: School Building Projects)
C.G.S. § 10-285a: Percentage determination for school building project grants
C.G.S. § 10a-10a: Alternate route to certification for bilingual education teachers and teachers of English as a second language
C.G.S. § 10a-19d: Training for early childhood education teachers. Definition of training requirements and competencies for persons involved in early childhood education

§ 10-4o. Family resource center program. Guidelines for programs. Study. Grants

(a) The Department of Education, in conjunction with the Department of Social Services, shall coordinate a family resource center program to provide comprehensive child care services, remedial educational and literacy services, families-in-training programs and supportive services to parents who are recipients of temporary family assistance and other parents in need of such services. The family resource centers shall be located in or associated with public schools, and any family resource center established on or after July 1, 2000, shall be located in a public elementary school unless the Commissioner of Education waives such requirement. The commissioner shall determine the manner in which the grant recipients of such program, such as municipalities, boards of education and child care providers shall be selected. The family resource center shall provide: (1) Quality full-day child care and school readiness programs for children age three and older who are not enrolled in school and child care for children enrolled in school up to the age of twelve for before and after regular school hours and on a full-day basis during school holidays and school vacation, in compliance with all state statutes and regulations governing child day

care and, in the case of the school readiness programs, in compliance with the standards set for such programs pursuant to section 10-16p; (2) support services to parents of newborn infants to ascertain their needs and provide them with referrals to other services and organizations and, if necessary, education in parenting skills; (3) support and educational services to parents whose children are participants of the child care services of the program and who are interested in obtaining a high school diploma or its equivalent. Parents and their preschool age children may attend classes in parenting and child learning skills together so as to promote the mutual pursuit of education and enhance parent-child interaction; (4) training, technical assistance and other support by the staff of the center to family day care providers in the community and serve as an information and referral system for other child care needs in the community or coordinate with such systems as may already exist in the community; (5) a families-in-training program to provide, within available appropriations, community support services to expectant parents and parents of children under the age of three. Such services shall include, but not be limited to, providing information and advice to parents on their children's language, cognitive, social and motor development, visiting a participant's home on a regular basis, organizing group meetings at the center for neighborhood parents of young children and providing a reference center for parents who need special assistance or services. The program shall provide for the recruitment of parents to participate in such program; and (6) a sliding scale of payment, as developed in consultation with the Department of Social Services, for child care services at the center. The center shall also provide a teen pregnancy prevention program for adolescents emphasizing responsible decision-making and communication skills.

(b) The Department of Education, in consultation with representatives from family resource centers, within available appropriations, shall develop guidelines for family resource center programs. The guidelines shall include standards for program quality and design and identify short and long-term outcomes for families participating in such programs. The Department of Education, within available appropriations, shall provide a copy of such guidelines to each family resource center. Each family resource center shall use the guidelines to develop a program improvement plan for the next twelve-month period and shall submit the plan to the department. The plan shall include goals to be used for measuring such improvement. The department shall use the plan to monitor the progress of the center. Family resource centers in existence on July 1, 1997, shall be given a preference for grants for school readiness awarded by the Department of Education or the Department of Social Services and for financing pursuant to sections 10a-194c, 17b-749g and 17b-749h.

(c) The Department of Education, within available appropriations, shall provide for a longitudinal study of family resource centers every three years.

(d) The Commissioner of Education may provide grants to municipalities, boards of education and child care providers to carry out the purposes of subsection (a) of this section. Each family resource center shall have a program administrator who has at least two years of experience in

child care, public administration or early childhood education and a master's degree in child development, early childhood education or a related field.

(e) The Commissioner of Education may accept and receive on behalf of the department or any family resource center, subject to section 4b-22, any bequest, devise or grant made to the department or any family resource center for the purpose of establishing a new family resource center or expanding an existing center, and may hold and use such property for the purpose specified in such bequest, devise or gift.

§ 10-10a. Public school information system

(a) The Department of Education shall develop and implement a state-wide public school information system. The system shall be designed for the purpose of establishing a standardized electronic data collection and reporting protocol that will facilitate compliance with state and federal reporting requirements, improve school-to-school and district-to-district information exchanges, and maintain the confidentiality of individual student and staff data. The initial design shall focus on student information, provided the system shall be created to allow for future compatibility with financial, facility and staff data. The system shall provide for the tracking of the performance of individual students on each of the state-wide mastery examinations under section 10-14n in order to allow the department to compare the progress of the same cohort of students who take each examination and to better analyze school performance. The department shall assign a unique student identifier to each student prior to tracking the performance of a student in the public school information system.

(b) The system database of student information shall not be considered a public record for the purposes of section 1-210. Nothing in this section shall be construed to limit the ability of a full-time permanent employee of a nonprofit organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, and that is organized and operated for educational purposes, to obtain information in accordance with the provisions of subsection (e) of this section.

(c) All school districts shall participate in the system, provided the department provides for technical assistance and training of school staff in the use of the system.

(d) Local and regional boards of education and preschool programs which receive state or federal funding shall participate, in a manner prescribed by the Commissioner of Education, in the state-wide public school information system described in subsection (a) of this section. Participation for purposes of this subsection shall include, but not be limited to, reporting on (1) student experiences in preschool by program type and by numbers of months in each such program, and (2) the readiness of students entering kindergarten and student progress in kindergarten. Such reporting shall be done by October 1, 2007, and annually thereafter.

(e) On and after August 1, 2009, upon receipt of a written request to access data maintained under this section by a full-time permanent employee of a nonprofit organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, and that is organized and operated for educational purposes, the Department of Education shall provide such data to such requesting party not later than sixty days after such request, provided such requesting party shall be responsible for the reasonable cost of such request. The Department of Information Technology shall monitor the calculation of such fees charged for access to or copies of such records to ensure that such fees are reasonable and consistent with those charged by other state agencies. The Department of Education shall respond to written requests under this section in the order in which they are received.

§ 10-16n. Head Start grant program. Grant allocation. Advisory committee

(a) The Commissioner of Education, in consultation with the Commissioner of Social Services, shall establish a competitive grant program to assist nonprofit agencies and local and regional boards of education, which are federal Head Start grantees, in (1) establishing extended-day and full-day, year-round, Head Start programs or expanding existing Head Start programs to extended-day or full-day, year-round programs, (2) enhancing program quality and (3) increasing the number of children served. The commissioner, after consultation with the committee established pursuant to subsection (c) of this section, shall establish criteria for the grants, provided at least twenty-five per cent of the funding for such grants shall be for the purpose of enhancing program quality. Nonprofit agencies or boards of education seeking grants pursuant to this section shall make application to the Commissioner of Education on such forms and at such times as the commissioner shall prescribe. All grants pursuant to this section shall be funded within the limits of available appropriations or otherwise from federal funds and private donations. All full-day, year-round Head Start programs funded pursuant to this section shall be in compliance with federal Head Start performance standards.

(b) The Department of Education shall annually allocate to each town in which the number of children under the aid to dependent children program, as defined in subdivision (14) of section 10-262f, equals or exceeds nine hundred children, determined for the fiscal year ending June 30, 1996, an amount equal to one hundred fifty thousand dollars plus eight and one-half dollars for each child under the aid to dependent children program, provided such amount may be reduced proportionately so that the total amount awarded pursuant to this subsection does not exceed two million seven hundred thousand dollars. The department shall award grants to the local and regional boards of education for such towns and nonprofit agencies located in such towns which meet the criteria established pursuant to subsection (a) of this section to maintain the programs established or expanded with funds provided pursuant to this subsection in the fiscal years ending June 30, 1996, and June 30, 1997. Any funds remaining in the allocation to such a town after

grants are so awarded shall be used to increase allocations to other such towns. Any funds remaining after grants are so awarded to boards of education and nonprofit agencies in all such towns shall be available to local and regional boards of education and nonprofit agencies in other towns in the state for grants for such purposes.

§ 10-16p. Definitions. Lead agency for school readiness; standards. Grant programs

(a) As used in sections 10-16*o* to 10-16s, inclusive, 10-16u, 17b-749a and 17b-749c:

(1) "School readiness program" means a nonsectarian program that (A) meets the standards set by the department pursuant to subsection (b) of this section and the requirements of section 10-16q, and (B) provides a developmentally appropriate learning experience of not less than four hundred fifty hours and one hundred eighty days for eligible children, except as provided in subsection (d) of section 10-16q;

(2) "Eligible children" means children three and four years of age and children five years of age who are not eligible to enroll in school pursuant to section 10-15c, or who are eligible to enroll in school and will attend a school readiness program pursuant to section 10-16t;

(3) "Priority school" means a school in which forty per cent or more of the lunches served are served to students who are eligible for free or reduced price lunches pursuant to federal law and regulations, excluding such a school located in a priority school district pursuant to section 10-266p or in a former priority school district receiving a grant pursuant to subsection (c) of this section and, on and after July 1, 2001, excluding such a school in a transitional school district receiving a grant pursuant to section 10-16u;

(4) "Severe need school" means a school in a priority school district pursuant to section 10-266p or in a former priority school district in which forty per cent or more of the lunches served are served to students who are eligible for free or reduced price lunches;

(5) "Accredited" means accredited by the National Association for the Education of Young Children, a Head Start on-site program review instrument or a successor instrument pursuant to federal regulations, or otherwise meeting such criteria as may be established by the commissioner, in consultation with the Commissioner of Social Services, unless the context otherwise requires;

(6) "Year-round" means fifty weeks per year, except as provided in subsection (d) of section 10-16q;

(7) "Commissioner" means the Commissioner of Education; and

(8) "Department" means the Department of Education.

(b) The Department of Education shall be the lead agency for school readiness. For purposes of this section and section 10-16u, school readiness program providers eligible for funding from the Department of Education shall include local and regional boards of education, regional educational service centers, family resource centers and providers of child day care centers, as defined in section 19a-77, Head Start programs, preschool programs and other programs that meet such standards established by the Commissioner of Education. The department shall establish standards for school readiness programs. The standards may include, but need not be limited to, guidelines for staff-child interactions, curriculum content, including preliteracy development, lesson plans, parent involvement, staff qualifications and training, transition to school and administration. The department shall develop age-appropriate developmental skills and goals for children attending such programs. The commissioner, in consultation with the Commissioners of Higher Education and Social Services and other appropriate entities, shall develop a continuing education training program for the staff of school readiness programs. For purposes of this section, prior to July 1, 2015, "staff qualifications" means there is in each classroom an individual who has at least the following: (1) A credential issued by an organization approved by the Commissioner of Education and nine credits or more, and on and after July 1, 2005, twelve credits or more, in early childhood education or child development from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited; (2) an associate's degree with nine credits or more, and on and after July 1, 2005, twelve credits or more, in early childhood education or child development from such an institution; (3) a four-year degree with nine credits or more, and on and after July 1, 2005, twelve credits or more, in early childhood education or child development from such an institution; or (4) certification pursuant to section 10-145b with an endorsement in early childhood education or special education, and on and after July 1, 2015, "staff qualifications" means there is in each classroom an individual who has at least the following: (A) A bachelor's degree in early childhood education or childhood development, or in a related field approved by the Commissioner of Education from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited; or (B) certification pursuant to section 10-145b with an endorsement in early childhood education or special education.

(c) The Commissioner of Education, in consultation with the Commissioner of Social Services, shall establish a grant program to provide spaces in accredited school readiness programs for eligible children who reside in priority school districts pursuant to section 10-266p or in former priority school districts as provided in this subsection. Under the program, the grant shall be provided, in accordance with this section, to the town in which such priority school district or former priority school district is located. Eligibility shall be determined for a five-year period based on an applicant's designation as a priority school district for the initial year of application, except that if a school district that receives a grant pursuant to this subsection is no longer designated as a priority school district at the end of such five-year period, such former priority school district

shall continue to be eligible to receive a grant pursuant to this subsection. Grant awards shall be made annually contingent upon available funding and a satisfactory annual evaluation. The chief elected official of such town and the superintendent of schools for such priority school district or former priority school district shall submit a plan for the expenditure of grant funds and responses to the local request for proposal process to the Departments of Education and Social Services. The departments shall jointly review such plans and shall each approve the portion of such plan within its jurisdiction for funding. The plan shall: (1) Be developed in consultation with the local or regional school readiness council established pursuant to section 10-16r; (2) be based on a needs and resource assessment; (3) provide for the issuance of requests for proposals for providers of accredited school readiness programs, provided, after the initial requests for proposals, facilities that have been approved to operate a child care program financed through the Connecticut Health and Education Facilities Authority and have received a commitment for debt service from the Department of Social Services pursuant to section 17b-749i, are exempt from the requirement for issuance of annual requests for proposals; and (4) identify the need for funding pursuant to section 17b-749a in order to extend the hours and days of operation of school readiness programs in order to provide child day care services for children attending such programs.

(d) (1) The Commissioner of Education, in consultation with the Commissioner of Social Services, shall establish a competitive grant program to provide spaces in accredited school readiness programs for eligible children who reside (A) in an area served by a priority school or a former priority school as provided for in subdivision (2) of this subsection, (B) in a town ranked one to fifty when all towns are ranked in ascending order according to town wealth, as defined in subdivision (26) of section 10-262f, whose school district is not a priority school district pursuant to section 10-266p, or (C) in a town formerly a town described in subparagraph (B) of this subdivision, as provided for in said subdivision (2). A town in which a priority school is located, a regional school readiness council, pursuant to subsection (c) of section 10-16r, for a region in which such a school is located or a town described in subparagraph (B) of this subdivision may apply for such a grant in an amount not to exceed one hundred seven thousand dollars per priority school or town. Eligibility shall be determined for a five-year period based on an applicant's designation as having a priority school or being a town described in subparagraph (B) of this subdivision for the initial year of application. Grant awards shall be made annually contingent upon available funding and a satisfactory annual evaluation. The chief elected official of such town and the superintendent of schools of the school district or the regional school readiness council shall submit a plan, as described in subsection (c) of this section, for the expenditure of such grant funds to the Department of Education. In awarding grants pursuant to this subsection, the commissioner shall give preference to applications submitted by regional school readiness councils and may, within available appropriations, provide a grant in excess of one hundred seven thousand dollars to towns with two or more priority schools in such district. A town or regional school readiness council awarded a grant pursuant to this subsection shall use the funds to purchase spaces for such children from providers of accredited school readiness programs.

(2) (A) Commencing with the fiscal year ending June 30, 2005, if a town received a grant pursuant to subdivision (1) of this subsection and is no longer eligible to receive such a grant, the town may receive a phase-out grant for each of the three fiscal years following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection.

(B) The amount of such phase-out grants shall be determined as follows: (i) For the first fiscal year following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection, in an amount that does not exceed seventy-five per cent of the grant amount such town received for the town or school's final year of eligibility pursuant to subdivision (1) of this subsection; (ii) for the second fiscal year following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection, in an amount that does not exceed fifty per cent of the grant amount such town received for the town's or school's final year of eligibility pursuant to subdivision (1) of this subsection; (iii) for the third fiscal year following the fiscal year such town received its final grant pursuant to subdivision (1) of this subsection, in an amount that does not exceed twenty-five per cent of the grant amount such town received for the town's or school's final year of eligibility pursuant to subdivision (1) of this subsection.

(e) (1) For the fiscal year ending June 30, 2009, and each fiscal year thereafter, priority school districts and former priority school districts shall receive grants based on the sum of the products obtained by (A) multiplying the district's number of contracted slots on March thirtieth of the fiscal year prior to the fiscal year in which the grant is to be paid, by the per child cost pursuant to subdivision (2) of subsection (b) of section 10-16q, except that such per child cost shall be reduced for slots that are less than year-round, and (B) multiplying the number of additional or decreased slots the districts have requested for the fiscal year in which the grant is to be paid by the per child cost pursuant to subdivision (2) of subsection (b) of said section 10-16q, except such per child cost shall be reduced for slots that are less than year-round. If said sum exceeds the available appropriation, such number of requested additional slots shall be reduced, as determined by the Commissioner of Education, to stay within the available appropriation.

(2) If funds appropriated for the purposes of subsection (c) of this section are not expended, the Commissioner of Education may use such unexpended funds to support local school readiness programs. The commissioner may use such funds for purposes including, but not limited to, (A) assisting local school readiness programs in meeting and maintaining accreditation requirements, (B) providing training in implementing the preschool assessment and curriculum frameworks, including training to enhance literacy teaching skills, (C) developing a state-wide preschool curriculum, (D) developing student assessments for students in grades kindergarten to two, inclusive, (E) developing and implementing best practices for parents in supporting preschool and kindergarten student learning, (F) developing and implementing strategies for children to transition from preschool to kindergarten, (G) providing for professional development, including assisting in career ladder advancement, for school readiness staff, and (H) providing supplemental grants to other towns that are eligible for grants pursuant to subsection (c) of this section.

(3) Notwithstanding subdivision (2) of this subsection, for the fiscal years ending June 30, 2008, to June 30, 2011, inclusive, the Department of Education may retain up to one hundred ninety-eight thousand two hundred dollars of the amount appropriated for purposes of this section for coordination, program evaluation and administration.

(f) Any school readiness program that receives funds pursuant to this section or section 10-16u shall not discriminate on the basis of race, color, national origin, gender, religion or disability. For purposes of this section, a nonsectarian program means any public or private school readiness program that is not violative of the Establishment Clause of the Constitution of the State of Connecticut or the Establishment Clause of the Constitution of the United States of America.

(g) Subject to the provisions of this subsection, no funds received by a town pursuant to subsection (c) or (d) of this section or section 10-16u shall be used to supplant federal, state or local funding received by such town for early childhood education, provided a town may use an amount determined in accordance with this subsection for coordination, program evaluation and administration. Such amount shall be at least twenty-five thousand dollars but not more than seventy-five thousand dollars and shall be determined by the Department of Education, in consultation with the Department of Social Services, based on the school readiness grant award allocated to the town pursuant to subsection (c) or (d) of this section or section 10-16u and the number of operating sites for coordination, program evaluation and administration. Such amount shall be increased by an amount equal to local funding provided for early childhood education coordination, program evaluation and administration, not to exceed twenty-five thousand dollars. Each town that receives a grant pursuant to said subsection (c) or (d) or section 10-16u shall designate a person to be responsible for such coordination, program evaluation and administration and to act as a liaison between the town and the Departments of Education and Social Services. Each school readiness program that receives funds pursuant to this section or section 10-16u shall provide information to the department or the school readiness council, as requested, that is necessary for purposes of any school readiness program evaluation.

(h) For the first three years a town receives grants pursuant to this section, such grants may be used, with the approval of the commissioner, to prepare a facility or staff for operating a school readiness program and shall be adjusted based on the number of days of operation of a school readiness program if a shorter term of operation is approved by the commissioner.

(i) A town may use grant funds to purchase spaces for eligible children who reside in such town at an accredited school readiness program located in another town. A regional school readiness council may use grant funds to purchase spaces for eligible children who reside in the region covered by the council at an accredited school readiness program located outside such region.

(j) Children enrolled in school readiness programs funded pursuant to this section shall not be counted (1) as resident students for purposes of subdivision (22) of section 10-262f, or (2) in the determination of average daily membership pursuant to subdivision (2) of subsection (a) of section 10-261.

(k) Up to two per cent of the amount of the appropriation for this section may be allocated to the competitive grant program pursuant to subsection (d) of this section. The determination of the amount of such allocation shall be made on or before August first.

§ 10-16x. After school program grant

(a) The Department of Education, in consultation with the after school committee established pursuant to section 10-16v, may, within available appropriations, administer a grant program to provide grants to local and regional boards of education, municipalities and not-for-profit organizations that are exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, for after school programs that provide direct services and for entities that provide support to after school programs. For purposes of this subsection, "after school program" means a program that takes place when school is not in session, provides educational, enrichment and recreational activities for children in grades kindergarten to twelve, inclusive, and has a parent involvement component.

§ 10-64. Establishment of regional agriculture science and technology education centers. Moratorium; exception. Tuition and transportation

(a) Any local or regional board of education may enter into agreements with other such boards of education to establish a regional agricultural science and technology education center in conjunction with its regular public school system, provided such center shall have a regional agricultural science and technology education consulting committee which shall advise the operating board of education but shall have no legal authority with respect to such center. Such agreements may include matters pertaining to the admission of students, including the establishment of a reasonable number of available program acceptances and the criteria for program acceptance. Each board of education shall appoint to said committee two representatives, who have a competent knowledge of agriculture or aquaculture, as appropriate, and who need not be members of such board.

(b) No new agricultural science and technology education center shall be approved by the State Board of Education pursuant to section 10-65, during the three-year period from July 1, 1993, to June 30, 1996, except that the State Board of Education may approve such a center if it is to be operated by the board of education of a local or regional school district with fifteen thousand or more resident students, as defined in subdivision (19) of section 10-262f. If a new regional agri-

cultural science and technology education center is established for a school district pursuant to this subsection, any resident student of such school district who, during the school year immediately preceding the initial operation of such center, was enrolled in grades 10 to 12, inclusive, in a regional agricultural science and technology education center operated by another local or regional board of education, may continue to be enrolled in such regional agricultural science and technology education center.

(c) For purposes of this section and sections 10-65 and 10-66, the term "agricultural science and technology education" includes vocational aquaculture and marine-related employment.

(d) Any local or regional board of education which does not furnish agricultural science and technology education approved by the State Board of Education shall designate a school or schools having such a course approved by the State Board of Education as the school which any person may attend who has completed an elementary school course through the eighth grade. The board of education shall pay the tuition and reasonable and necessary cost of transportation of any person under twenty-one years of age who is not a graduate of a high school or vocational school or an agricultural science and technology education center and who attends the designated school, provided transportation services may be suspended in accordance with the provisions of section 10-233c. Each such board's reimbursement percentage pursuant to section 10-266m for expenditures in excess of eight hundred dollars per pupil incurred in the fiscal year beginning July 1, 2004, and in each fiscal year thereafter, shall be increased by an additional twenty percentage points.

§ 10-66aa. Charter schools: Definitions

As used in sections 10-66aa to 10-66ff, inclusive, and sections 10-66hh to 10-66kk, inclusive:

(1) "Charter school" means a public, nonsectarian school which is (A) established under a charter granted pursuant to section 10-66bb, (B) organized as a nonprofit entity under state law, (C) a public agency for purposes of the Freedom of Information Act, as defined in section 1-200, and (D) operated independently of any local or regional board of education in accordance with the terms of its charter and the provisions of sections 10-66aa to 10-66ff, inclusive, provided no member or employee of a governing council of a charter school shall have a personal or financial interest in the assets, real or personal, of the school;

(2) "Local charter school" means a public school or part of a public school that is converted into a charter school and is approved by the local or regional board of education of the school district in which it is located and by the State Board of Education pursuant to subsection (e) of section 10-66bb; and

(3) "State charter school" means a new public school approved by the State Board of Education

pursuant to subsection (f) of section 10-66bb.

§ 10-66bb. Application process and requirements. Charter renewal. Probation. Revocation

(a) On and after July 1, 1997, the State Board of Education may grant, within available appropriations, charters for local and state charter schools in accordance with this section.

(b) Any person, association, corporation, organization or other entity, public or independent institution of higher education, local or regional board of education or two or more boards of education cooperatively, or regional educational service center may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to establish a charter school, provided no nonpublic elementary or secondary school may be established as a charter school and no parent or group of parents providing home instruction may establish a charter school for such instruction.

(c) The State Board of Education shall review, annually, all applications and grant charters in accordance with subsection (f) of this section. (1) Except as provided for in subdivision (2) of this subsection, no state charter school shall enroll (A) (i) more than two hundred fifty students, or (ii) in the case of a kindergarten to grade eight, inclusive, school, more than three hundred students, or (B) twenty-five per cent of the enrollment of the school district in which the state charter school is to be located, whichever is less. (2) In the case of a state charter school found by the State Board of Education to have a demonstrated record of achievement, such school may, upon application to and approval by said board, enroll up to eighty-five students per grade, if within available appropriations. The State Board of Education shall give preference to applicants for charter schools that will serve students who reside in a priority school district pursuant to section 10-266p or in a district in which seventy-five per cent or more of the enrolled students are members of racial or ethnic minorities and to applicants for state charter schools that will be located at a work-site or that are institutions of higher education. In determining whether to grant a charter, the State Board of Education shall consider the effect of the proposed charter school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located, the regional distribution of charter schools in the state and the potential of over-concentration of charter schools within a school district or in contiguous school districts.

(d) Applications pursuant to this section shall include a description of: (1) The mission, purpose and any specialized focus of the proposed charter school; (2) the interest in the community for the establishment of the charter school;(3) the school governance and procedures for the establishment of a governing council that (A) includes (i) teachers and parents and guardians of students enrolled in the school, and (ii) the chairperson of the local or regional board of education of the town in which the charter school is located and which has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of

schools for the school district, and (B) is responsible for the oversight of charter school operations, provided no member or employee of the governing council may have a personal or financial interest in the assets, real or personal, of the school; (4) the financial plan for operation of the school, provided no application fees or other fees for attendance, except as provided in this section, may be charged; (5) the educational program, instructional methodology and services to be offered to students; (6) the number and qualifications of teachers and administrators to be employed in the school; (7) the organization of the school in terms of the ages or grades to be taught and the total estimated enrollment of the school; (8) the student admission criteria and procedures to (A) ensure effective public information, (B) ensure open access on a space available basis, (C) promote a diverse student body, and (D) ensure that the school complies with the provisions of section 10-15c and that it does not discriminate on the basis of disability, athletic performance or proficiency in the English language, provided the school may limit enrollment to a particular grade level or specialized educational focus and, if there is not space available for all students seeking enrollment, the school may give preference to siblings but shall otherwise determine enrollment by a lottery; (9) a means to assess student performance that includes participation in state-wide mastery examinations pursuant to chapter 163c; (10) procedures for teacher evaluation and professional development for teachers and administrators; (11) the provision of school facilities, pupil transportation and student health and welfare services; (12) procedures to encourage involvement by parents and guardians of enrolled students in student learning, school activities and school decision-making; (13) document efforts to increase the racial and ethnic diversity of staff; and (14) a five-year plan to sustain the maintenance and operation of the school. Subject to the provisions of subsection (b) of section 10-66dd, an application may include, or a charter school may file, requests to waive provisions of the general statutes and regulations not required by sections 10-66aa to 10-66ff, inclusive, and which are within the jurisdiction of the State Board of Education.

(e) An application for the establishment of a local charter school shall be submitted to the local or regional board of education of the school district in which the local charter school is to be located for approval pursuant to this subsection. The local or regional board of education shall: (1) Review the application; (2) hold a public hearing in the school district on such application; (3) survey teachers and parents in the school district to determine if there is sufficient interest in the establishment and operation of the local charter school; and (4) vote on a complete application not later than sixty days after the date of receipt of such application. Such board of education may approve the application by a majority vote of the members of the board present and voting at a regular or special meeting of the board called for such purpose. If the application is approved, the board shall forward the application to the State Board of Education. The State Board of Education shall vote on the application not later than seventy-five days after the date of receipt of such application. Subject to the provisions of subsection (c) of this section, the State Board of Education may approve the application and grant the charter for the local charter school or reject such application by a majority vote of the members of the state board present and voting at a regular or special meeting of the state board called for such purpose. The State Board of Education may condition the opening of such school on the school's meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the commissioner

to release the charter when the commissioner determines such conditions are met. The state board may grant the charter for the local charter school for a period of time of up to five years and may allow the applicant to delay its opening for a period of up to one school year in order for the applicant to fully prepare to provide appropriate instructional services.

(f) An application for the establishment of a state charter school shall be (1) submitted to the State Board of Education for approval in accordance with the provisions of this subsection, and (2) filed with the local or regional board of education in the school district in which the charter school is to be located. The state board shall: (A) Review such application; (B) hold a public hearing on such application in the school district in which such state charter school is to be located; (C) solicit and review comments on the application from the local or regional board of education for the school district in which such charter school is to be located and from the local or regional boards of education for school districts that are contiguous to the district in which such school is to be located; and (D) vote on a complete application not later than seventy-five days after the date of receipt of such application. The State Board of Education may approve an application and grant the charter for the state charter school by a majority vote of the members of the state board present and voting at a regular or special meeting of the state board called for such purpose. The State Board of Education may condition the opening of such school on the school's meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the commissioner to release the charter when the commissioner determines such conditions are met. Charters shall be granted for a period of time of up to five years and may allow the applicant to delay its opening for a period of up to one school year in order for the applicant to fully prepare to provide appropriate instructional services.

(g) Charters may be renewed, upon application, in accordance with the provisions of this section for the granting of such charters. Upon application for such renewal, the State Board of Education may commission an independent appraisal of the performance of the charter school that includes, but is not limited to, an evaluation of the school's compliance with the provisions of this section. The State Board of Education shall consider the results of any such appraisal in determining whether to renew such charter. The State Board of Education may deny an application for the renewal of a charter if (1) student progress has not been sufficiently demonstrated, as determined by the commissioner, (2) the governing council has not been sufficiently responsible for the operation of the school or has misused or spent public funds in a manner that is detrimental to the educational interests of the students attending the charter school, or (3) the school has not been in compliance with applicable laws and regulations. If the State Board of Education does not renew a charter, it shall notify the governing council of the charter school of the reasons for such nonrenewal.

(h) The Commissioner of Education may at any time place a charter school on probation if (1) the school has failed to (A) adequately demonstrate student progress, as determined by the commissioner, (B) comply with the terms of its charter or with applicable laws and regulations, (C) achieve measurable progress in reducing racial, ethnic and economic isolation, or (D) maintain its nonsectarian status, or (2) the governing council has demonstrated an inability to provide ef-

fective leadership to oversee the operation of the charter school or has not ensured that public funds are expended prudently or in a manner required by law. If a charter school is placed on probation, the commissioner shall provide written notice to the charter school of the reasons for such placement, not later than five days after the placement, and shall require the charter school to file with the Department of Education a corrective action plan acceptable to the commissioner not later than thirty-five days from the date of such placement. The charter school shall implement a corrective action plan accepted by the commissioner not later than thirty days after the date of such acceptance. The commissioner may impose any additional terms of probation on the school that the commissioner deems necessary to protect the educational or financial interests of the state. The charter school shall comply with any such additional terms not later than thirty days after the date of their imposition. The commissioner shall determine the length of time of the probationary period, which may be up to one year, provided the commissioner may extend such period, for up to one additional year, if the commissioner deems it necessary. In the event that the charter school does not file or implement the corrective action plan within the required time period or does not comply with any additional terms within the required time period, the Commissioner of Education may withhold grant funds from the school until the plan is fully implemented or the school complies with the terms of probation, provided the commissioner may extend the time period for such implementation and compliance for good cause shown. Whenever a charter school is placed on probation, the commissioner shall notify the parents or guardians of students attending the school of the probationary status of the school and the reasons for such status. During the term of probation, the commissioner may require the school to file interim reports concerning any matter the commissioner deems relevant to the probationary status of the school, including financial reports or statements. No charter school on probation may increase its student enrollment or engage in the recruitment of new students without the consent of the commissioner.

(i) The State Board of Education may revoke a charter if a charter school has failed to: (1) Comply with the terms of probation, including the failure to file or implement a corrective action plan; (2) demonstrate satisfactory student progress, as determined by the commissioner; (3) comply with the terms of its charter or applicable laws and regulations; or (4) manage its public funds in a prudent or legal manner. Unless an emergency exists, prior to revoking a charter, the State Board of Education shall provide the governing council of the charter school with a written notice of the reasons for the revocation, including the identification of specific incidents of noncompliance with the law, regulation or charter or other matters warranting revocation of the charter. It shall also provide the governing council with the opportunity to demonstrate compliance with all requirements for the retention of its charter by providing the State Board of Education or a subcommittee of the board, as determined by the State Board of Education, with a written or oral presentation. Such presentation shall include an opportunity for the governing council to present documentary and testimonial evidence to refute the facts cited by the State Board of Education for the proposed revocation or in justification of its activities. Such opportunity shall not constitute a contested case within the meaning of chapter 54. The State Board of Education shall determine, not later than thirty days after the date of an oral presentation or receipt of a written presentation, whether and when the charter shall be revoked and notify the governing

council of the decision and the reasons therefor. A decision to revoke a charter shall not constitute a final decision for purposes of chapter 54. In the event an emergency exists in which the commissioner finds that there is imminent harm to the students attending a charter school, the State Board of Education may immediately revoke the charter of the school, provided the notice concerning the reasons for the revocation is sent to the governing council not later than ten days after the date of revocation and the governing council is provided an opportunity to make a presentation to the board not later than twenty days from the date of such notice.

§ 10-66cc. School profile. Report

(a) The governing council of a charter school shall submit annually, to the Commissioner of Education, a school profile as described in subsection (c) of section 10-220.

(b) The governing council of each charter school shall submit annually, to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, and, in the case of a local charter school, to the local or regional board of education for the school district in which the school is located, a report on the condition of the school, including (1) the educational progress of students in the school, (2) the financial condition of the school, including a certified audit statement of all revenues from public and private sources and expenditures, (3) accomplishment of the mission, purpose and any specialized focus of the charter school, (4) the racial and ethnic composition of the student body and efforts taken to increase the racial and ethnic diversity of the student body, and (5) best practices employed by the school that contribute significantly to the academic success of students.

§ 10-66dd. School professionals employed in charter schools. Charter schools subject to laws governing public schools; exceptions; waivers

(a) For purposes of this section, "school professional" means any school teacher, administrator or other personnel certified by the State Board of Education pursuant to section 10-145b.

(b)(1) Subject to the provisions of this subsection and except as may be waived pursuant to subsection (d) of section 10-66bb, charter schools shall be subject to all federal and state laws governing public schools.

(2) At least one-half of the persons providing instruction or pupil services in a charter school shall possess the proper certificate other than (A) a certificate issued pursuant to subdivision (1) of subsection (c) of section 10-145b, or (B) a temporary certificate issued pursuant to subsection (c) of section 10-145f on the day the school begins operation and the remaining persons shall possess a certificate issued pursuant to said subdivision (1) or such temporary certificate on such day.

(3) The commissioner may not waive the provisions of chapters 163c and 169 and sections 10-15c, 10-153a to 10-153g, inclusive, 10-153i, 10-153j, 10-153m and 10-292.

(4) The state charter school governing council shall act as a board of education for purposes of collective bargaining. The school professionals employed by a local charter school shall be members of the appropriate bargaining unit for the local or regional school district in which the local charter school is located and shall be subject to the same collective bargaining agreement as the school professionals employed by said district. A majority of those employed or to be employed in the local charter school and a majority of the members of the governing council of the local charter school may modify, in writing, such collective bargaining agreement, consistent with the terms and conditions of the approved charter, for purposes of employment in the charter school.

(c) School professionals employed by a local or regional board of education shall be entitled to a two-year leave of absence, without compensation, in order to be employed in a charter school provided such leave shall be extended upon request for an additional two years. At any time during or upon the completion of such a leave of absence, a school professional may return to work in the school district in the position in which he was previously employed or a comparable position. Such leave of absence shall not be deemed to be an interruption of service for purposes of seniority and teachers' retirement, except that time may not be accrued for purposes of attaining tenure. A school professional who is not on such a leave of absence and is employed for forty school months of full-time continuous employment by the charter school and is subsequently employed by a local or regional board of education shall attain tenure after the completion of twenty school months of full-time continuous employment by such board of education in accordance with section 10-151.

(d) An otherwise qualified school professional employed in a charter school may participate in the state teacher retirement system under chapter 167a on the same basis as if such professional were employed by a local or regional board of education. The governing council of a charter school shall make the contributions, as defined in subdivision (7) of section 10-183b for such professional.

§ 10-66ee. Charter school funding. Special education students. Transportation. Contracts

(a) For the purposes of education equalization aid under section 10-262h a student enrolled (1) in a local charter school shall be considered a student enrolled in the school district in which such student resides, and (2) in a state charter school shall not be considered a student enrolled in the school district in which such student resides.

(b) The local board of education of the school district in which a student enrolled in a local charter school resides shall pay, annually, in accordance with its charter, to the fiscal authority for the charter school for each such student the amount specified in its charter, including the reasonable special education costs of students requiring special education. The board of education shall be eligible for reimbursement for such special education costs pursuant to section 10-76g.

(c) (1) The state shall pay in accordance with this subsection, to the fiscal authority for a state charter school for each student enrolled in such school, for the fiscal year ending June 30, 2006, seven thousand six hundred twenty-five dollars, for the fiscal year ending June 30, 2007, eight thousand dollars, for the fiscal year ending June 30, 2008, eight thousand six hundred fifty dollars, for the fiscal year ending June 30, 2009, and each fiscal year thereafter, nine thousand three hundred dollars. Such payments shall be made as follows: Twenty-five per cent of the amount not later than July fifteenth and September fifteenth based on estimated student enrollment on May first, and twenty-five per cent of the amount not later than January fifteenth and the remaining amount not later than April fifteenth, each based on student enrollment on October first. If the total amount appropriated for grants pursuant to this subdivision exceeds eight thousand six hundred fifty dollars per student for the fiscal year ending June 30, 2008, and exceeds nine thousand three hundred dollars for the fiscal year ending June 30, 2009, the amount of such grants payable per student shall be increased proportionately, except that such per student increase shall not exceed seventy dollars. Any amount of such appropriation remaining after such per student increase may be used by the Department of Education for supplemental grants to interdistrict magnet schools pursuant to subdivision (2) of subsection (c) of section 10-264*l* to pay for a portion of the audit required pursuant to section 10-66*ll*, to pay for expenses incurred by the Department of Education to ensure the continuity of a charter school where required by a court of competent jurisdiction and, in consultation with the Secretary of the Office of Policy and Management, to pay expenses incurred in the creation of a school pursuant to section 10-74g. For the fiscal year ending June 30, 2005, such increase shall be limited to one hundred ten dollars per student. (2) In the case of a student identified as requiring special education, the school district in which the student resides shall: (A) Hold the planning and placement team meeting for such student and shall invite representatives from the charter school to participate in such meeting; and (B) pay the state charter school, on a quarterly basis, an amount equal to the difference between the reasonable cost of educating such student and the sum of the amount received by the state charter school for such student pursuant to subdivision (1) of this subsection and amounts received from other state, federal, local or private sources calculated on a per pupil basis. Such school district shall be eligible for reimbursement pursuant to section 10-76g. The charter school a student requiring special education attends shall be responsible for ensuring that such student receives the services mandated by the student's individualized education program whether such services are provided by the charter school or by the school district in which the student resides.

(d) On or before October fifteenth of the fiscal years beginning July 1, 2001, and July 1, 2002, the Commissioner of Education shall determine if the enrollment in the program for the fiscal year is below the number of students for which funds were appropriated. If the commissioner determines that the enrollment is below such number, the additional funds shall not lapse but shall be used by the commissioner for (1) grants for interdistrict cooperative programs pursuant to section 10-74d, (2) grants for open choice programs pursuant to section 10-266aa, or (3) grants for interdistrict magnet schools pursuant to section 10-264*l*.

(e) Notwithstanding any provision of the general statutes to the contrary, if at the end of a fiscal year amounts received by a state charter school, pursuant to subdivision (1) of subsection (c) of

this section, are unexpended, the charter school (1) may use, for the expenses of the charter school for the following fiscal year, up to ten per cent of such amounts, and (2) may (A) create a reserve fund to finance a specific capital or equipment purchase or another specified project as may be approved by the commissioner, and (B) deposit into such fund up to five per cent of such amounts.

(f) The local or regional board of education of the school district in which the charter school is located shall provide transportation services for students of the charter school who reside in such school district pursuant to section 10-273a unless the charter school makes other arrangements for such transportation. Any local or regional board of education may provide transportation services to a student attending a charter school outside of the district in which the student resides and, if it elects to provide such transportation, shall be reimbursed pursuant to section 10-266m for the reasonable costs of such transportation. Any local or regional board of education providing transportation services under this subsection may suspend such services in accordance with the provisions of section 10-233c. The parent or guardian of any student denied the transportation services required to be provided pursuant to this subsection may appeal such denial in the manner provided in sections 10-186 and 10-187.

(g) Charter schools shall be eligible to the same extent as boards of education for any grant for special education, competitive state grants and grants pursuant to sections 10-17g and 10-266w.

(h) If the commissioner finds that any charter school uses a grant under this section for a purpose that is inconsistent with the provisions of this part, the commissioner may require repayment of such grant to the state.

(i) Charter schools shall receive, in accordance with federal law and regulations, any federal funds available for the education of any pupils attending public schools.

(j) The governing council of a charter school may (1) contract or enter into other agreements for purposes of administrative or other support services, transportation, plant services or leasing facilities or equipment, and (2) receive and expend private funds or public funds, including funds from local or regional boards of education and funds received by local charter schools for out-of-district students, for school purposes.

(k) If in any fiscal year, more than one new state charter school is approved pursuant to section 10-66bb and is awaiting funding pursuant to the provisions of this section, the State Board of Education shall determine which school is funded first based on a consideration of the following factors in order of importance as follows: (1) Whether the applicant has a demonstrated record of academic success by students, (2) whether the school is located in a school district with a demonstrated need for student improvement, and (3) whether the applicant has plans concerning the preparedness of facilities, staffing and outreach to students.

(*l*) Within available appropriations, the state may provide a grant in an amount not to exceed se-

venty-five thousand dollars to any newly approved state charter school that assists the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the Commissioner of Education, for start-up costs associated with the new charter school program.

(m) Charter schools may, to the same extent as local and regional boards of education, enter into cooperative arrangements as described in section 10-158a, provided such arrangements are approved by the Commissioner of Education. Any state charter school participating in a cooperative arrangement under this subsection shall maintain its status as a state charter school and not be excused from any obligations pursuant to sections 10-66aa to 10-66*ll*, inclusive.

§ 10-66ff. Powers. Liability limited. Participation in Short-Term Investment Fund

(a) Each charter school may (1) sue and be sued, (2) purchase, receive, hold and convey real and personal property for school purposes, and (3) borrow money for such purposes.

(b) The state, a local or regional board of education or the applicant for a charter school shall have no liability for the acts, omissions, debts or other obligations of such charter school, except as may be provided in an agreement or contract with such charter school.

(c) Charter schools established pursuant to sections 10-66aa to 10-66gg, inclusive, shall be eligible to invest in participation certificates of the Short-Term Investment Fund administered by the State Treasurer pursuant to sections 3-27a to 3-27f, inclusive.

§ 10-66gg. Report to General Assembly

Within available appropriations, the Commissioner of Education shall annually, review and report, in accordance with the provisions of section 11-4a, on the operation of such charter schools as may be established pursuant to sections 10-66aa to 10-66ff, inclusive, to the joint standing committee of the General Assembly having cognizance of matters relating to education. Such report shall include: (1) Recommendations for any statutory changes that would facilitate expansion in the number of charter schools; (2) a compilation of school profiles pursuant to section 10-66cc; (3) an assessment of the adequacy of funding pursuant to section 10-66ee, and (4) the adequacy and availability of suitable facilities for such schools.

§ 10-66hh. Program to assist charter schools with capital expenses

(a) For the fiscal years ending June 30, 2008, and June 30, 2009, the Commissioner of Education shall establish, within available bond authorizations, a grant program to assist state charter schools in financing (1) school building projects, as defined in section 10-282, (2) general improvements to school buildings, as defined in subsection (a) of section 10-265h, and (3) repayment of debt incurred for school building projects. The governing authorities of such state charter schools may apply for such grants to the Department of Education at such time and in such

manner as the commissioner prescribes. The commissioner shall give preference to applications that provide for matching funds from nonstate sources.

(b) All final calculations for grant awards pursuant to this section in an amount equal to or greater than two hundred fifty thousand dollars shall include a computation of the state grant amount amortized on a straight line basis over a ten-year period. Any state charter school which abandons, sells, leases, demolishes or otherwise redirects the use of a school building which benefited from such a grant award during such amortization period, including repayment of debt for the purchase, renovation or improvement of the building, shall refund to the state the unamortized balance of the state grant remaining as of the date that the abandonment, sale, lease, demolition or redirection occurred. The amortization period shall begin on the date the grant award is paid. A state charter school required to make a refund to the state pursuant to this subsection may request forgiveness of such refund if the building is redirected for public use.

§ 10-66ii. Report on best practices employed by charter schools

The Department of Education shall, annually, publish a report on all of the best practices reported by governing councils of charter schools pursuant to subdivision (5) of subsection (b) of section 10-66cc and distribute a copy of such report to each public school superintendent and the governing council of each charter school.

§ 10-66jj. Bond authorization for program to assist charter schools with capital expenses

(a) For the purposes described in subsection (b) of this section, the State Bond Commission shall have the power, from time to time, to authorize the issuance of bonds of the state in one or more series and in principal amounts not exceeding in the aggregate twenty million dollars, provided five million dollars of said authorization shall be effective July 1, 2008.

(b) The proceeds of the sale of said bonds, to the extent of the amount stated in subsection (a) of this section, shall be used by the Department of Education for the purpose of grants pursuant to section 10-66hh.

(c) All provisions of section 3-20, or the exercise of any right or power granted thereby, which are not inconsistent with the provisions of this section are hereby adopted and shall apply to all bonds authorized by the State Bond Commission pursuant to this section, and temporary notes in anticipation of the money to be derived from the sale of any such bonds so authorized may be issued in accordance with said section 3-20 and from time to time renewed. Such bonds shall mature at such time or times not exceeding twenty years from their respective dates as may be provided in or pursuant to the resolution or resolutions of the State Bond Commission authorizing such bonds. None of said bonds shall be authorized except upon a finding by the State Bond Commission that there has been filed with it a request for such authorization which is signed by or on behalf of the Secretary of the Office of Policy and Management and states such terms and conditions as said commission, in its discretion, may require. Said bonds issued pursuant to this

section shall be general obligations of the state and the full faith and credit of the state of Connecticut are pledged for the payment of the principal of and interest on said bonds as the same become due, and accordingly and as part of the contract of the state with the holders of said bonds, appropriation of all amounts necessary for punctual payment of such principal and interest is hereby made, and the State Treasurer shall pay such principal and interest as the same become due.

§ 10-66kk. Governing council. Internet posting of meeting schedules, agendas and minutes. Membership

(a) The governing council of each state charter school shall post on any Internet web site that the council operates the (1) schedule, (2) agenda, and (3) minutes of each meeting, including any meeting of subcommittees of the governing council.

(b) The membership of the governing council of each state charter school shall meet the requirements concerning such membership set forth in the provisions of subdivision (3) of subsection (d) of section 10-66bb at the time of application for a state charter and at all other times.

§ 10-66ll. Random audits of charter schools

Annually, the commissioner shall randomly select one state charter school, as defined in subdivision (3) of section 10-66aa, to be subject to a comprehensive financial audit conducted by an auditor selected by the Commissioner of Education. Except as provided for in subsection (c) of section 10-66ee, the charter school shall be responsible for all costs associated with the audit conducted pursuant to the provisions of this section.

§ 10-71. State grants for adult education programs

(a) Each local or regional board of education or regional educational service center which has submitted an adult education proposal to the State Board of Education pursuant to section 10-71a shall, annually, be eligible to receive a state grant based on a percentage of eligible costs for adult education as defined in section 10-67, provided such percentage shall be determined as follows:

(1) The percentage of the eligible costs for adult education a local board of education shall receive, under the provisions of this section, shall be determined as follows: (A) Each town shall be ranked in descending order from one to one hundred sixty-nine according to such town's adjusted equalized net grand list per capita, as defined in section 10-261; and (B) based upon such ranking, a percentage of not less than zero or more than sixty-five shall be determined for each town on a continuous scale, except that the percentage for a priority school district pursuant to section 10-266p shall not be less than twenty. Any such percentage shall be increased by seven and one-half percentage points but shall not exceed sixty-five per cent for any local board of

education which provides basic adult education programs for adults at facilities operated by or within the general administrative control and supervision of the Department of Mental Health and Addiction Services, provided such adults reside at such facilities.

(2) The percentage of the eligible costs for adult education a regional board of education shall receive under the provisions of this section shall be determined by its ranking. Such ranking shall be determined by (A) multiplying the total population, as defined in section 10-261, of each town in the district by such town's ranking, as determined in subdivision (1) of this subsection, (B) adding together the figures for each town determined under (A), and (C) dividing the total computed under (B) by the total population of all towns in the district. The ranking of each regional board of education shall be rounded to the next higher whole number and each such board shall receive the same reimbursement percentage as would a town with the same rank, except that the reimbursement percentage for a priority school district pursuant to section 10-266p shall not be less than twenty.

(3) The percentage of the eligible costs for adult education a regional educational service center shall receive under the provisions of this subsection and section 10-66i shall be determined by its ranking. Such ranking shall be determined by (A) multiplying the total population, as defined in section 10-261, of each member town in the regional educational service center by such town's ranking, as determined in subdivision (1) of this subsection, (B) adding together the figures for each town determined under (A), and (C) dividing the total computed under (B) by the total population of all member towns in the regional educational service center. The ranking of each regional educational service center shall be rounded to the next higher whole number and each such center shall receive the same reimbursement percentage as would a town with the same rank.

(b) Notwithstanding the provisions of subdivision (6) of section 10-67, a local or regional board of education or regional educational service center shall be eligible to receive an amount to be paid pursuant to the provisions of subsection (c) of this section. The amount shall equal the eligible expenditures from funds received from private sources by the local or regional board of education, regional educational service center or cooperating eligible entity multiplied by the appropriate percentage, as determined under subsection (a) of this section, provided such amount shall not exceed twenty per cent of the amount received by the local or regional board of education or regional educational service center pursuant to subsection (a) of this section for the previous fiscal year. For payments from private sources to be eligible for reimbursement pursuant to this subsection, (1) based upon estimated eligible costs approved by the Department of Education, the eligible expenditures from local taxes in a fiscal year shall not be less than seventy per cent of the eligible expenditures from local taxes for the previous fiscal year, and (2) the local or regional board of education, regional educational service center or cooperating eligible entity shall provide, not later than a date to be determined by the Commissioner of Education, evidence satisfactory to the commissioner of a written commitment of a payment from a private source. Evidence of actual payment shall be submitted to the commissioner not later than a date established by the commissioner. Upon receipt by a board of education or regional educational service center

of state funds pursuant to this subsection attributable to expenditures of a cooperating eligible entity, the board or center shall provide for the distribution of such funds to the cooperating eligible entity for the provision of adult education programs and services pursuant to subdivision (1) of subsection (a) of section 10-69.

(c) Payments pursuant to this section for each estimated total grant of fifteen hundred dollars or more shall be made during the fiscal year in which such programs are offered as follows: Two-thirds of the grant entitlement based on estimated eligible costs of adult education, included in the approved proposal, in August and the adjusted balance, based on a revised estimate of such eligible costs to be filed with the Commissioner of Education at such time as the commissioner prescribes, in May. Payments pursuant to this section for each estimated total grant of less than fifteen hundred dollars shall be made in a single installment in May of the fiscal year in which such programs are offered, based on a revised estimate of the eligible costs of adult education filed with the Commissioner of Education at such time as the commissioner prescribes. Each recipient of a grant pursuant to this section shall submit a report of actual revenue and expenditures to the Commissioner of Education in such manner and on such forms as the commissioner prescribes on or before the September first immediately following the end of the grant year. Based on the report data, the commissioner shall calculate any underpayment or overpayment of the grant paid pursuant to this section and shall adjust the grant for the fiscal year following the fiscal year in which such underpayment or overpayment occurred or any subsequent fiscal year.

(d) Notwithstanding the provisions of this section, for the fiscal years ending June 30, 2004, to June 30, 2011, inclusive, the amount of the grants payable to towns, regional boards of education or regional educational service centers in accordance with this section shall be reduced proportionately if the total of such grants in such year exceeds the amount appropriated for the purposes of this section for such year.

§ 10-74d. Grants for interdistrict cooperative programs

(a) The Department of Education shall, within available appropriations and after payments made pursuant to section 10-266j and for purposes of subsection (d) of section 10-266aa, maintain a competitive grant program for the purpose of assisting local and regional boards of education, regional educational service centers and nonsectarian nonprofit organizations approved by the Commissioner of Education with the establishment and operation of interdistrict cooperative programs. Such programs may include programs pursuant to section 10-266bb, lighthouse schools, as defined in section 10-266cc, and programs conducted by interdistrict magnet schools, provided such magnet school programs (1) are conducted at the magnet school, (2) primarily serve children not enrolled in the magnet school, and (3) are not programs for which a local or regional board of education or a regional educational service center receives funds pursuant to section 10-264h or 10-264l.

§ 10-74g. CommPACT schools

A local or regional board of education may, through agreement with the organizations designated or elected as the exclusive representatives of the teachers' and administrators' units, as defined in section 10-153b, for the teachers and administrators employed by such board, create a Comm-PACT school. The board shall permit the school autonomy in governance, budgeting and curriculum. The school shall be managed collaboratively by the superintendent of the school district and a governing board comprised of representatives of the school and of the teachers' and administrators' units, community leaders and parents and guardians of students who attend the school.

§ 10-95. Vocational-technical schools. Accreditation status. Accountability

(a) The State Board of Education may establish and maintain a state-wide system of regional vocational-technical schools offering full-time, part-time and evening programs in vocational, technical and technological education and training. The board may make regulations controlling the admission of students to any such school. The Commissioner of Education, in accordance with policies established by the board, may appoint and remove members of the staffs of such schools and make rules for the management of and expend the funds provided for the support of such schools. The board may enter into cooperative arrangements with local and regional boards of education, private occupational schools, institutions of higher education, job training agencies and employers in order to provide general education, vocational, technical or technological education or work experience.

(b) If the New England Association of Schools and Colleges places a regional vocational-technical school on probation or otherwise notifies the superintendent of the vocational-technical school system that a regional vocational-technical school is at risk of losing its accreditation, the Commissioner of Education shall notify the joint standing committee of the General Assembly having cognizance of matters relating to education of such placement or problems relating to accreditation.

(c) The State Board of Education shall establish specific achievement goals for students at the vocational-technical schools at each grade level. The board shall measure the performance of each vocational-technical school and shall identify a set of quantifiable measures to be used. The measures shall include factors such as performance on the state-wide tenth grade mastery examination under section 10-14n, trade-related assessment tests, dropout rates and graduation rates.

§ 10-145b. Teaching certificates

(a) The State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate to any person who has graduated (1) from a four-year baccalaureate program of teacher education as approved by said state board, or (2) from a four-year baccalaureate program approved by said state board or from a college or university accredited by the board of governors or regionally accredited, provided such person has taken such teacher training equivalents as the State Board of Education shall require and, unless such equivalents are taken at institutions out-

side of this state, as the board of governors shall accredit. In addition, on and after July 1, 1993, each applicant shall have completed a subject area major as defined by the State Board of Education, except as provided in section 10 of public act 09-1 of the June 19 special session. Each such initial educator certificate shall be valid for three years, except as provided in subsection (c) of this section, and may be extended by the Commissioner of Education for an additional year for good cause upon the request of the superintendent in whose school district such person is employed or upon the request of the assessment team reviewing such person's performance.

(b) During the period of employment in a public school, a person holding an initial educator certificate shall (1) be under the supervision of the superintendent of schools or of a principal, administrator or supervisor designated by such superintendent who shall regularly observe, guide and evaluate the performance of assigned duties by such holder of an initial certificate, and (2) participate in a beginning educator program if there is such a program for such person's certification endorsement area.

(c) (1) The State Board of Education, upon request of a local or regional board of education, shall issue a temporary ninety-day certificate to any applicant in the certification endorsement areas of elementary education, middle grades education, secondary academic subjects, special subjects or fields, special education, early childhood education and administration and supervision when the following conditions are met:

(A) The employing agent of a board of education makes a written request for the issuance of such certificate and attests to the existence of a special plan for supervision of temporary ninety-day certificate holders;

(B) The applicant meets the following requirements, except as otherwise provided in subparagraph (C) of this subdivision:

(i) Holds a bachelor's degree from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited with a major either in or closely related to the certification endorsement area in which the requesting board of education is placing the applicant or, in the case of secondary or special subject or field endorsement area, possesses at least the minimum total number of semester hours of credit required for the content area, except as provided in section 10 of public act 09-1 of the June 19 special session;

(ii) Has met the requirements pursuant to subsection (b) of section 10-145f;

(iii) Presents a written application on such forms as the Commissioner of Education shall prescribe;

(iv) Has successfully completed an alternate route to certification program provided by the Department of Higher Education or public or independent institutions of higher education, regional

educational service centers or private teacher or administrator training organizations and approved by the State Board of Education;

(v) Possesses an undergraduate college overall grade point average of at least "B" or, if the applicant has completed at least twenty-four hours of graduate credit, possesses a graduate grade point average of at least "B"; and

(vi) Presents supporting evidence of appropriate experience working with children; and

(C) The Commissioner of Education may waive the requirements of subparagraphs (B)(v) or (B)(vi), or both, of this subdivision upon a showing of good cause.

(2) A person serving under a temporary ninety-day certificate shall participate in a beginning support and assessment program pursuant to section 10-220a, which is specifically designed by the state Department of Education for holders of temporary ninety-day certificates.

(3) Notwithstanding the provisions of subsection (a) of this section to the contrary, on and after July 1, 1989, the State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate, which shall be valid for three years, to any person who has taught successfully while holding a temporary ninety-day certificate and meets the requirements pursuant to regulations adopted pursuant to section 10-145d.

§ 10-145f. Testing for prospective teachers

(a) No person shall be formally admitted to a State Board of Education approved teacher preparation program until such person has achieved satisfactory scores on the state reading, writing and mathematics competency examination prescribed by and administered under the direction of the State Board of Education, or has qualified for a waiver of such test based on criteria established by the State Board of Education.

(b) (1) Any person who does not hold a valid certificate pursuant to section 10-145b shall (A) achieve satisfactory scores on the state reading, writing and mathematics competency examination prescribed by and administered under the direction of the State Board of Education, or qualify for a waiver of such test based on criteria approved by the State Board of Education, and (B) achieve a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment in order to be eligible for a certificate pursuant to said section unless such assessment has not been approved by the State Board of Education at the time of application, in which case the applicant shall not be denied a certificate solely because of the lack of an evaluation on such assessment. A person who holds a valid school administrator certificate in another state that is at least equivalent to an initial educator certificate, pursuant to section 10-145b, as determined by the State Board of Education, and has successfully completed three years of experience as a school administrator in a public school in another state or in a nonpublic school ap-

proved by the appropriate state board of education during the ten-year period prior to the date of application for a certificate in a school administration endorsement area shall not be required to meet the state reading, writing and mathematics competency examination.

(2) Any person applying for an additional certification endorsement shall achieve a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment in order to be eligible for such additional endorsement, unless such assessment has not been approved by the State Board of Education at the time of application, in which case the applicant shall not be denied the additional endorsement solely because of the lack of an evaluation on such assessment.

(3) On and after July 1, 1992, any teacher who held a valid teaching certificate but whose certificate lapsed and who had completed all requirements for the issuance of a new certificate pursuant to section 10-145b, except for filing an application for such certificate, prior to the date on which the lapse occurred, may file, within one year of the date on which the lapse occurred, an application with the Commissioner of Education for the issuance of such certificate. Upon the filing of such an application, the commissioner may grant such certificate and such certificate shall be retroactive to the date on which the lapse occurred, provided the commissioner finds that the lapse of the certificate occurred as a result of a hardship or extenuating circumstances beyond the control of the applicant. If such teacher has attained tenure and is reemployed by the same board of education in any equivalent unfilled position for which the person is qualified as a result of the issuance of a certificate pursuant to this subdivision, the lapse period shall not constitute a break in employment for such person reemployed and shall be used for the purpose of calculating continuous employment pursuant to section 10-151. If such teacher has not attained tenure, the time unemployed due to the lapse of a certificate shall not be counted toward tenure, except that if such teacher is reemployed by the same board of education as a result of the issuance of a certificate pursuant to this subdivision, such teacher may count the previous continuous employment immediately prior to the lapse towards tenure. Using information provided by the Teachers' Retirement Board, the Department of Education shall annually notify each local or regional board of education of the name of each teacher employed by such board of education whose provisional certificate will expire during the period of twelve months following such notice. Upon receipt of such notice the superintendent of each local and regional board of education shall notify each such teacher in writing, at such teacher's last known address, that the teacher's provisional certificate will expire.

(4) Notwithstanding the provisions of this subsection to the contrary, to be eligible for a certificate to teach subjects for which a bachelor's degree is not required, any applicant who is otherwise eligible for certification in such endorsement areas shall be entitled to a certificate without having met the requirements of the competency examination and subject area assessment pursuant to this subsection for a period not to exceed two years, except that for a certificate to teach skilled trades or trade-related or occupational subjects, the commissioner may waive the requirement that the applicant take the competency examination. The commissioner may, upon the showing of good cause, extend the certificate.

§ 10-151. Employment of teachers. Definitions. Notice and hearing on failure to renew or termination of contract. Appeal

(a) For the purposes of this section:

(1) The term "board of education" shall mean a local or regional board of education or the board of trustees of an incorporated or endowed high school or academy approved pursuant to section 10-34, which is located in this state;

(2) The term "teacher" shall include each certified professional employee below the rank of superintendent employed by a board of education for at least ninety days in a position requiring a certificate issued by the State Board of Education;

(3) The term "continuous employment" means that time during which the teacher is employed without any break in employment as a teacher for the same board of education;

(4) The term "full-time employment" means a teacher's employment in a position at a salary rate of fifty per cent or more of the salary rate of such teacher in such position if such position were full-time;

(5) The term "part-time employment" means a teacher's employment in a position at a salary rate of less than fifty per cent of the salary rate of such teacher in such position, if such position were full-time;

(6) The term "tenure" means:

(A) The completion of thirty school months of full-time continuous employment for the same board of education for teachers initially hired prior to July 1, 1996; and forty such school months for teachers initially hired on or after said date provided the superintendent offers the teacher a contract to return for the following school year. For purposes of calculating continuous employment towards tenure, the following shall apply: (i) For a teacher who has not attained tenure, two school months of part-time continuous employment by such teacher shall equal one school month of full-time continuous employment except, for a teacher employed in a part-time position at a salary rate of less than twenty-five per cent of the salary rate of a teacher in such position, if such position were full-time, three school months of part-time continuous employment shall equal one school month of full-time continuous employment; (ii) a teacher who has not attained tenure shall not count layoff time towards tenure, except that if such teacher is reemployed by the same board of education within five calendar years of the layoff, such teacher may count the previous continuous employment immediately prior to the layoff towards tenure; and (iii) a teacher who has not attained tenure shall not count authorized leave time towards tenure if such time exceeds ninety student school days in any one school year, provided only the student school

days worked that year by such teacher shall count towards tenure and shall be computed on the basis of eighteen student school days or the greater fraction thereof equaling one school month.

(B) For a teacher who has attained tenure prior to layoff, tenure shall resume if such teacher is reemployed by the same board of education within five calendar years of the layoff.

(C) Except as provided in subparagraph (B) of this subdivision, any teacher who has attained tenure with any one board of education and whose employment with such board ends for any reason and who is reemployed by such board or is subsequently employed by any other board, shall attain tenure after completion of twenty school months of continuous employment. The provisions of this subparagraph shall not apply if, (i) prior to completion of the twentieth school month following commencement of employment by such board, such teacher has been notified in writing that his or her contract will not be renewed for the following school year or (ii) for a period of five or more calendar years immediately prior to such subsequent employment, such teacher has not been employed by any board of education.

(7) The term "school month" means any calendar month other than July or August in which a teacher is employed as a teacher at least one-half of the student school days.

§ 10-155d. Preparation of teachers. Alternate route programs for teachers, administrators and early childhood education teachers

(a) The Board of Governors of Higher Education shall encourage and support experimentation and research in the preparation of teachers for public elementary and secondary schools. To help fulfill the purposes of this section, the Board of Governors of Higher Education shall appoint an advisory council composed of qualified professionals which shall render assistance and advice to the board. In carrying out its activities pursuant to this section, the board shall consult with the State Board of Education and such other agencies as it deems appropriate to assure coordination of all activities of the state relating to the preparation of teachers for public elementary and secondary schools.

(b) The Department of Higher Education, with the approval of the Commissioner of Education, shall expand, within available appropriations, participation in its summer alternate route to certification program and its weekend and evening alternate route to certification program. The department shall expand the weekend and evening program for participants seeking certification in a subject shortage area pursuant to section 10-8b. The department, in collaboration with the Department of Education, shall develop (1) a regional alternate route to certification program targeted to the subject shortage areas, and (2) an alternate route to certification program for former teachers whose certificates have expired and who are interested in resuming their teaching careers.

(c) The Department of Higher Education, in consultation with the Department of Education, shall develop alternate route to certification programs for (1) school administrators and superinten-

dents, and (2) early childhood education teachers. The programs shall include mentored apprenticeships and criteria for admission to the programs.

§ 10-183v. Reemployment of teachers

(b) A former teacher receiving retirement benefits from the system may be reemployed by a local board of education or by any constituent unit of the state system of higher education in a position designated by the Commissioner of Education as a subject shortage area for the school year in which the former teacher is being employed. Such employment may be for up to one full school year but may, with prior approval by the board, be extended for an additional school year. Such request for approval shall be made in writing to the Teachers' Retirement Board and certified by the local board of education that no qualified candidates are available prior to the reemployment of such former teacher and shall include a statement indicating the type of assignment to be performed, the anticipated date of rehire and the expected duration of the assignment.

§ 10-217a. Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools

(a) Each town or regional school district which provides health services for children attending its public schools in any grade, from kindergarten to twelve, inclusive, shall provide the same health services for children in such grades attending private nonprofit schools therein, when a majority of the children attending such schools are residents of the state of Connecticut. Any such town or district may also provide such services for children in prekindergarten programs in such private nonprofit schools when a majority of the children attending such schools are residents of the state of Connecticut. Such determination shall be based on the percentage of resident pupils enrolled in such school on October first, or the full school day immediately preceding such date, during the school year next prior to that in which the health services are to be provided. The provisions of this section shall not be construed to require a town or district to provide such services to any child who is not a resident of this state. Such health services shall include the services of a school physician, school nurse and dental hygienist, provided such health services shall not include special education services which, if provided to public school students, would be eligible for reimbursement pursuant to section 10-76g. For purposes of this section, a resident is a person with continuous and permanent physical presence within the state, except that temporary absences for short periods of time shall not affect the establishment of residency.

(b) Any town or regional school district providing such services for children attending such private schools shall be reimbursed by the state for a percentage of the amount paid from local tax revenues for such services as follows:

(1) The percentage of the amount paid from local tax revenues for such services reimbursed to a local board of education shall be determined by (A) ranking each town in the state in descending order from one to one hundred sixty-nine according to such town's adjusted equalized net grand list per capita, as defined in section 10-261; (B) based upon such ranking, (i) for reimbursement

paid in the fiscal year ending June 30, 1990, a percentage of not less than forty-five or more than ninety shall be determined for each town on a continuous scale, except that for any town in which the number of children under the temporary family assistance program, as defined in subdivision (17) of section 10-262f, is greater than one per cent of the total population of the town, as defined in subdivision (7) of subsection (a) of section 10-261, the percentage shall be not less than eighty, (ii) for reimbursement paid in the fiscal years ending June 30, 1991, to June 30, 2001, inclusive, a percentage of not less than ten or more than ninety shall be determined for each town on a continuous scale, except that for any town in which the number of children under the temporary family assistance program, as defined in subdivision (17) of section 10-262f, is greater than one per cent of the total population of the town, as defined in subdivision (7) of subsection (a) of section 10-261, and for any town which has a wealth rank greater than thirty when towns are ranked pursuant to subparagraph (A) of this subdivision and which provides such services to greater than one thousand five hundred children who are not residents of the town, the percentage shall be not less than eighty, and (iii) for reimbursement paid in the fiscal year ending June 30, 2002, and each fiscal year thereafter, a percentage of not less than ten or more than ninety shall be determined for each town on a continuous scale, except that for any town in which the number of children under the temporary family assistance program, as defined in subdivision (17) of section 10-262f, for the fiscal year ending June 30, 1997, was greater than one per cent of the total population of the town, as defined in subdivision (7) of subsection (a) of section 10-261, for the fiscal year ending June 30, 1997, and for any town which has a wealth rank greater than thirty when towns are ranked pursuant to subparagraph (A) of this subdivision and which provides such services to greater than one thousand five hundred children who are not residents of the town, the percentage shall be not less than eighty.

(2) The percentage of the amount paid from local tax revenues for such services reimbursed to a regional board of education shall be determined by its ranking. Such ranking shall be determined by (A) multiplying the total population, as defined in section 10-261, of each town in the district by such town's ranking, as determined in subdivision (1) of this subsection, (B) adding together the figures determined under subparagraph (A) of this subdivision, and (C) dividing the total computed under subparagraph (B) of this subdivision by the total population of all towns in the district. The ranking of each regional board of education shall be rounded to the next higher whole number and each such board shall receive the same reimbursement percentage as would a town with the same rank.

(c) Any town or regional school district which provides such services shall file an application for such reimbursement not later than the September fifteenth following the fiscal year in which the services were provided on a form to be provided by the State Board of Education. Payment shall be made not later than the following January fifteenth.

§ 10-220. Duties of boards of education

(c) Annually, each local and regional board of education shall submit to the Commissioner of Education a strategic school profile report for each school under its jurisdiction and for the

school district as a whole. The superintendent of each local and regional school district shall present the profile report at the next regularly scheduled public meeting of the board of education after each November first. The profile report shall provide information on measures of (1) student needs, (2) school resources, including technological resources and utilization of such resources and infrastructure, (3) student and school performance, including truancy, (4) the number of students enrolled in an adult high school credit diploma program, pursuant to section 10-69, operated by a local or regional board of education or a regional educational service center, (5) equitable allocation of resources among its schools, (6) reduction of racial, ethnic and economic isolation, and (7) special education. For purposes of this subsection, measures of special education include (A) special education identification rates by disability, (B) rates at which special education students are exempted from mastery testing pursuant to section 10-14q, (C) expenditures for special education, including such expenditures as a percentage of total expenditures, (D) achievement data for special education students, (E) rates at which students identified as requiring special education are no longer identified as requiring special education, (F) the availability of supplemental educational services for students lacking basic educational skills, (G) the amount of special education student instructional time with nondisabled peers, (H) the number of students placed out-of-district, and (I) the actions taken by the school district to improve special education programs, as indicated by analyses of the local data provided in subparagraphs (A) to (H), inclusive, of this subdivision. The superintendent shall include in the narrative portion of the report information about parental involvement and if the district has taken measures to improve parental involvement, including, but not limited to, employment of methods to engage parents in the planning and improvement of school programs and methods to increase support to parents working at home with their children on learning activities. For purposes of this subsection, measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and unexcused absences in order for the department to comply with federal reporting requirements. Such truancy data shall be considered a public record for purposes of chapter 14.

§ 10-223e. State-wide education accountability plan and possible actions. Study of academic achievement

(a) In conformance with the No Child Left Behind Act, P.L. 107-110, the Commissioner of Education shall prepare a state-wide education accountability plan, consistent with federal law and regulation. Such plan shall identify the schools and districts in need of improvement, require the development and implementation of improvement plans and utilize rewards and consequences.

(b) Public schools identified by the State Board of Education pursuant to section 10-223b of the general statutes, revision of 1958, revised to January 1, 2001, as schools in need of improvement shall: (1) Continue to be identified as schools in need of improvement, and continue to operate under school improvement plans developed pursuant to said section 10-223b through June 30, 2004; (2) on or before February 1, 2003, be evaluated by the local board of education and determined to be making sufficient or insufficient progress; (3) if found to be making insufficient progress by a local board of education, be subject to a new remediation and organization plan

developed by the local board of education; (4) continue to be eligible for available federal or state aid; (5) beginning in February, 2003, be monitored by the Department of Education for adequate yearly progress, as defined in the state accountability plan prepared in accordance with subsection (a) of this section; and (6) be subject to rewards and consequences as defined in said plan.

(c) (1) Any school or school district identified as in need of improvement pursuant to subsection (a) of this section and requiring corrective action pursuant to the requirements of the No Child Left Behind Act, P. L. 107-110, shall be designated and listed as a low achieving school or school district and shall be subject to intensified supervision and direction by the State Board of Education.

(2) Notwithstanding any provision of this title or any regulation adopted pursuant to said statutes, except as provided in subdivision (3) of this subsection, in carrying out the provisions of subdivision (1) of this subsection, the State Board of Education shall take any of the following actions to improve student performance and remove the school or district from the list of schools or districts designated and listed as a low achieving school or district pursuant to said subdivision (1), and to address other needs of the school or district: (A) Require an operations audit to identify possible programmatic savings and an instructional audit to identify any deficits in curriculum and instruction or in the learning environment of the school or district; (B) require the local or regional board of education for such school or district to use state and federal funds for critical needs, as directed by the State Board of Education; (C) provide incentives to attract highly qualified teachers and principals; (D) direct the transfer and assignment of teachers and principals; (E) require additional training and technical assistance for parents and guardians of children attending the school or a school in the district and for teachers, principals, and central office staff members hired by the district; (F) require the local or regional board of education for the school or district to implement model curriculum, including, but not limited to, recommended textbooks, materials and supplies approved by the Department of Education; (G) identify schools for reconstitution, as may be phased in by the commissioner, as state or local charter schools, schools established pursuant to section 10-74g, or schools based on other models for school improvement, or for management by an entity other than the local or regional board of education for the district in which the school is located; (H) direct the local or regional board of education for the school or district to develop and implement a plan addressing deficits in achievement and in the learning environment as recommended in the instructional audit; (I) assign a technical assistance team to the school or district to guide school or district initiatives and report progress to the Commissioner of Education; (J) establish instructional and learning environment benchmarks for the school or district to meet as it progresses toward removal from the list of low achieving schools or districts; (K) provide funding to any proximate district to a district designated as a low achieving school district so that students in a low achieving district may attend public school in a neighboring district; (L) direct the establishment of learning academies within schools that require continuous monitoring of student performance by teacher groups; (M) require local and regional boards of education to (i) undergo training to improve their operational efficiency and effectiveness as leaders of their districts' improvement plans, and (ii) submit an annual action

plan to the Commissioner of Education outlining how, when and in what manner their effectiveness shall be monitored; or (N) any combination of the actions described in this subdivision or similar, closely related actions.

(3) If a directive of the State Board of Education pursuant to subparagraph (C), (D), (E) or (L) of subdivision (2) of this subsection or a directive to implement a plan pursuant to subparagraph (H) of said subdivision affects working conditions, such directive shall be carried out in accordance with the provisions of sections 10-153a to 10-153n, inclusive.

(4) The Comptroller shall, pursuant to the provisions of section 10-262i, withhold any grant funds that a town is otherwise required to appropriate to a local or regional board of education due to low academic achievement in the school district pursuant to section 10-262h. Said funds shall be transferred to the Department of Education and shall be expended by the department on behalf of the identified school district. Said funds shall be used to implement the provisions of subdivision (2) of this subsection and to offset such other local education costs that the Commissioner of Education deems appropriate to achieve school improvements. These funds shall be awarded by the commissioner to the local or regional board of education for such identified school district upon condition that said funds shall be spent in accordance with the directives of the commissioner.

(d) The State Board of Education shall monitor the progress of each school or district designated as a low achieving school or district pursuant to subdivision (1) of subsection (c) of this section and provide notice to the local or regional board of education for each such school or district of the school or district's progress toward meeting the benchmarks established by the State Board of Education pursuant to subsection (c) of this section. If a district fails to make acceptable progress toward meeting such benchmarks established by the State Board of Education and fails to make adequate yearly progress pursuant to the requirements of the No Child Left Behind Act, P. L. 107-110, for two consecutive years while designated as a low achieving school district, the State Board of Education, after consultation with the Governor and chief elected official or officials of the district, may request that the General Assembly enact legislation authorizing that control of the district be reassigned to the State Board of Education or other authorized entity.

(e) Any school district or elementary school after two successive years of failing to make adequate yearly progress shall be designated as a low achieving school district or school and shall be evaluated by the Commissioner of Education. After such evaluation, the commissioner may require that such school district or school provide full-day kindergarten classes, summer school, extended school day, weekend classes, tutorial assistance to its students or professional development to its administrators, principals, teachers and paraprofessional teacher aides if (1) on any subpart of the third grade state-wide mastery examination, thirty per cent or more of the students in any subgroup, as defined by the No Child Left Behind Act, P.L. 107-110, do not achieve the level of proficiency or higher, or (2) the commissioner determines that it would be in the best educational interests of the school or the school district to have any of these programs. In ordering any educational program authorized by this subsection, the commissioner may limit the of-

fering of the program to the subgroup of students that have failed to achieve proficiency as determined by this subsection, those in particular grades or those who are otherwise at substantial risk of educational failure. The costs of instituting the ordered educational programs shall be borne by the identified low achieving school district or the school district in which an identified low achieving school is located. The commissioner shall not order an educational program that costs more to implement than the total increase in the amount of the grant that a town receives pursuant to section 10-262i in any fiscal year above the prior fiscal year.

(f) The Commissioner of Education shall conduct a study, within the limits of the capacity of the Department of Education to perform such study, of academic achievement of individual students over time as measured by performance on the state-wide mastery examination in grades three to eight, inclusive. If this study evidences a pattern of continuous and substantial growth in educational performance on said examinations for individual students, then the commissioner may determine that the school district or elementary school shall not be subject to the requirements of subsection (e) of this section, but shall still comply with the requirements of the No Child Left Behind Act, P.L. 107-110, if applicable.

§ 10-262i. Grant payments. Expenditures for educational purposes only, exception. Prohibition against supplanting local funding. Minimum budget requirement. Penalty

(a) For the fiscal year ending June 30, 1990, and for each fiscal year thereafter, each town shall be paid a grant equal to the amount the town is entitled to receive under the provisions of section 10-262h, as calculated using the data of record as of the December first prior to the fiscal year such grant is to be paid, adjusted for the difference between the final entitlement for the prior fiscal year and the preliminary entitlement for such fiscal year as calculated using the data of record as of the December first prior to the fiscal year when such grant was paid.

(b) The amount due each town pursuant to the provisions of subsection (a) of this section shall be paid by the Comptroller, upon certification of the Commissioner of Education, to the treasurer of each town entitled to such aid in installments during the fiscal year as follows: Twenty-five per cent of the grant in October, twenty-five per cent of the grant in January and the balance of the grant in April. The balance of the grant due towns under the provisions of this subsection shall be paid in March rather than April to any town which has not adopted the uniform fiscal year and which would not otherwise receive such final payment within the fiscal year of such town.

(c) All aid distributed to a town pursuant to the provisions of this section shall be expended for educational purposes only and shall be expended upon the authorization of the local or regional board of education. For the fiscal year ending June 30, 1999, and each fiscal year thereafter, if a town receives an increase in funds pursuant to this section over the amount it received for the prior fiscal year such increase shall not be used to supplant local funding for educational purposes. The budgeted appropriation for education in any town receiving an increase in funds pursuant to this section shall be not less than the amount appropriated for education for the prior year plus such increase in funds.

(d) For the fiscal years ending June 30, 2010, and June 30, 2011, the budgeted appropriation for education shall be no less than the budgeted appropriation for education for the fiscal year ending June 30, 2009, minus any reductions made pursuant to section 19 of public act 09-1 of the June 19 special session.

(e) Notwithstanding the provisions of subsection (c) of this section, for the fiscal years ending June 30, 2008, and June 30, 2009, the budgeted appropriation for education in any town receiving an increase in funds pursuant to this section shall be not less than the amount appropriated for education for the prior year plus the percentage of such increase in funds as determined under subsection (f) of this section.

(f) (1) Except as provided for in subdivisions (2), (3) and (4) of this subsection, the percentage of the increase in aid pursuant to this section applicable under subsection (e) shall be the average of the results of (A) (i) a town's current program expenditures per resident student pursuant to subdivision (36) of section 10-262f, subtracted from the highest current program expenditures per resident student in this state, (ii) divided by the difference between the highest current program expenditures per resident student in this state and the lowest current program expenditures per resident student in this state, (iii) multiplied by thirty per cent, (iv) plus fifty percentage points, (B) (i) a town's wealth pursuant to subdivision (26) of section 10-262f, subtracted from the wealth of the town with the highest wealth of all towns in this state, (ii) divided by the difference between the wealth of the town with the highest wealth of all towns in this state and the wealth of the town with the lowest wealth of all towns in this state, (iii) multiplied by thirty per cent, (iv) plus fifty percentage points, and (C) (i) a town's grant mastery percentage pursuant to subdivision (12) of section 10-262f, subtracted from one, subtracted from one minus the grant mastery percentage of the town with the highest grant mastery percentage in this state, (ii) divided by the difference between one minus the grant mastery percentage of the town with the highest grant mastery percentage in this state and one minus the grant mastery percentage of the town with the lowest grant mastery percentage in this state, (iii) multiplied by thirty per cent, (iv) plus fifty percentage points.

(2) For the fiscal year ending June 30, 2009, any town whose school district is in its third year or more of being identified as in need of improvement pursuant to section 10-223e, and has failed to make adequate yearly progress in mathematics or reading at the whole district level, the percentage determined pursuant to subdivision (1) of this subsection for such town shall be increased by an additional twenty percentage points.

(3) For the fiscal year ending June 30, 2010, any town whose school district is in its third year or more of being identified as in need of improvement pursuant to section 10-223e, and has failed to make adequate yearly progress in mathematics or reading at the whole district level, the percentage of the increase in aid pursuant to this section applicable under subsection (e) of this section shall be the percentage of the increase determined under subdivision (1) of this section for such town, plus twenty percentage points, or eighty per cent, whichever is greater.

(4) Notwithstanding the provisions of this section, for the fiscal year ending June 30, 2008, and each fiscal year thereafter, any town that (A) is a member of a regional school district that serves only grades seven to twelve, inclusive, or grades nine to twelve, inclusive, (B) appropriates at least the minimum percentage of increase in aid pursuant to the provisions of this section, and (C) has a reduced assessment from the previous fiscal year for students enrolled in such regional school district, excluding debt service for such students, shall be considered to be in compliance with the provisions of this section.

(5) Notwithstanding any provision of the general statutes, charter, special act or home rule ordinance, on or before September 15, 2007, for the fiscal year ending June 30, 2008, a town may request the Commissioner of Education to defer a portion of the town's increase in aid over the prior fiscal year pursuant to this section to be expended in the subsequent fiscal year. If the commissioner approves such request, the deferred amount shall be credited to the increase in aid for the fiscal year ending June 30, 2009, rather than the fiscal year ending June 30, 2008. Such funds shall be expended in the fiscal year ending June 30, 2009, in accordance with the provisions of this section. In no case shall a town be allowed to defer increases in aid required to be spent for education as a result of failure to make adequate yearly progress in accordance with the provisions of subdivisions (2) and (3) of this subsection.

(g) Upon a determination by the State Board of Education that a town or kindergarten to grade twelve, inclusive, regional school district failed in any fiscal year to meet the requirements pursuant to subsection (c), (d) or (e) of this section, the town or kindergarten to grade twelve, inclusive, regional school district shall forfeit an amount equal to two times the amount of the shortfall. The amount so forfeited shall be withheld by the Department of Education from the grant payable to the town in the second fiscal year immediately following such failure by deducting such amount from the town's equalization aid grant payment pursuant to this section, except that in the case of a kindergarten to grade twelve, inclusive, regional school district, the amount so forfeited shall be withheld by the Department of Education from the grants payable pursuant to this section to the towns which are members of such regional school district. The amounts deducted from such grants to each member town shall be proportional to the number of resident students in each member town. Notwithstanding the provisions of this subsection, the State Board of Education may waive such forfeiture upon agreement with the town or kindergarten to grade twelve, inclusive, regional school district that the town or kindergarten to grade twelve, inclusive, regional school district shall increase its budgeted appropriation for education during the fiscal year in which the forfeiture would occur by an amount not less than the amount of said forfeiture or for other good cause shown. Any additional funds budgeted pursuant to such an agreement shall not be included in a district's budgeted appropriation for education for the purpose of establishing any future minimum budget requirement.

§ 10-262n. Grants to improve the use of technology in schools

(a) The Department of Education shall administer, within available appropriations, a program to assist local and regional school districts to improve the use of information technology in their schools. Under the program, the department shall provide grants to local and regional boards of education and may provide other forms of assistance such as the provision of purchasing under state-wide contracts with the Department of Information Technology. Grant funds may be used for: (1) Wiring and wireless connectivity, (2) the purchase or leasing of computers, and (3) interactive software and the purchase and installation of software filters.

(b) Local and regional boards of education shall apply to the department for grants at such time and in such manner as the Commissioner of Education prescribes. In order to be eligible for a grant, a local or regional board of education shall: (1) Have a technology plan that was developed or updated during the three-year period preceding the date of application for grant funds and, once the Commission for Educational Technology develops the long-range plan required pursuant to subdivision (5) of subsection (c) of section 4d-80, the local technology plan shall be consistent with such long-range plan, (2) provide that each school and superintendent's office be able to communicate with the Department of Education using the Internet, (3) present evidence that it has applied or will apply for a grant from the federal Universal Service Fund, and (4) submit a plan for the expenditure of grant funds in accordance with subsection (c) of this section.

(c) The plan for the expenditure of grant funds shall: (1) Establish clear goals and a strategy for using telecommunications and information technology to improve education, (2) include a professional development strategy to ensure that teachers know how to use the new technologies to improve education, (3) include an assessment of the telecommunication services, hardware, software and other services that will be needed to improve education, (4) provide for a sufficient budget to acquire and maintain the hardware, software, professional development and other services that will be needed to implement the strategy for improved education, (5) include an evaluation process that enables the school to monitor progress towards the specified goals and make adjustments in response to new developments and opportunities as they arise. The plan developed pursuant to this subsection shall be submitted to the department with the grant application.

(d) (1) Each school district shall be eligible to receive a minimum grant under the program as follows: (A) Each school district in towns ranked from one to one hundred thirteen, inclusive, when all towns are ranked in ascending order from one to one hundred sixty-nine based on town wealth, as defined in subdivision (26) of section 10-262f, shall be eligible to receive a minimum grant in the amount of thirty thousand dollars, and (B) each school district in towns ranked from one hundred fourteen to one hundred sixty-nine, inclusive, when all towns are ranked in ascending order from one to one hundred sixty-nine based on town wealth, as defined in subdivision (26) of section 10-262f, shall be eligible to receive a minimum grant under the program in the amount of fifteen thousand dollars. Such minimum grant may be increased for certain school districts pursuant to subdivision (4) of this subsection. (2) The department shall use (A) one hundred thousand dollars of the amount appropriated for purposes of this section for the vocational-technical schools for wiring and other technology initiatives at such schools, and (B) fifty thousand dollars of the amount appropriated for purposes of this section for technology grants to state

charter schools. The amount of the grant each state charter school receives shall be based on the number of students enrolled in the school. (3) The department may retain up to one per cent of the amount appropriated for purposes of this section for coordination, program evaluation and administration. (4) Any remaining appropriated funds shall be used to increase the grants to (A) priority school districts pursuant to section 10-266p, (B) transitional school districts pursuant to section 10-263c, and (C) school districts in towns ranked from one to eighty-five, inclusive, when all towns are ranked in ascending order from one to one hundred sixty-nine based on town wealth, as defined in section 10-262f. Each such school district shall receive an amount based on the ratio of the number of resident students, as defined in said section 10-262f, in such school district to the total number of resident students in all such school districts.

§ 10-264h. Grants for capital expenditures for interdistrict magnet school facilities

(a) (1) For the fiscal year ending June 30, 1996, until the fiscal year ending June 30, 2003, a local or regional board of education, regional educational service center or a cooperative arrangement pursuant to section 10-158a for purposes of an interdistrict magnet school may be eligible for reimbursement up to the full reasonable cost of any capital expenditure for the purchase, construction, extension, replacement, leasing or major alteration of interdistrict magnet school facilities, including any expenditure for the purchase of equipment, in accordance with this section. (A) For the fiscal year ending June 30, 2004, and each fiscal year thereafter, such entities, and (B) for the fiscal year ending June 30, 2008, and each fiscal year thereafter, the following entities that operate an interdistrict magnet school that assists the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the commissioner: (i) The Board of Trustees of the Community-Technical Colleges on behalf of a regional community-technical college, (ii) the Board of Trustees of the Connecticut State University System on behalf of a state university, (iii) the Board of Trustees for The University of Connecticut on behalf of the university, (iv) the board of governors for an independent college or university, as defined in section 10a-37, or the equivalent of such a board, on behalf of the independent college or university, and (v) any other third-party not-for-profit corporation approved by the commissioner may be eligible for reimbursement up to ninety-five per cent of such cost. To be eligible for reimbursement under this section a magnet school construction project shall meet the requirements for a school building project established in chapter 173, except that the Commissioner of Education may waive any requirement in such chapter for good cause. On and after July 1, 1997, the commissioner shall approve only applications for reimbursement under this section that he finds will reduce racial, ethnic and economic isolation. On and after July 1, 2009, applications for reimbursement under this section for the construction of new interdistrict magnet schools shall not be accepted until the commissioner develops a comprehensive statewide interdistrict magnet school plan, in accordance with the provisions of subdivision (1) of subsection (b) of section 10-264*l*, unless the commissioner determines that such construction will assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al.

(2) (A) Not later than July 1, 2007, the Commissioner of Education and the president of the Connecticut Science Center, Inc. shall enter into a memorandum of understanding establishing the parameters within which the center shall operate as and be given the status of a state-wide magnet science learning center. Upon achieving such status, the Connecticut Science Center, Inc. shall be eligible to apply for, in accordance with the provisions of subparagraph (B) of this subdivision, a grant of reimbursement of ninety-five per cent of any expenditures for the construction, replacement, alteration or repair of its facilities, including the reasonable and necessary costs for major exhibits. The Connecticut Science Center, Inc. may fund its five per cent share of expenditures from private contributions.

(B) To be eligible to receive a grant pursuant to this subdivision, the Connecticut Science Center, Inc. shall file an application with the Commissioner of Education in such form and manner as the commissioner prescribes. Construction projects at the magnet science learning center shall meet the requirements of chapter 173, except that the commissioner may waive any requirements in such chapter for good cause.

(b) Subject to the provisions of subsection (a) of this section, the applicant shall receive current payments of scheduled estimated eligible project costs for the facility, provided (1) the applicant files an application for a school building project, in accordance with section 10-283 by the date prescribed by the commissioner, (2) final plans and specifications for the project are approved pursuant to sections 10-291 and 10-292, and (3) such district submits to the commissioner, in such form as the commissioner prescribes, and the commissioner approves a plan for the operation of the facility which includes, but need not be limited to: A description of the educational programs to be offered, the completion date for the project, an estimated budget for the operation of the facility, written commitments for participation from the districts that will participate in the school and an analysis of the effect of the program on the reduction of racial, ethnic and economic isolation. The commissioner shall notify the secretary of the State Bond Commission when the provisions of subdivisions (1) and (3) of this subsection have been met. Upon application to the Commissioner of Education, compliance with the provisions of subdivisions (1) and (3) of this subsection and after authorization by the General Assembly pursuant to section 10-283, the applicant shall be eligible to receive progress payments in accordance with the provisions of section 10-287i.

(c) (1) If the school building ceases to be used as an interdistrict magnet school facility and the grant was provided for the purchase or construction of the facility, the commissioner shall determine whether (A) title to the building and any legal interest in appurtenant land shall revert to the state or (B) the school district shall reimburse the state an amount equal to the difference between the amount received pursuant to this section and the amount the district would have been eligible to receive based on the percentage determined pursuant to section 10-285a multiplied by the estimated eligible project costs. (2) If the school building ceases to be used as an interdistrict magnet school facility and the grant was provided for the extension or major alteration of the facility, the school district shall reimburse the state the amount determined in accordance with subparagraph (b) of subdivision (1) of this subsection. A school district receiving a request for

reimbursement pursuant to this subdivision shall reimburse the state not later than the close of the fiscal year following the year in which the request is made. If the school district fails to so reimburse the state, the Department of Education may withhold such amount from the total sum which is paid from the state treasury to such school district or the town in which it is located or, in the case of a regional school district, the towns which comprise the school district. If the amount paid from the state treasury is less than the amount due, the department may refer the matter to the Department of Administrative Services for collection.

(d) The commissioner shall provide for a final audit of all project expenditures pursuant to this section and may require repayment of any ineligible expenditures.

§ 10-264*l*. Grants for the operation of interdistrict magnet school programs. Transportation. Special education

(a) The Department of Education shall, within available appropriations, establish a grant program (1) to assist (A) local and regional boards of education, (B) regional educational service centers, (C) the Board of Trustees of the Community-Technical Colleges on behalf of Quinebaug Valley Community College, and (D) cooperative arrangements pursuant to section 10-158a, and (2) in assisting the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the Commissioner of Education, to assist (A) the Board of Trustees of the Community-Technical Colleges on behalf of a regional community-technical college, (B) the Board of Trustees of the Connecticut State University System on behalf of a state university, (C) the Board of Trustees of The University of Connecticut on behalf of the university, (D) the board of governors for an independent college or university, as defined in section 10a-37, or the equivalent of such a board, on behalf of the independent college or university, and (E) any other third-party not-for-profit corporation approved by the commissioner with the operation of interdistrict magnet school programs. All interdistrict magnet schools shall be operated in conformance with the same laws and regulations applicable to public schools. For the purposes of this section "an interdistrict magnet school program" means a program which (i) supports racial, ethnic and economic diversity, (ii) offers a special and high quality curriculum, and (iii) requires students who are enrolled to attend at least half-time. An interdistrict magnet school program does not include a regional agricultural science and technology school, a regional vocational-technical school or a regional special education center. On and after July 1, 2000, the governing authority for each interdistrict magnet school program that is in operation prior to July 1, 2005, shall restrict the number of students that may enroll in the program from a participating district to eighty per cent of the total enrollment of the program. The governing authority for each interdistrict magnet school program that begins operations on or after July 1, 2005, shall restrict the number of students that may enroll in the program from a participating district to seventy-five per cent of the total enrollment of the program, and maintain such a school enrollment that at least twenty-five per cent but not more than seventy-five per cent of the students enrolled are pupils of racial minorities, as defined in section 10-226a.

(b) (1) Applications for interdistrict magnet school program operating grants awarded pursuant to this section shall be submitted annually to the Commissioner of Education at such time and in such manner as the commissioner prescribes, except that on and after July 1, 2009, applications for such operating grants for new interdistrict magnet schools, other than those that the commissioner determines will assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., shall not be accepted until the commissioner develops a comprehensive state-wide interdistrict magnet school plan. The commissioner shall submit such comprehensive state-wide interdistrict magnet school plan on or before January 1, 2011, to the joint standing committee of the General Assembly having cognizance of matters relating to education.

(2) In determining whether an application shall be approved and funds awarded pursuant to this section, the commissioner shall consider, but such consideration shall not be limited to: (A) Whether the program offered by the school is likely to increase student achievement; (B) whether the program is likely to reduce racial, ethnic and economic isolation; (C) the percentage of the student enrollment in the program from each participating district; and (D) the proposed operating budget and the sources of funding for the interdistrict magnet school. For a magnet school not operated by a local or regional board of education, the commissioner shall only approve a proposed operating budget that, on a per pupil basis, does not exceed the maximum allowable threshold established in accordance with this subdivision. The maximum allowable threshold shall be an amount equal to one hundred twenty per cent of the state average of the quotient obtained by dividing net current expenditures, as defined in section 10-261, by average daily membership, as defined in said section, for the fiscal year two years prior to the fiscal year for which the operating grant is requested. The Department of Education shall establish the maximum allowable threshold no later than December fifteenth of the fiscal year prior to the fiscal year for which the operating grant is requested. If requested by an applicant that is not a local or regional board of education, the commissioner may approve a proposed operating budget that exceeds the maximum allowable threshold if the commissioner determines that there are extraordinary programmatic needs. In the case of an interdistrict magnet school that will assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the commissioner, the commissioner shall also consider whether the school is meeting the desegregation standards set forth in said stipulation and order. If such school has not met the desegregation standards by the second year of operation, it shall not be entitled to receive a grant pursuant to this section unless the commissioner finds that it is appropriate to award a grant for an additional year or years for purposes of compliance with said stipulation and order. If requested by the commissioner, the applicant shall meet with the commissioner or the commissioner's designee to discuss the budget and sources of funding.

(3) Except as provided in this section, the commissioner shall not award a grant to a program that is in operation prior to July 1, 2005, if more than eighty per cent of its total enrollment is from one school district, except that the commissioner may award a grant for good cause, for any one year, on behalf of an otherwise eligible magnet school program, if more than eighty per cent of the total enrollment is from one district. The commissioner shall not award a grant to a program

that begins operations on or after July 1, 2005, if more than seventy-five per cent of its total enrollment is from one school district or if less than twenty-five or more than seventy-five per cent of the students enrolled are pupils of racial minorities, as defined in section 10-226a, except that the commissioner may award a grant for good cause, for one year, on behalf of an otherwise eligible interdistrict magnet school program, if more than seventy-five per cent of the total enrollment is from one district or less than twenty-five or more than seventy-five per cent of the students enrolled are pupils of racial minorities. The commissioner may not award grants pursuant to such an exception for a second consecutive year except as provided for in the 2008 stipulation for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the commissioner.

(j) After accommodating students from participating districts in accordance with an approved enrollment agreement, an interdistrict magnet school operator that has unused student capacity may enroll directly into its program any interested student. A student from a district that is not participating in an interdistrict magnet school or the interdistrict student attendance program pursuant to section 10-266aa to an extent determined by the Commissioner of Education shall be given preference. The local or regional board of education otherwise responsible for educating such student shall contribute funds to support the operation of the interdistrict magnet school in an amount equal to the per student tuition, if any, charged to participating districts.

§ 10-265h. Grants for priority school districts for general improvements to school buildings

(a) The Commissioner of Education shall establish, within available bond authorizations, a grant program to assist priority school districts in paying for general improvements to school buildings. For purposes of this section "general improvements to school buildings" means work that (1) is generally not eligible for reimbursement pursuant to chapter 173, and (2) is to (A) replace windows, doors, boilers and other heating and ventilation system components, internal communications systems, lockers, and ceilings including the installation of new drop ceilings, (B) upgrade restrooms including the replacement of fixtures, (C) upgrade and replace lighting, or (D) install security equipment including, but not limited to, video surveillance devices and fencing, provided "general improvements to school buildings" may include work not specified in this subdivision if the school district provides justification for such work acceptable to the Commissioner of Education, but shall not include routine maintenance such as painting, cleaning, equipment repair or other minor repairs or work done at the administrative facilities of a board of education.

§ 10-266m. Transportation grants

(a) A local or regional board of education providing transportation in accordance with the provisions of sections 10-54, 10-66ee, 10-97, 10-158a, 10-273a, 10-277 and 10-281 shall be reimbursed for a percentage of such transportation costs as follows:

(1) The percentage of pupil transportation costs reimbursed to a local board of education shall be determined by (A) ranking each town in the state in descending order from one to one hundred sixty-nine according to such town's adjusted equalized net grand list per capita, as defined in section 10-261; (B) based upon such ranking, and notwithstanding the provisions of section 2-32a, (i) except as otherwise provided in this subparagraph, a percentage of zero shall be assigned to towns ranked from one to thirteen and a percentage of not less than zero nor more than sixty shall be determined for the towns ranked from fourteen to one hundred sixty-nine on a continuous scale, except that any such percentage shall be increased by twenty percentage points in accordance with section 10-97, where applicable, and (ii) for the fiscal year ending June 30, 1997, and for each fiscal year thereafter, a percentage of zero shall be assigned to towns ranked from one to seventeen and a percentage of not less than zero nor more than sixty shall be determined for the towns ranked from eighteen to one hundred sixty-nine on a continuous scale.

(2) The percentage of pupil transportation costs reimbursed to a regional board of education shall be determined by its ranking. Such ranking shall be determined by (A) multiplying the total population, as defined in section 10-261, of each town in the district by such town's ranking, as determined in subdivision (1) of this section, (B) adding together the figures determined under subparagraph (A) of this subdivision, and (C) dividing the total computed under subparagraph (B) of this subdivision by the total population of all towns in the district. The ranking of each regional board of education shall be rounded to the next higher whole number and each such board shall receive the same reimbursement percentage as would a town with the same rank, provided such percentage shall be increased in the case of a secondary regional school district by an additional five percentage points and, in the case of any other regional school district by an additional ten percentage points.

(3) Notwithstanding the provisions of subdivisions (1) and (2) of this section, for the fiscal year ending June 30, 1997, and for each fiscal year thereafter, no local or regional board of education shall receive a grant of less than one thousand dollars.

(4) Notwithstanding the provisions of this section, for the fiscal years ending June 30, 2004, to June 30, 2011, inclusive, the amount of transportation grants payable to local or regional boards of education shall be reduced proportionately if the total of such grants in such year exceeds the amount appropriated for such grants for such year.

(5) Notwithstanding the provisions of this section, the Commissioner of Education may provide grants, within available appropriations, in an amount not to exceed two thousand dollars per pupil, to local and regional boards of education and regional educational service centers that transport (A) out-of-district students to technical high schools located in Hartford, or (B) Hartford students attending a technical high school or a regional agricultural science and technology education center outside of the district, to assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the commissioner, for the costs associated with such transportation.

(b) A cooperative arrangement established pursuant to section 10-158a which provides transportation in accordance with said section shall be reimbursed for a percentage of such transportation costs in accordance with its ranking pursuant to this subsection. The ranking shall be determined by (1) multiplying the total population, as defined in section 10-261, of each town in the cooperative arrangement by such town's ranking as determined pursuant to subsection (a) of this section, (2) adding such products, and (3) dividing such sum by the total population of all towns in the cooperative arrangement. The ranking of each cooperative arrangement shall be rounded to the next higher whole number and each cooperative arrangement shall receive the same reimbursement percentage as a town with the same rank.

§ 10-266w. School breakfast grant program

(a) For each fiscal year, each local and regional board of education having at least one school building designated as a severe need school, as defined by federal law governing school nutrition programs, in the fiscal year two years prior to the grant year, shall be eligible to receive a grant to assist in providing school breakfasts to all students in each eligible severe need school, provided any local or regional board having at least one school building so designated shall participate in the federal school breakfast program on behalf of all severe need schools in the district with grades eight or under in which at least eighty per cent of the lunches served are served to students who are eligible for free or reduced price lunches pursuant to federal law and regulations.

(b) Grants under this section shall be contingent on documented direct costs of a school breakfast program which exceed the federal aid and cash income received by a school breakfast program. Eligible boards of education shall submit applications, on behalf of each of their severe need schools, for grants under this section to the Commissioner of Education. Applications shall be submitted in such form and at such times as the commissioner shall prescribe.

(c) Within the limits of available funds, the amount to which each eligible local or regional board of education is entitled for each fiscal year under this section shall be the sum of (1) three thousand dollars for each severe need school in the school district which provides a school breakfast program prorated per one hundred eighty days of the school year; and (2) ten cents per breakfast served in each severe need school. If the amount due eligible boards of education exceeds the amount of funds available, the grants calculated under subdivision (2) of this subsection shall be reduced proportionately. In each fiscal year, grants calculated under subdivision (1) of this subsection shall be paid in October, and grants calculated under subdivision (2) of this subsection shall be paid in equal installments in January and May. Based on verification of the data used to calculate such grants, any underpayment or overpayment may be calculated and adjusted by the Department of Education in any subsequent year's grant.

(d) Each local and regional board of education participating in the grant program shall prepare a financial statement of expenditures which shall be submitted to the department on or before Sep-

tember first of the fiscal year immediately following each fiscal year in which the school district participates in the grant program. If the commissioner finds that any school breakfast grant recipient uses such grant for purposes which are not in conformity with the purposes of this section, the commissioner may require repayment of the grant to the state.

§ 10-266aa. State-wide interdistrict public school attendance program

(a) As used in this section:

(1) "Receiving district" means any school district that accepts students under the program established pursuant to this section;

(2) "Sending district" means any school district that sends students it would otherwise be legally responsible for educating to another school district under the program; and

(3) "Minority students" means students who are "pupils of racial minorities", as defined in section 10-226a.

(b) There is established, within available appropriations, an interdistrict public school attendance program. The purpose of the program shall be to: (1) Improve academic achievement; (2) reduce racial, ethnic and economic isolation or preserve racial and ethnic balance; and (3) provide a choice of educational programs for students enrolled in the public schools. The Department of Education shall provide oversight for the program, including the setting of reasonable limits for the transportation of students participating in the program, and may provide for the incremental expansion of the program for the school year commencing in 2000 for each town required to participate in the program pursuant to subsection (c) of this section.

(c) The program shall be phased in as provided in this subsection. (1) For the school year commencing in 1998, and for each school year thereafter, the program shall be in operation in the Hartford, New Haven and Bridgeport regions. The Hartford program shall operate as a continuation of the program described in section 10-266j. Students who reside in Hartford, New Haven or Bridgeport may attend school in another school district in the region and students who reside in such other school districts may attend school in Hartford, New Haven or Bridgeport, provided, beginning with the 2001-2002 school year, the proportion of students who are not minority students to the total number of students leaving Hartford, Bridgeport or New Haven to participate in the program shall not be greater than the proportion of students who were not minority students in the prior school year to the total number of students enrolled in Hartford, Bridgeport or New Haven in the prior school year. The regional educational service center operating the program shall make program participation decisions in accordance with the requirements of this subdivision. (2) For the school year commencing in 2000, and for each school year thereafter, the program shall be in operation in New London, provided beginning with the 2001-2002 school year, the proportion of students who are not minority students to the total number of students leaving New London to participate in the program shall not be greater than the proportion of students

who were not minority students in the prior year to the total number of students enrolled in New London in the prior school year. The regional educational service center operating the program shall make program participation decisions in accordance with this subdivision. (3) The Department of Education may provide, within available appropriations, grants for the fiscal year ending June 30, 2003, to the remaining regional educational service centers to assist school districts in planning for a voluntary program of student enrollment in every priority school district, pursuant to section 10-266p, which is interested in participating in accordance with this subdivision. For the school year commencing in 2003, and for each school year thereafter, the voluntary enrollment program may be in operation in every priority school district in the state. Students from other school districts in the area of a priority school district, as determined by the regional educational service center pursuant to subsection (d) of this section, may attend school in the priority school district, provided such students bring racial, ethnic and economic diversity to the priority school district and do not increase the racial, ethnic and economic isolation in the priority school district.

(d) School districts which received students from New London under the program during the 2000-2001 school year shall allow such students to attend school in the district until they graduate from high school. The attendance of such students in such program shall not be supported by grants pursuant to subsections (f) and (g) of this section but shall be supported, in the same amounts as provided for in said subsections, by interdistrict cooperative grants pursuant to section 10-74d to the regional educational service centers operating such programs.

(e) Once the program is in operation in the region served by a regional educational service center pursuant to subsection (c) of this section, the Department of Education shall provide an annual grant to such regional educational service center to assist school districts in its area in administering the program and to provide staff to assist students participating in the program to make the transition to a new school and to act as a liaison between the parents of such students and the new school district. Each regional educational service center shall determine which school districts in its area are located close enough to a priority school district to make participation in the program feasible in terms of student transportation pursuant to subsection (f) of this section, provided any student participating in the program prior to July 1, 1999, shall be allowed to continue to attend the same school such student attended prior to said date in the receiving district until the student completes the highest grade in such school. Each regional educational service center shall convene, annually, a meeting of representatives of such school districts in order for such school districts to report, by March thirty-first, the number of spaces available for the following school year for out-of-district students under the program. Annually, each regional educational service center shall provide a count of such spaces to the Department of Education by April fifteenth. If there are more students who seek to attend school in a receiving district than there are spaces available, the regional educational service center shall assist the school district in determining attendance by the use of a lottery or lotteries designed to preserve or increase racial, ethnic and economic diversity, except that the regional educational service center shall give preference to siblings and to students who would otherwise attend a school that has lost its accreditation by the New England Association of Schools and Colleges or has been identified as in need

of improvement pursuant to the No Child Left Behind Act, P. L. 107-110. The admission policies shall be consistent with section 10-15c and this section. No receiving district shall recruit students under the program for athletic or extracurricular purposes. Each receiving district shall allow out-of-district students it accepts to attend school in the district until they graduate from high school.

(f) The Department of Education shall provide grants to regional educational service centers or local or regional boards of education for the reasonable cost of transportation for students participating in the program. For the fiscal year ending June 30, 2003, and each fiscal year thereafter, the department shall provide such grants within available appropriations, provided the state-wide average of such grants does not exceed an amount equal to three thousand two hundred fifty dollars for each student transported, except that the Commissioner of Education may grant to regional educational service centers additional sums from funds remaining in the appropriation for such transportation services if needed to offset transportation costs that exceed such maximum amount. The regional educational service centers shall provide reasonable transportation services to high school students who wish to participate in supervised extracurricular activities. For purposes of this section, the number of students transported shall be determined on September first of each fiscal year.

(g) The Department of Education shall provide, within available appropriations, an annual grant to the local or regional board of education for each receiving district in an amount not to exceed two thousand five hundred dollars for each out-of-district student who attends school in the receiving district under the program. Each town which receives funds pursuant to this subsection shall make such funds available to its local or regional board of education in supplement to any other local appropriation, other state or federal grant or other revenue to which the local or regional board of education is entitled.

(h) Notwithstanding any provision of this chapter, each sending district and each receiving district shall divide the number of children participating in the program who reside in such district or attend school in such district by two for purposes of the counts for subdivision (22) of section 10-262f and subdivision (2) of subsection (a) of section 10-261.

(i) In the case of an out-of-district student who requires special education and related services, the sending district shall pay the receiving district an amount equal to the difference between the reasonable cost of providing such special education and related services to such student and the amount received by the receiving district pursuant to subsection (g) of this section and in the case of students participating pursuant to subsection (d) of this section, the per pupil amount received pursuant to section 10-74d. The sending district shall be eligible for reimbursement pursuant to section 10-76g.

(j) Nothing in this section shall prohibit school districts from charging tuition to other school districts that do not have a high school pursuant to section 10-33.

(k) On or before October fifteenth of each year, the Commissioner of Education shall determine if the enrollment in the program pursuant to subsection (c) of this section for the fiscal year is below the number of students for which funds were appropriated. If the commissioner determines that the enrollment is below such number, the additional funds shall not lapse but shall be used by the commissioner in accordance with this subsection. (1) Any amount up to five hundred thousand dollars of such nonlapsing funds shall be used for supplemental grants to receiving districts on a pro rata basis for each out-of-district student in the program pursuant to subsection (c) of this section who attends the same school in the receiving district as at least nine other such out-of-district students, not to exceed one thousand dollars per student. (2) Any remaining nonlapsing funds shall be used for interdistrict cooperative grants pursuant to section 10-74d.

(*l*) For purposes of the state-wide mastery examinations under section 10-14n, students participating in the program established pursuant to this section shall be considered residents of the school district in which they attend school.

(m) Within available appropriations, the commissioner may make grants to regional education service centers which provide summer school educational programs approved by the commissioner to students participating in the program.

(n) The Commissioner of Education may provide grants for children in the Hartford program described in this section to participate in preschool and all day kindergarten programs. In addition to the subsidy provided to the receiving district for educational services, such grants may be used for the provision of before and after-school care and remedial services for the preschool and kindergarten students participating in the program.

(o) Within available appropriations, the commissioner may make grants for academic student support for programs pursuant to this section that assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the commissioner.

§ 10-282. Definitions (For Chapter 173: School Building Projects)

As used in this chapter, section 10-65 and section 10-76e:

(3) "School building project", except as used in section 10-289, means (A) the construction, purchase, extension, replacement, renovation or major alteration of a building to be used for public school purposes, including the equipping and furnishing of any such construction, purchase, extension, replacement, renovation or major alteration, the improvement of land therefor, or the improvement of the site of an existing building for public school purposes, but shall not include the cost of a site, except as provided in subsection (b) of section 10-286d; (B) the construction and equipping and furnishing of any such construction of any building which the towns of Norwich, Winchester and Woodstock may provide by lease or otherwise for use by the Norwich Free

Academy, Gilbert School and Woodstock Academy, respectively, in furnishing education for public school pupils under the provisions of section 10-34; and (C) the addition to, renovation of and equipping and furnishing of any such addition to or renovation of any building which may be leased, upon the approval of the Commissioner of Education, to any local or regional board of education for a term of twenty years or more for use by such local or regional board in furnishing education of public school pupils;

§ 10-285a. Percentage determination for school building project grants

(a) The percentage of school building project grant money a local board of education may be eligible to receive, under the provisions of section 10-286 shall be determined as follows: (1) Each town shall be ranked in descending order from one to one hundred sixty-nine according to such town's adjusted equalized net grand list per capita, as defined in section 10-261; (2) based upon such ranking, a percentage of not less than forty nor more than eighty shall be determined for each town on a continuous scale, except that for school building projects authorized by the General Assembly during the fiscal year ending June 30, 1991, for all such projects so authorized thereafter and for grants approved pursuant to subsection (b) of section 10-283 for which application is made on and after July 1, 1991, the percentage of school building project grant money a local board of education may be eligible to receive, under the provisions of section 10-286 shall be determined as follows: (A) Each town shall be ranked in descending order from one to one hundred sixty-nine according to such town's adjusted equalized net grand list per capita, as defined in section 10-261; (B) based upon such ranking, a percentage of not less than twenty nor more than eighty shall be determined for each town on a continuous scale.

(b) The percentage of school building project grant money a regional board of education may be eligible to receive under the provisions of section 10-286 shall be determined by its ranking. Such ranking shall be determined by (1) multiplying the total population, as defined in section 10-261, of each town in the district by such town's ranking, as determined in subsection (a) of this section, (2) adding together the figures determined under subdivision (1) of this subsection, and (3) dividing the total computed under subdivision (2) of this subsection by the total population of all towns in the district. The ranking of each regional board of education shall be rounded to the next higher whole number and each such board shall receive the same reimbursement percentage as would a town with the same rank plus ten per cent, except that no such percentage shall exceed eighty-five per cent.

(c) The percentage of school building project grant money a regional educational service center may be eligible to receive shall be determined by its ranking. Such ranking shall be determined by (1) multiplying the population of each member town in the regional educational service center by such town's ranking, as determined in subsection (a) of this section; (2) adding together the figures for each town determined under subdivision (1) of this subsection, and (3) dividing the total computed under subdivision (2) of this subsection by the total population of all member towns in the regional educational service center. The ranking of each regional educational ser-

vice center shall be rounded to the next higher whole number and each such center shall receive the same reimbursement percentage as would a town with the same rank.

(d) The percentage of school building project grant money a cooperative arrangement pursuant to section 10-158a, may be eligible to receive shall be determined by its ranking. Such ranking shall be determined by (1) multiplying the total population, as defined in section 10-261, of each town in the cooperative arrangement by such town's ranking, as determined in subsection (a) of this section, (2) adding the products determined under subdivision (1) of this subsection, and (3) dividing the total computed under subdivision (2) of this subsection by the total population of all towns in the cooperative arrangement. The ranking of each cooperative arrangement shall be rounded to the next higher whole number and each such cooperative arrangement shall receive the same reimbursement percentage as would a town with the same rank plus ten percentage points.

(e) If an elementary school building project for a new building or for the expansion of an existing building includes space for a school readiness program, the percentage determined pursuant to this section shall be increased by five percentage points, but shall not exceed one hundred per cent, for the portion of the building used primarily for such purpose. Recipient districts shall maintain full-day preschool enrollment for at least ten years.

(f) The percentage determined pursuant to this section for a school building project grant for the expansion, alteration or renovation of an existing public school building to convert such building for use as a lighthouse school, as defined in section 10-266cc, shall be increased by ten percentage points.

(g) The percentage determined pursuant to this section for a school building project grant shall be increased by the percentage of the total projected enrollment of the school attributable to the number of spaces made available for out-of-district students participating in the program established pursuant to section 10-266aa, provided the maximum increase shall not exceed ten percentage points.

(h) Subject to the provisions of section 10-285d, if an elementary school building project for a school in a priority school district or for a priority school is necessary in order to offer a full-day kindergarten program or a full-day preschool program or to reduce class size pursuant to section 10-265f, the percentage determined pursuant to this section shall be increased by ten percentage points for the portion of the building used primarily for such full-day kindergarten program, full-day preschool program or such reduced size classes. Recipient districts that receive an increase pursuant to this subsection in support of a full-day preschool program, shall maintain full-day preschool enrollment for at least ten years.

(i) For all projects authorized on or after July 1, 2007, all attorneys' fees and court costs related to litigation shall be eligible for state school construction grant assistance only if the grant applicant is the prevailing party in any such litigation.

§ 10a-10a. Alternate route to certification for bilingual education teachers and teachers of English as a second language

The Board of Governors of Higher Education shall develop, within available appropriations, an alternate route to certification for persons seeking certification as bilingual education teachers and teachers of English as a second language.

§ 10a-19d. Training for early childhood education teachers. Definition of training requirements and competencies for persons involved in early childhood education

(a) The Commissioner of Higher Education shall, within available appropriations, expand the capacity of programs for training early childhood education teachers through the development of accelerated, alternate route programs to initial teacher certification with an endorsement in early childhood education.

(b) The Commissioner of Higher Education, in consultation with the Office of Workforce Competitiveness, the Department of Education, the Department of Social Services, Charter Oak State College, early childhood education faculty at two and four-year public and independent institutions of higher education, early childhood education professional associations, early childhood education advocates and practitioners, and persons knowledgeable in the area of career development and programs in early childhood care and education, shall define the preservice and minimum training requirements and competencies for persons involved in early childhood education, from birth to five years of age, including requirements for individual levels of early childhood credentialing and licensing.

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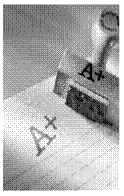

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Implementation of the CT Plan 2009-2019

Phase 1: School Years 2009-2011

- Develop 1-2 model curricula, final examinations, and formative assessment systems - all tied to the Department of Education's data warehouse and network.
- Develop a long-range implementation plan that encourages district participation, based on CT's current and projected financial capacity.
- Work with CT's regional education service centers (RESCs) to develop policy and guidance documentation for implementing student success plans, capstone projects, on-line courses, innovative schedules and assessment alternatives.
- Pilot 21st century courses such as *Bio21* offered through *The Center for 21st Century Skills @ Education Connection,* to determine their effectiveness and potential as model curricula.
- Identify 20 - 25 districts to begin piloting aspects of *The Connecticut Plan* in Phase I and full implementation in Phase 2.
- Share best practices (curricula, engaging teaching methods, successful student support structures) through state and regional workshops and the CEN (CT Education Network).

Phase 2: School Years 2011-2014

- Begin implementation phase, introducing all elements of the *Connecticut Plan* in the 20-25 pilot districts.
- Complete development of model curricula, begin professional development for all teachers in educational uses of technology, begin investments in remedial and tutorial supports for students, develop guidance and alternatives for students struggling with final examinations.

Phase 3: School Year 2014-2015

- Develop incentives for districts to fully participate in *The Connecticut Plan.*
- Complete phase-in and make adjustments to clarify and strengthen the *Plan,* based on the first four years of achievement and formative assessment data: Introduce PISA examinations and support funds for PSAT test takers.

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Can Connecticut afford to wait?

Connecticut's financial crisis is just beginning and is certain to grow worse. We must take steps now to safeguard our future. Education is our surest path to a strong economy, but regrettably our high schools currently graduate thousands of students ill-equipped for college, and without sufficient skills for the job market. We must reform our secondary schools now, or face a future without the skilled workers needed to sustain our economy and our standard of living.

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The need: A comprehensive statewide secondary s

The Connecticut Plan

We need all of Connecticut's children to succeed in school - and in life beyond the c

Designing secondary schools where all students can learn and achieve at high level changes in our current structures, practices and assumptions. Small fixes here and committed to do all we can to enable all students to graduate from any high school i to not just succeed, but *excel.*

In the *Connecticut Plan for Secondary School Reform,* increased interventions and supportive environments will mean that more of our students will stay in school and With these reforms, our students will have increased options and be better equipped knowledge and skills necessary for success in further education or the workforce.

At the center of *The Connecticut Plan for Secondary School Reform* is **STUDENT S** the expectation that all students can and will succeed. For this to happen, schools n redesigned so that *every* student is engaged, learns rigorous and significant content develops skills essential for success in the 21st century. This will require varied and educational opportunities, personal connections, academic challenge, targeted supp a customized course of studies tied to each student's education and/or career goals

Connecticut's Plan for Secondary Sch

ningful learning opportunities
address students needs at

help students feel connected

- **variety of media and formats**
- **Solve problems creatively and logically**
- **Collaborate with others face-to-face and via technology tools**
- **Demonstrate leadership skills, habits of personal and social responsibility, and adaptability to change**
- **Effective use of technology tools**

- **Required content that provides a education or the workforce**
- **Learning activities requiring hig standing of important ideas, crit**
- **Emphasis on application of knov memorization**

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Technology

Offering New Ways to Experience Learning

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Technology has an important role in this secondary school reform package for both students and teachers. The use of standard computer-based applications for practicing skills, gathering and analyzing information, producing a variety of products, conducting research on the Internet, and developing portfolios of best work are integral to the lifelong learning process for each student.

Teachers will need to become skilled in using technology to access student performance data to make better-informed instructional decisions. Teachers will use interactive applications for sharing units of study, lesson plans, student work, and online conversations about student performance. And finally, but of the utmost importance, teachers must use technology tools to advance learning. To accomplish these things, technology's use must be an integral part of professional development programs at the pre-service, school, district, regional, and state levels.

Excellent Teaching Practices

Assuring Excellent Teaching Through Pre-service Teacher Training and In-service Professional Development

Excellent teaching must be prevalent throughout our schools. This Plan describes high expectations for pre-service teacher training and professional development of experienced teachers and administrators.

State institutions of higher education will help ensure that teacher training programs are preparing teachers in content areas and developmentally appropriate instructional best practices to meet the requirements of this proposal. In particular, higher education will find it necessary to produce larger numbers of certified mathematics, science, and world language teachers, and, at the same time, equip all new secondary teachers with the skills and competencies needed to be equally effective with early adolescent and adolescent students. Further, pre-service programs must stress, throughout their coursework and practicum experiences, the effective use of technology to

Curricular Requirements

Increasing Credits, Expanding Opportunities

To be prepared for success in college and the workplace, all students must acquire deep under areas of English, mathematics, science, and social studies. Additionally, coursework in the fine health, and physical education will ensure that our students obtain a balanced and well-rounded

The Connecticut Plan requires all students to complete 25 credits. Students will also be require which is a culminating project that allows students to focus on an area of interest and demonstr their Student Success Plans.

Recommended Course and Credit Requirements - Total 25 C

Cluster 1: Science, Technology, Engineering and Mathematics (STEM) Total 8 C

Math – 4 Credits (Algebra I, Geometry, Algebra II or Statistics & Probability, other mathematic

Science – 3 Credits (Biological/Life Science, Chemistry/Physical Science, other science)

***STEM Elective* - 1 Credit** (Science, Mathematics, Engineering or Technology)

Cluster 2: Humanities Total 11 Credits

English – 4 Credits (English I, English II, Literature and Composition - American, World, or British Literature, other English course or courses)

Social Studies - 3 Credits (American History, International/World Studies, 1/2 Credit Civics, I/2 Credit Social Studies Elective)

World Languages - 2 Credits *(Note: Requirement may be completed in middle grades; if so, 2 additional "open elective" credits are required)*

Fine Arts - 1 Credit (Art, Music, Theatre, Dance)

Humanities Elective - 1 Credit (English, Social Science, Fine Arts or other Humanities courses)

Cluster 3: Career & Life Skills Total 3.5 Credits

Comprehensive Health Education - 1/2 credit

Physical Education - 1 Credit

Career & Life Skills Electives - 2 Credits (Career and Technical Education, World Language English as a Second Language, community service, or other career & life skills cours such as Personal Finance, Public Speaking, and Nutrition & Physical Activity.

Open Electives Total 1.5 Credits

Connecticut's Race to the Top (RTTT)
State Reform Plan
State Reform Plan Elements
December 30, 2009

Goal 1: Standards and Assessments

Required Initiatives

1. Support the transition to and implementation of the national common standards and assessments.
2. Implementation of Secondary School Reform: Part I of the Connecticut Eight-Year Plan.

Elective Programs and Training

1. Implementation of College - High School Partnerships.
2. Implementation of a "Next Generation" Pilot School.

Goal 2: Data Systems to Support Instruction

Required Initiatives

1. Participation in the expansion of the state longitudinal data system (SLDS) to include student schedule and staff modules.
2. Providing data to the Connecticut Education Data and Research (CEDaR) to support the state and federal evaluation of the Race to the Top initiatives and on-going development of the state's integrated PK – 16 SLDS.
3. Integration of the CMT vertical scale results as a component of local accountability to measure student growth.
4. Participation in professional development on the use of data and use data to improve instruction.
5. Make available appropriate data for research and program evaluation.

Elective Program and Training

1. Use of Grade 3-8 Benchmark Assessment System or an approved locally developed benchmark system to monitor student progress.

Goal 3: Great Teachers and Leaders

Required Initiatives

1. Implementation of a new, comprehensive system for supporting, supervising and evaluating teachers and principals, to be developed by CSBE in collaboration with external partners and LEAs, based on:
    - *The Common Core of Teaching*,
    - *Connecticut's Guidelines for Teacher Evaluation and Professional Development,*
    - *The Common Core of Leading,*

- Multiple measures of assessment (including student growth),
- Current best practices in Connecticut, and
- Statewide report indicators required by RTTT;

2. Utilization of the new evaluation system developed to conduct annual evaluations that will inform professional development and decisions around compensation, promotion, retention, tenure and removal;
3. Collaboration with CSBE to ensure equitable distribution of effective teachers and principals;
4. Participation in Teaching and Assessing Next Generation Learners Initiative;
5. Participation in Connecticut Accountability for Learning Initiative (CALI) to use data to improve instruction;
6. Family Engagement and parent leadership training activities (e.g., Parent Leadership Training Institute); and
7. Connecticut's TEAM Mentoring Program.

Elective Programs and Training

1. Initiatives to Foster Equity, Diversity and Inclusion (e.g., Developing Tomorrow's Professionals).
2. Connecticut Institute for the Teaching of English Language Learners.
3. The Connecticut STEM Teacher Regional Exchange Program.
4. Teacher-in-Residence Master Teacher Placement Program.
5. Advanced Placement Course Expansion.
6. The Elementary and Middle School Math and Science Coaching Academy.
7. Hartford Science Center STEM Curriculum and Assessment Projects Grades 4-6.

Goal 4: Turning Around the Lowest Achieving-Schools

Tentative Districts Identified: Bridgeport, New Britain, Hartford, New Haven, Windham

1. Implementation of requirements of Section 1003 (g) of the ESEA Title 1 School Improvement Grants within the context of the Connecticut Accountability for Learning Initiative (CALI) Framework.

Elective Program and Training

1. Longer School Year Initiative

Connecticut's Race to the Top (RTTT)
State Reform Plan

Working Descriptions of Projects Supported Through Race to the Top Funds
December 30, 2009

Goal 1: Standards and Assessments

Required Initiatives

National Common Standards and Assessments Initiative

Connecticut is among the 49 states nationwide that have agreed to adopt and implement common K-12 standards and assessment tools in mathematics and English language arts to better prepare students for college and workforce readiness. The common standards movement has been launched by states, not the Federal government, as a way of overcoming the wide variation in standards and measures of academic achievement from state to state. This variation has made it next to impossible to compare how effective states have been in preparing and training students to compete in today's global economy. No assessment system, including the National Assessment of Educational Progress (NAEP), effectively measures all of the important academic and performance skills that colleges and business leaders say matter.

To combat the disparities we see in proficiency scores from state to state, the Council of Chief State School Officers (CCSSO), Achieve Inc., and the National Governors Alliance (NGA), have partnered to enlist states in the adoption of new, common standards that will serve as the basis for curricular reforms and the creation of new assessment tools that will better serve our schools and country as a whole.

All participating districts in Connecticut will collaborate with the Connecticut State Department of Education (CSDE) and in particular the CSDE's "College and Career Workforce Steering Committee" to revise Connecticut's current K-12 standards, develop new tools for measuring student growth, and bring these decisions into the larger task of writing and implementing model curricula and end-of-course examinations called for in the Connecticut Plan.

This foundational work will serve as the first part of secondary school reform, with districts being supported by the CSDE, the National Commission for Education and the Economy (NCEE), and the New England Secondary School Consortium. For further information on the Common Standards and Assessment Project, consult the CCSSO website at http://www.ccsso.org/federal_programs/13286.cfm.

Secondary School Reform: Part I of the Connecticut Eight-Year Plan

Please consult "The Connecticut Plan: Personal and Academic Success for Every Middle and High School Student" in which all of the components of secondary reform—from student success plans to model for curricula—are defined and explained. This document describes how public high schools throughout the state will be redesigned so that every student is engaged, learns rigorous and significant content, and develops skills essential for success in the 21st century. The framework

requires varied and flexible educational opportunities (including creative ways to extend time), personal connections, academic challenges, targeted supports, and a customized course of studies tied to each student's education and/or career goals. World Language is now a requirement of the core curriculum; whereas, in the 2007 draft of the plan, it was not.

Participating districts will be called upon to adopt and implement the Connecticut Plan in two phases over a period of eight years (see below for a description of Parts I and II). In Part I, districts will work with CSDE and external partners (SERC, the RESC Alliance, CAPSS, CAS, CABE, CEA, AFT and higher education) to implement the initial or foundational work needed to effectuate the changes called for in the Plan, including the hiring of additional mathematics and science teachers, in anticipation of the new core curriculum. In Part II, participating districts will complete the work needed to staff their schools and prepare teachers for implementing the full set of graduation requirements for the class of 2018—students who are now in 4th grade.

A key component of the preparation work in Part I will be the development of family and student support programs needed to sustain the thousands of students who will enroll in middle and high school unprepared for the new challenging curriculum and course requirements of the Connecticut Plan. These support systems must include specific program interventions to prevent students from dropping out of high school, as well as others providing summer and after school remediation in literacy, mathematics, language acquisition, and more. Teachers and principals will be required to learn how best to intervene with such learners throughout the course of implementing the changes anticipated with the Connecticut Plan.

Secondary School Reform: The Connecticut Plan			
Part I Activities	**Responsibility**	**Start Date**	**Complete Date**
Board Votes to Adopt the Eight-Year Connecticut Plan and to implement Part I	Participating LEAs	2010	NA
Accommodate CT Standards to the National Common Core	CSDE and **All** LEAs	2010	2011
Build Student/Family Support Systems for Grades 6-10	Participating LEAs	2010	2014
Implement Staffing Plan for New Mathematics and Science courses	Participating LEAs	2011	2014
Develop and Implement Student Success Program System	CSDE & Participating LEAs	2010	2014
Part II Activities			
Board Votes to Accept the Graduation Requirements of the Connecticut plan	Participating LEAs	2013	NA
Board Votes to Implement Part II of the Connecticut Plan	Participating LEAs	2013	NA
Develop, Pilot Model Core Curricula:	CSDE	2012	2013
English 6-12	CSDE	2012	2013
Algebra 1, Geometry, Algebra 2, Statistics and Probability	CSDE	2012	2013
Biology	CSDE	2012	2013
American History	CSDE	2012	2013
Develop, Pilot Capstone Project Protocols	CSDE	2012	2013
Implement Staffing Plan for World Language Courses	Participating LEAs	2013	2014
Develop, Pilot Final, End-of-Course Examinations for Courses	CSDE & Participating LEAs	2013	2014
Implement Model Curricula and New End-of-Course examinations	CSDE & Participating LEAs	2013	2014
Graduation Requirements for the Class of 2018 Begin	Participating LEAs	2014	2018

Elective Programs and Training

College-High School Partnerships

Several different community colleges and high schools have engaged in partnerships to encourage students to enroll in college-level courses while in 11th or 12th grade. Some, like Connecticut Tech Prep Program under the Carl D. Perkins Act, enable students to enroll in technical courses while in high school, whereas others like the Bridges Program, offered through Housatonic Community College, work to prepare students at Bridgeport High School for entry into college. Still others, such as the Danbury High School/Western Connecticut State University teacher-exchange, have university personnel and high school faculty exchanging classes and reflecting together on student expectations, student engagement, research-based strategies, standards and curriculum.

The objective of this initiative is to prepare cohorts of teachers and faculty members from paired colleges and high schools to implement the Connecticut Plan. The pilot is intended to integrate all features of other partnership programs, including faculty exchanges, as a way of transitioning Connecticut's higher education institutions into the new course demands of the Connecticut Plan and the state's new requirements for admission to state colleges starting in 2016.

"Next Generation" Pilot Schools

Participating districts may, as part of their secondary school reform planning, partner with the National Academy Foundation of Schools or Hartford's Our Piece of the Pie (OPP), to design alternative programs for high school students in danger of dropping out or in need of high quality options for pursuing careers in health, business, advertising or other 21st century professions. Participating districts may also choose to partner with the Connecticut Technical High School System (CTHSS), to implement a trial apprentice trade program. *For further details of the OPP and the National Academy Foundation of Schools*, consult their web sites at http://www.opp.org and http://naf.org/.

Details of the CTHSS-Comprehensive High School Partnerships:
In the true spirit of RTTT, this new hybrid secondary school model maximizes cross-pollination opportunities between Connecticut's regular and technical high school resources. The goal of this innovative approach to merging comprehensive academic preparation with trade technology skills and performance will be to provide meaningful technical education experiences to students who would otherwise have only post-graduate training options among their transition choices.

This collaboration bridges the Technical Education Center (TEC) Model located in Bristol, CT with the CTHSS four-year high school model to form a more comprehensive and expanded program of offerings through CTHSS trade technologies regionally. As a regional school district, CTHSS schools span the state. Local school districts connect with CTHSS schools as many of their resident students choose to attend a regional technical high school through a competitive admissions process. Many more students desire career-connected technical training as part of their high school education than CTHSS schools have seats available. This collaborative would offer many more students the opportunity to do both; complete their local high school plan of study and augment their academics with fully transferable trade skills.

Briefly, students selected to attend the partnership program would blend summer programs two school years (junior and senior). During the summer between sophomore and junior years, they would attend an eight week exploratory program and essentially complete the summer in their selected trade. An extended day program would bring them to the technical school for after-school training during their junior and senior years, and would include the summer between those years. The total program would culminate in approximately 36 weeks of technical trade training or a level one apprenticeship endorsement from CTHSS upon their graduation from their local high schools.

The post-graduate/transition benefits to students would include:

- options to enter into paid apprenticeships within CTHSS network of businesses and industries;
- options to continue training through industry connected proprietary training programs;
- options to enter community colleges to pursue a college degree and advancement in their trade technologies;
- options to attend CTHSS post graduate trainings to advance to level two apprenticeships;
- significant earning power while attending college or before, going to college with less debt; and
- exposure to green technology or sustainable career pathways.

Goal 2: Data Systems to Support Instruction

Required Initiatives

State Longitudinal Data System (SLDS)

The bulk, if not all, of the work associated with the creation of the SLDS and enhancing the facility of Connecticut Education Data and Research (CEDaR) will rest with CSDE, working with higher education institutions and other agencies, with funding provided by the Institute of Educational Sciences (IES) grants. **Participating districts will, however, be required to implement modules that link mathematics and English language arts teachers to high school students, create transcripts of the courses students took, and integrate the grades students earned in those courses.** This will create the state's capacity to track student course-taking patterns and grades in which they are enrolled in specific courses, and by district, school and teacher.

CEDaR

Participating districts will be required to have staff trained to provide data, through CEDaR, to support state and federal evaluations of this RTTT initiative.

Vertical Scales and Growth Models

With the initial administration of the Fourth Generation of the Connecticut Mastery (CMT) Test in 2006, Connecticut began the development of a Vertical Scale that districts could use to measure change in student performance, or growth, from Grades 3 through 8 in mathematics and reading.

The vertical scales were constructed so that each vertical scale score represents the same theoretical achievement level whether derived from a Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, or Grade 8 CMT scale score. Each grade-level CMT scale score (range 100 – 400) in mathematics or reading corresponds to a specific value on a common mathematics or reading vertical scale score (range 200

– 700). Thus, students in different grades taking different tests can have the same vertical scale score representing the same level of achievement defined by the vertical scale. This vertical scale score allows for valid interpretations of growth across time using tests differing in content, length, and item difficulty.

School district personnel can apply the vertical scales to their own CMT data through the password-protected www.ctreports.com secure Web site. The general public can access the vertical scale reports for individual schools, school districts, and for various subgroups (e.g., ethnicity, lunch status) through the www.ctreports.com public Web site. The vertical scale reports can be used to track the mathematics and reading performance of groups of students as they progress through the grades. These reports may also be useful to educators when making instructional decisions in order to improve student achievement.

The CSDE has been examining a variety of models for measuring student growth using the vertical scale. Professional development will be made available to participating districts to inform staff of the various models and assist them in appropriately incorporating a growth component in their accountability models.

Elective Programs and Training

Benchmark Assessment System

The CSDE began work on the articulation of a balanced comprehensive assessment system in 2005. This effort focused on creating a continuum of assessment activities that ranged from formative assessments to assist with instructional planning, to summative assessments to evaluate student competencies. At the heart of this effort was the development of interim benchmark assessments that could be used to supplement more established summative tests, e.g., the CMT, the Connecticut Academic Performance Test (CAPT), Scholastic Achievement Test (SAT), Advanced Placement (AP) Tests and the ACT college entrance exam. Following a series of discussions with representatives from local education agencies (LEAs), regional organizations and national experts, the CSDE launched its first attempt at implementing interim assessments: The Connecticut Grade 3-5 Mathematics Formative Assessment Pilot Project.

The CSDE learned valuable lessons through this pilot effort. During the next three years, the Connecticut Grade 3-5 Mathematics Formative Assessment Pilot Project evolved into the Connecticut Benchmark Assessment System. Throughout this period there was much discussion about the purposes of and differences among various types of interim assessments, e.g., formative, benchmark, diagnostic, screening, as well as the role of the CSDE in relation to these various assessments. The changes that were finally implemented represent a response to the concerns of students and educators who were involved in these initial efforts.

During the 2008-09 school year, the CSDE, in cooperation with local school districts, pilot-tested online benchmark assessments in reading and mathematics. Three forms in each content area were developed for administration three times a year (fall, winter and spring). These assessments are based on state curriculum standards as expressed in the CSDE's sequenced mathematics grade-level expectations (GLEs) in Grades 3-5, the Mathematics Curriculum Pacing Guides for Grades 6-8, and

the Grades 3-8 reading comprehension assessment strands. For more information see CSDE 2009-2010 Circular Letter C-5 at http://www.sde.ct.gov/sde/lib/sde/pdf/circ/circ09-10/C5.pdf.

Goal 3: Great Teachers and Leaders

Required Initiatives

Participating districts will implement a new, comprehensive system for supporting, supervising and evaluating teachers and principals, to be developed by CSDE in collaboration with external partners and LEAs, based on:

- *Connecticut's Guidelines for Teacher Evaluation and Professional Development*
- *The Common Core of Teaching*
- *The Common Core of Leading*
- Multiple measures of assessment
- Current best practices in Connecticut and nationally
- Statewide performance indicators required in the Race to the Top application

Connecticut's State Reform Plan will focus on instructional improvement in its broadest sense. Our plan for great teachers and leaders will integrate all of the innovations contemplated for secondary school reform, school and district improvement, CALI, and more. It will build upon nationally recognized programs and practices that have historically placed Connecticut as a leader in teacher quality, and it will consciously strive to build a new framework for training teachers and administrators over the next decade. Measuring the complexity of student learning with new tools and tapping new technologies to engage students differently are essential factors in our approach.

Our approach will begin with revising, updating, and expanding upon systems already in place to bring excellent teachers to our classrooms. Chief among these is Connecticut's regulatory system for certifying teachers and administrators, *Regulations Concerning State Educator Certificates, Permits and Authorizations,* which, now in its final year of development, will be submitted to the Connecticut General Assembly for approval in 2010 and implementation in July 2014.

This document is significant for several reasons. Among other things, *Regulations* delineate new competencies that teachers and administrators must master before being licensed to practice. They identify new career paths for aspiring teachers and administrators; they define the standards and evaluation systems that will be in place to supervise teachers and principals in a 21st century context; and they provide the basis for updating and expanding such standards documents as Connecticut's *Common Core of Teaching; the Common Core of Leading,* and most significantly, Connecticut's *Guidelines for Teacher Evaluation and Professional Development.* It is this work, the culmination of five years of dialogue with universities and school districts, that will be revised and published as the *2010 Guidelines for Teacher and Administrator Evaluation.* This document in particular will drive much of what we hope to accomplish over the next four years.

Five themes will underwrite the *2010 Guidelines:*

1. Effectively teaching "next generation" learners who have grown up entirely surrounded by the new technologies of the 21st Century—computers, the internet, hand-held devices etc—

and who will demand instructors equally able to use these technologies to plan, deliver and evaluate lessons;
2. Effectively leading schools driven by cultures of high expectation and the will to reach all learners, particularly those who have historically lagged behind in student achievement in Connecticut —African Americans, Hispanics, students with disabilities etc.;
3. Building collaborative, professional learning communities in schools to promote best practices in recruiting, inducting, mentoring, and evaluating teachers and principals;
4. Using data and multiple assessment tools to measure student performance and, by implication, to gauge teacher and leader effectiveness; and
5. Adapting instruction and leadership to address the cultural and linguistic needs of Connecticut's rapidly diversifying student population, and growing numbers of children living in poverty.

These themes also underwrite the State's plans for secondary school reform, the Connecticut Accountability for Learning Initiative, and the CSDE's comprehensive approach to hold schools and districts to high standards of performance. In a more specific sense, however, these themes will also animate the specific initiatives aimed at bringing a high quality teacher workforce to Connecticut's neediest school districts. These initiatives include the STEM Teacher Regional Exchange, the Connecticut Teacher in Residence Program, the Connecticut Math and Science Coaching Academies, and others, such as Developing Tomorrow's Professionals, aimed at distributing teachers more equitably in cities and towns where student achievement has been depressed for years.

Collectively, all of these initiatives (and the activities needed to implement them) will form the basis of instructional renewal statewide over the next eight years. As districts undergo the professional development and technical training needed to implement common standards for our secondary schools in Part I of the Connecticut Eight-Year Plan; as teachers learn how to coach students through success planning and developing capstone projects; and as schools prepare to restructure time and schedules for online learning, all participating districts will change their behaviors and practices to meet the conditions required by our 2014 certification regulations and our *2010 Guidelines.*

A renewal of this kind, however, can only occur in a context of widespread collaboration and shared leadership. It is to this end, that we draw readers' attention to the structures and mechanisms the CSDE will put in place to guide the work of building the great teachers and leaders for our next generation of learners. Among these are: (1) the Connecticut Institute for English Language Learning; (2) the Connecticut Teachers' and Leadership Center; and (3) the Connecticut P20 Council. Together with Connecticut's RESC Alliance, SERC, our state universities and community colleges, the infrastructure and capacity needed to carry out the work sketched above is now in place. Unlike most other states, Connecticut is fully organized and small enough geographically to bring this work to scale in a short time frame.

<u>Teaching and Assessing Next Generation Learners</u>

All teachers and administrators in Connecticut must become deeply acquainted with the new technologies of instruction, the power of the internet, and the essential role data must play in promoting human development and learning. This initiative aims to ensure that every teacher and administrator in Connecticut attain basic fluency in each of these areas, particularly as they pertain

to engaging and evaluating students at each stage of development PK-12, and in turn, undergo evaluations of themselves under the new comprehensive evaluation system planned for teachers and principals in 2012.

A robust, four-year program of professional development is planned for all participating districts. The program will include these learning modules:

- *Great Teaching in the 21st Century – Overview:* Incorporating 21st century skills, technology teaching tools, NETS-S and NETS-T (National Educational Technology Standards for Students and Teachers).
- *Education and the Internet:* Using Connecticut Education Network resources, online learning environments, Moodle; managing technology-integrated learning environments.
- *Subject Specific Technology Integration:* Investigating technology tools and resources specifically designed for learning mathematics, science, English/language arts, social studies.
- *Using Student Data:* Collecting, managing and analyzing data to inform instruction and advance achievement; formative and benchmark assessment tools.
- *Project Based Learning and Capstone Projects:* Creating authentic and meaningful learning activities, supporting project-based learning.
- *Student Success Plans:* Coaching, monitoring and mentoring.

An additional module will be available for administrators and teacher leaders:

- 21st Century Supervision and Evaluation: NETS-S, NETS-T, NETS-A (National Educational Technology Standards for Administrators), Supporting technology-integrated classrooms, evaluating project-based and technology-integrated learning.

Teachers from participating districts will engage in 1-2 modules each year. In addition to the intensive multi-day summer sessions for each module, online learning communities will be created to provide support and continued learning opportunities for teachers throughout the year. Teams of teachers from schools will be encouraged to attend sessions together, thereby offering additional school-based support from colleagues.

Connecticut Accountability for Learning Initiative (CALI)

The Connecticut Accountability for Learning Initiative was established to accelerate the learning of all students and to close the achievement gap. The mission of CALI is to offer a model of state support to districts and schools to support the process of continuous school and district improvement. CALI provides a comprehensive system to assist schools and districts with analyzing and using data to improve instruction, classroom management and school culture. Implementation of CALI relies on changing the culture in schools and districts from one of practicing in isolation to one characterized by collaboration and shared work to improve teaching and learning and adult practices. In order to impact student learning, teachers and leaders must understand the work of instructional leadership and the implementation of the CALI principles with fidelity. For a full description of the initiative, consult the CSDE website at http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&Q=321754&sdePNavCtr=|#45563.

Family engagement and parent leadership training activities (e.g., Parent Leadership Training Institute)

Districts participating in the State's Reform Plan will be called upon to engage families in ways that will help parents understand the broad, systemic reforms contemplated by the Obama administration. What these reforms represent - as opportunities and challenges - is the broad knowledge parents must possess if they are to help their children navigate their paths in school and in their communities. Understanding, for example, how Title I funding impacts the State's work in underperforming schools is an essential part of knowing how to make certain that students obtain the services required under federal law. Similarly, learning more about the national common standards and assessment movement is an important base of information parents will need if they are to understand what changes are coming to schools and what implications these new standards will have for classrooms and assessing student growth; and how they can help their children to engage rigorous and challenging learning. Parent engagement and parent leadership training activities in systemic school reforms are essential in changing the working and living conditions for all Connecticut citizens, present and future.

Districts will need to make family engagement and parent leadership training activities available in their communities. One such program, the Parent Leadership Training Institute (PLTI), is a nationally recognized program developed by the Connecticut Commission for Children. The Institute provides leadership training for parents and families on a wide range of topics, including important competencies at being an effective parent, spouse, and actively engaged citizen in one's community. Links to PLTI training programs can be found on the Commission for Children's website or consult PLTI directly at www.wcgmf.org/CFI/Plti.html. Other family engagement activities and resources are available at http://www.sde.ct.gov/sde/LIB/sde/pdf/board/SFCPPolicyGuidance.pdf.

Teacher Education and Mentor (TEAM) Program

New legislation was passed regarding the implementation of a newly designed teacher induction program, TEAM program. The TEAM program will pair mentor teachers with beginning teachers during their first two years of teaching to enhance their teaching skills and improve their teaching practice. Each beginning teacher will be required to complete five professional growth modules during the two-year period in the following Common Core of Teaching (CCT) domains: classroom management, planning lessons, instructing, assessing students' understanding and achievement and professional responsibility. Each module will include the completion of a reflection paper that must be deemed by a district or regional review committee as successfully completed for all five modules before the beginning teacher can be awarded a provisional teaching certificate (the 2nd tier certificate in Connecticut's 3-tier certification system). This new program will be fully implemented beginning fall 2010 and will serve as a major building block in Connecticut's comprehensive system for inducting, mentoring and evaluating professional teaching staff.

Elective Programs and Training

Initiatives to Foster Equity, Diversity and Inclusion

The majority of Connecticut's racial and language minority students reside in seven of the state's 169 towns. Conditions related to how school districts are funded; decline of urban cities;

insufficient targeted teacher preparation to focus on the unique needs and approaches for addressing language, racial and cultural diversity in schools; and deep-seeded disadvantages within families and communities affect equitable opportunities for effective student learning and development. This RTTT application will expand engagement around these issues and conditions at all levels including policy, administration and classroom services and support to students.

***Courageous Conversations about Race*:** In 2004, the CSDE in response to long-standing state data identifying racial and English Language Learners (ELL) dimensions of the state's achievement gap, engaged its staff, local boards of education members and local school district staff in a voluntary facilitated initiative called *Courageous Conversations about Race*. The initiative assists those with responsibility to effect student learning in diverse communities with the skills required to professionally engage inquiry about the impact of race and culture on learning and to apply knowledge and strategies that improve learning and career outcomes for racial and language minority students.

***Developing Tomorrow's Professionals (DTP)*:** DTP is a program predominately aimed at adolescent minority males. The program provides specific information to participants and encourages the practice of essential life skills associated with mitigating the effects of racism along with the barriers cited above. School principals are required to support students in taking higher level courses and exercise school leadership. Students learn to use the full resources of the school to support personal learning and plan course-taking sequences leading to higher education requirements for college enrollment and career goal attainment. Each student is mentored by an enrolled successful minority college student and a career businessman or professional.

This program has been overwhelmingly successful for the 60-80 minority males that participate each year. The DTP has proven to foster school success, prevent school drop out, increase college attendance and connect participants with careers, including public school teaching. Through RTTT we expect to increase the opportunity for participation, especially among districts with high concentrations of minority male students and conduct a program evaluation to validate its success and recommend ways for program improvement.

In 2009, at the request of parents and schools districts, the CSDE was encouraged to expand the program to support the development of initiatives to increase minority **female** student success. The initiative proposes to address: school academic performance, access to post-secondary professional careers, life skills development, and generational and cross-generational mentoring/networking. Planning for this program will be accelerated and objectives further defined with funding from RTTT.

<u>The Connecticut Institute for the Teaching of English Language Learners</u>

The Connecticut Department of Education will partner with the Haskins Reading Lab and Eastern Connecticut State University, the Commission for Latino and Puerto Rican Affairs, and other groups to design the state's first public-private organization dedicated to the research and teaching of immigrant students and ELL in Connecticut's public schools. The Center will be supported by state funding, foundations, grants, and revenues earned through training programs conducted for public school teachers and administrators. Teachers in districts with high proportions of underperforming ELL students--who are either recent immigrants to the United States or children from non-English speaking families--will attend training initiatives planned by the Institute and

delivered through the Lab or the RESC Alliance. Activities will include workshops in areas such as language acquisition, early literacy development, language assessment, working with students learning English for the first time, and/or job-embedded training in classrooms enrolling significant numbers of non-English speakers. State funding will provide for training, coaching, software purchases, and materials customized to the language populations being served.

The Connecticut STEM Teacher Regional Exchange

Four participating districts—two urban and two suburban/rural districts, preferably—will form consortia to revise their contracts to permit the hiring of a team of 8-12 new or experienced secondary math and science teachers to serve Grades 6-12. These teachers will serve in the four districts for a period of six years, teaching in each district two to three years, based on the districts' common plan.

Districts will establish common contract language to permit the hiring of these shared personnel, who will be paid at a rate equal to the average of the four districts' salaries, relative to step and track. Participating teachers, known as Connecticut STEM Leaders, will receive signing bonuses of $5000 each, and thereafter every two additional years, plus an additional stipend of $3000 to lead statewide professional development activities organized by the RESC Alliance each summer of employment. Teachers selected must serve a minimum of six years, and may reapply at the end for another three-year term.

At the conclusion of the six-year cycle, teachers will be free to return to the district of their first choice at the end of the six-year cycle, where they will continue to earn the average of the four districts' salaries, relative to step and track for an additional three years **or** the selected district's salary, whichever is higher. Each teacher will be considered tenured in all four districts, at the end of the fourth year, and will be free to retain the benefits package of whichever district they choose in their final year of the program. This program will require a combination of local and state funding, as well as a willingness of local unions to engage in the collective bargaining needed to secure the common new features in their local contracts.

Financing Example

Salary	Degree										
	MA	*District A*	*District B*	*District C*	*District D*			Average	Bonus	Stipend	**Total Earnings**
Step 1		38000	39000	40000	41000	158000		39500	5000	3000	**47500**
Step 2		40000	41000	42000	43000	166000		41500		3000	**44500**
Step 3		42000	43000	44000	45000	174000		43500	5000	3000	**51500**
Step 4		44000	45000	46000	47000	182000		45500		3000	**48500**
Step 5		46000	47000	48000	49000	190000		47500		3000	**50500**
Step 6		49000	50000	51000	52000	202000		50500	5000	3000	**58500**

Teacher-in-Residence Master Teacher Placement Program

A new program to assist with providing effective teachers to high poverty/high minority districts is the Connecticut Teacher-in-Residence Master Teacher Placement Program. This program will be a state-administered program in which master level teachers will be "loaned" to the CSDE for 80

percent of their teaching week from a participating district. The 80% of the master teacher's time purchased with ARRA funds will be used to coach teachers in the high poverty/high minority districts and provide high quality professional growth opportunities for newer teachers in the shortage area subjects. The master teacher continues to be paid by the district and accrue seniority and other benefits at his/her normal rate. Through a contract with the state, the loaning district will be provided financial reimbursement for the equivalent of a replacement beginning teacher's salary for the year that the master teacher is released. The master teacher will continue to provide 20 percent of his/her time to the public school district in which s/he is employed to offset the "fringe costs" of the replacement teacher; during this time, the master teacher can be used to teach a class, re-write curriculum, serve as a teacher leader to mentor or coach new teachers in the district or work on other projects that would meet the needs of the district.

Benefits to the "loaning" district and master teacher include:

1. Significant professional development experiences and "professional renewal" for the master teacher;
2. "Growing" of future teacher leaders/administrative aspirants;
3. Capacity building in the district when the master teacher returns and is able to offer professional development to other teachers and administrators in district; and
4. Continuation of the salary, benefits and tenure for the master teacher while other teachers in high poverty/high minority districts grow professionally based on the knowledge and skill-set of the master teacher.

Advanced Placement Course Expansion

Please consult the Connecticut Business and Industry Association (CBIA) website at http://www.cbia.com/pod/ for a description of Project Opening Doors (POD), its goals, training programs, and incentives for students and teachers who successfully take AP examinations in math, science, or English. The goal of participating in this initiative is to expand the number of courses available to disadvantaged students in their schools. Currently, several collaborating districts are already involved in the POD, but alternative approaches, such as those pursued in the West Hartford Public Schools will serve as acceptable variations of a program aimed at recruiting more disadvantaged students into taking more challenging courses, while expanding the range of options in high schools where AP courses are too narrow. Evidence suggests clearly that students will rise to the challenges of AP courses and will far exceed expectations if only encouraged to enroll.

The Elementary and Middle School Math and Science Coaching Academies

Since 2005, CSDE has targeted its U.S. Department of Education Title II Mathematics and Science Partnership (MSP) funds to support three-year academies that prepare master teachers to assume new roles as instructional coaches in mathematics or science. Elementary, middle school and high school instructional coaches receive extensive training in math or science content, research-based pedagogies and coaching techniques from higher-ed faculty and national experts. Research conducted by CSDE indicates that when highly-trained instructional coaches are fully implemented in a school, they:

- enhance the LEA's capacity to provide on-going, content-specific improvement to

mathematics and science teaching;

- improve student performance in mathematics and science;
- offer new career advancement opportunities to master teachers who want to contribute to whole school improvement in mathematics and science; and
- improve teacher morale, efficacy and collaborative work environments, all of which are leading factors in promoting teacher retention, especially in high-poverty schools.

To demonstrate a strong STEM emphasis in the application, participating districts can elect to participate in the Elementary and Middle School Math and Science Coaching Academies. This three-year program provides graduate coursework for teacher-coaches to advance their knowledge of the subject matter they teach, professional development in leading and coaching teachers, and opportunities to practice in classrooms in participating districts. This initiative aligns with plans for the creation of teacher-leader positions within the state's new certification regulations, scheduled to go into effect in 2014.

Hartford Science Center STEM Curriculum and Assessment Project Grades 4 - 6

Participating districts seeking to enhance science instruction in Grades 4-6 are asked to partner with CSDE staff and consultants at the Science Center in Hartford to provide grade-level units of instruction aligned to Connecticut's science standards with exhibits and displays permanently housed at the Center.

The objective of this project is to design structures that will connect preliminary instruction in classrooms with hands-on experiences linked directly to the exhibits at the center then followed up at school with culminating projects that demonstrate learning. This structure is designed to provide students in disadvantaged communities enrichment experiences while establishing the importance of hands-on-learning. The culminating projects would be modeled after those required in Grades 8 and 12 of the Connecticut Plan. Model curriculum units will made available online and participating districts supported by personnel and resources furnished through the Science Center.

Goal 4: Turning Around the Lowest Achieving Schools

Title I Redesign Schools: Four School Intervention Models

For a full description of the four types of school intervention models outlined for schools scoring in the lowest 5% of a state's total achievement profile, consult Section 1003 (g) of ESEA Title I School Improvement Grants (SIG.) The four types of intervention models include the Turnaround Model, Restart Model, School Closure and Transformational Model. Implementation of one of the models is required of districts in receipt of SIG funds. The work within these small numbers of identified schools will be guided by the Connecticut Accountability for Learning Initiative (CALI), reinforced by community and parental outreach, and where possible or required, supplemented by increased instruction time made possible through a longer school year.

Elective Program and Training

Longer School Year Program

Many of Connecticut's magnet and charter schools currently offer a longer school year, coupled with extended learning time after school. Connecticut's Longer School Year Program is being made available on a limited basis to districts willing to discard the traditional 900 hours/180 day school year requirements and implement a program for a middle or high school based on a 210-day school year. Districts selected for the program will be given funding to plan and experiment with different schedules, program designs, and the community partnerships necessary to provide more learning time for secondary students. Preference shall be given to districts defined by CSDE as *collaborating* districts.

Connecticut State Department of Education
Division of Assessment and Accountability

School Year 2008-2009

DATA BULLETIN

Bureau of Data Collection, Research and Evaluation

March 2009

DESIGNATION OF TEACHER SHORTAGE AREAS, 2008-09
(Fall Hiring Report)

For 20 of the past 21 years, the Connecticut State Department of Education has surveyed local school districts to determine areas of teacher and administrator shortages. This Data Bulletin summarizes the Fall Hiring Survey data for the 2008-09 school year and compares these data to previous years. The data have been provided by all 166 local and regional school districts, the 3 endowed and incorporated academies, 6 regional educational service centers, 18 charter schools, the State Technical High School System, State-approved nonpublic special education facilities, the Connecticut Birth to Three Program, the Connecticut Departments of Correction, Children and Families, and Developmental Services.

School districts had 4,830 full and part-time teaching positions to fill out of 52,554 total positions, for the fall of 2008. This was a decrease of 575 vacancies from the 2007-08 school year. While total positions decreased only 1.1 percent, vacancies declined by 10.7 percent as a higher percentage of positions were filled this year compared to last.

October Vacancies

The number of vacancies remaining because no qualified person could be found also decreased, from 313 in 2007 to 219 in 2008 (see Table 1).

District Reference Group (DRG) I, comprised of Connecticut's large urban districts, continues to have the highest number of vacancies remaining due to a lack of qualified applicants (see Table 2). Since 2007, however, these vacancies declined from 12.5 percent to 10 percent of total vacant positions.

Table 2: Vacancies Due To No Qualified Person Found (by DRGs[1])

DRG	Total Positions to Fill, 2007-08 School Year	# Vacancies, No Qualified Person Found	% Vacant of Total Positions to Fill
A	308	2	.6
B	774	13	1.7
C	311	2	.6
D	680	14	2.1
E	207	7	3.4
F	232	9	3.9
G	524	16	3.1
H	415	26	6.3
I	843	84	10.0
NA*	536	46	8.6

*Includes charter schools, RESCs, nonpublic special education facilities and the Technical High School System

Table 1: Fall Hiring Summary, 1991-2008

Fall of Year	Total Positions	Annual Positions To Fill	Percent of Positions To Fill That Are Part-Time	Percent Positions To Fill of Total	Vacancies Remaining in October	Percent of Annual Positions Filled	Vacancies Due to No Qualified Applicants	Percent of Annual Positions Vacant, No Qualified Applicants
2008	52,554	4,830	8.1	9.2	312	93.5	219	4.5
2007	53,129	5,349	9.2	10.1	451	91.6	313	5.9
2006	52,870	5,087	9.0	9.6	381	92.5	292	5.7
2005	52,314	5,262	10.2	10.1	372	92.9	248	4.7
2004	51,697	5,147	8.4	10.0	308	94.0	201	3.9
2003	51,370	4,515	11.7	8.8	370	91.8	249	5.5
2002	51,414	4,688	9.8	9.1	348	92.6	227	4.8
2001	50,087	5,135	10.3	10.3	505	90.2	353	6.9
2000	48,750	5,701	11.3	11.7	622	89.1	428	7.5
1999	47,800	5,557	12.0	11.6	528	90.5	338	6.1
1998	46,459	4,331	13.4	9.3	415	90.4	274	6.3
1997	45,269	3,630	17.1	8.0	274	92.5	151	4.2
1996	44,893				No Data Collected			
1995	43,261	2,990	22.7	6.9	245	91.8	103	3.4
1994	42,451	2,895	22.8	6.8	237	91.8	81	2.8
1993	41,324	2,349	23.1	5.7	268	88.6	59	2.5
1992	41,179	2,515	17.7	6.1	201	92.0	50	2.0
1991	41,733	1,281	26.5	3.1	101	92.1	21	1.6
Averages	47,697	4,192	14.3	8.6	349	91.6	212	4.6

[1] District Reference Groups (DRGs) are a classification of the State's public school districts into groups based on similar socioeconomic status and need of the families with children in public schools. For more information about DRG classification, a research bulletin is available at the State Department of Education's website at www.state.ct.us/sde/.

The majority of school districts indicated that they were using short-term substitutes as a solution to their October vacancies (see Table 3). In addition, approximately 20.1 percent of the October vacancies were handled by either redistributing students among other classes, thereby increasing class size, or by adding additional classes to teachers' schedules. Approximately 3.3 percent of the vacancies were resolved by no longer offering a course.

Table 3: Solution to October Vacancies

Solution	% of October Vacancies
Course no longer offered	3.3
Students redistributed among other classes	7.1
Short-term substitute	40.6
Teacher(s) with appropriate certification pick up additional class	13.0
Remaining vacant (administrative positions only)	2.1
Filled by interim appointment (administrative positions only)	10.0
Other	23.9

Designation of Shortage Areas

Based on 2007-08 school-year data, the State-identified shortage areas for the 2008-09 school year are:

- **Bilingual Education, PK-12**
- **Comprehensive Special Education, 1-12**
- **English, 7-12**
- **Intermediate Administrator**
- **Library Media Specialist**
- **Mathematics, 7-12**
- **Music, PK-12**
- **Science, 7-12**
- **Speech and Language Pathology**
- **Technology Education, PK-12**
- **World Languages, 7-12**

These subject areas were approved by the U.S. Department of Education as federally designated teacher shortage areas. The data collected in the 2008 Fall Hiring Survey will be used to determine the teacher shortage areas for the 2009-10 school year.

The Connecticut State Department of Education sends a yearly proposal to the U.S. Department of Education to consider certain subjects as areas of shortage. This designation enables borrowers under the Stafford and Supplemental Loans for Students' programs, who teach in one of these areas, to possibly qualify for a deferral of loan repayments. Perkins loan holders may qualify for full loan forgiveness if they are teaching in one of these shortage areas.

Connecticut also designates shortage areas in response to a mortgage assistance program administered by the Connecticut Housing Finance Authority (CHFA). This program enables teachers who teach in a priority school district, or who teach in a State-identified subject-matter shortage area, to qualify for mortgage assistance. In the case of certified teachers employed by a priority school district, the teacher's residence must be located in that district. Teachers who teach in a State-identified subject-matter shortage area are able to purchase homes statewide. This program is available to first-time home buyers only and is subject to CHFA eligibility requirements. The mortgage assistance program was created to serve as a tool to help recruit and retain public school teachers in Connecticut.

In addition to loan deferment and mortgage assistance benefits for teaching in a shortage area, school districts may also take advantage of this designation when rehiring retired teachers. The 2003 General Assembly enacted a law that enables retired teachers to be reemployed without being subject to the earnings limit if they teach in a position designated by the Commissioner of Education as a subject shortage area for the school year in which they are employed.

For the past several years, subject areas designated as shortage areas have been difficult positions to fill (see Table 4). While the number of positions available for the start of the school year has decreased for many of the shortage areas, the number of these vacancies remaining in October because no qualified person could be found continues to be of concern. Initiatives such as the mortgage assistance program, federal loan deferment program and the rehiring of retirees are intended to somewhat reduce these specific subject-area shortages.

Table 4: Positions Available in the Shortage Areas, 2004-05 to 2008-09

	# Positions Available					# Positions Remaining Vacant, No Qualified Person Found				
Subject	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**	**04-05**	**05-06**	**06-07**	**07-08**	**08-09**
Bilingual Education	40	34	53	41	34	14	14	21	18	6
Special Education	502	615	578	511	566	32	52	56	41	34
English	392	403	379	348	364	7	11	15	15	10
Intermediate Administrator	220	261	244	268	253	8	20	26	14	12
Library Media Specialist	52	63	73	74	68	4	7	7	14	10
Mathematics	322	376	329	321	314	18	32	21	20	16
Music	196	151	177	175	160	4	9	15	11	10
Science	315	322	333	319	322	13	8	30	18	7
Speech and Language Pathologist	104	118	140	133	131	19	30	28	30	23
Technology Education	53	47	61	63	35	0	3	8	6	2
World Languages	257	310	251	239	265	17	10	21	22	25

Table 5: 2008-09 Hiring Statistics

Endorsement Area	Total Positions to Fill	Vacancy: No Qualified Person Found	Durational Shortage Area Permit	Minor Assignment	Minimum Qualified Hire	Median Applications	1st CT Certificates	Median Applicant Quality Rating	Shortage Rank
Agriculture, PK-12	4	0	0	0	2	6	8	2.5	41
Art, PK-12	87	1	2	1	6	23	102	4	30
Bilingual, PK-12	34	6	17	0	19	9	0	1	6
Business, 7-12	43	0	0	0	4	11	26	2.5	44
Comprehensive Special Education, K-12	566	34	79	0	31	20	398	2	3
Department Chairperson	7	1	41	0	1	11	0	2	23
Elementary, K-6	913	7	3	2	14	124	1499	5	12
English, 7-12	364	10	26	3	36	30	325	3	9
English, Middle School	29	2	7	2	2	12	27	3	25
External Diploma Program/Noncredit Mandated Programs	4	0	0	0	0	10	0	4	47
General Science, Middle School	37	3	4	0	6	9	20	2	14
Health Occupations - Comprehensive H.S.	1	0	0	0	1	1	0	1	38
Health Occupations – CT Tech. High Schools	2	1	0	0	1	7	0	1	33
Health, PK-12	68	3	0	4	3	20	22	3	21
Hearing Impaired, PK-12	13	2	0	0	5	4	12	1	26
High School Diploma Program	1	0	0	0	0	9	0	4	45*
History & Social Studies, 7-12	217	1	3	6	3	49	271	4	35
History & Social Studies, Middle School	30	0	1	6	1	31	15	3	42
Home Economics, PK-12	30	1	3	0	13	5	12	2	27
Integrated Early Childhood/Spec. Ed, Birth-K	29	0	2	0	2	12	16	2	39
Integrated Early Childhood/Spec. Ed, Nursery-3	56	2	15	0	7	14.5	113	3	24
Intermediate Administrator	253	12	36	0	19	20.5	462	4	7
Marketing Education, 7-12	2	0	0	0	1	2.5	0	2	40
Mathematics, 7-12	314	16	36	2	60	17.5	159	2	4
Mathematics, Middle School	51	2	20	1	5	15	27	2	19
Music, PK-12	160	10	6	0	5	14	124	3	10
Non-English Speaking Adults	2	0	0	0	0	9	0	4	45*
Occupational Subject, CT Tech. High Schools	11	0	0	0	0	85	0	4	48
Physical Education, PK-12	149	5	0	0	4	24	161	4	18
Practical Nurse Education Instruction	4	2	0	0	0	17	0	2	31
Reading and Language Consultant	31	5	1	0	2	6	34	2	16
Remedial Reading & Language Arts, 1-12	81	4	23	0	12	10	77	2	11
School Business Administrator	7	2	0	0	0	14	0	2	29
School Counselor	144	1	5	0	5	29	164	4	34
School Library Media Specialist	68	10	13	0	18	8	22	2	5
School Nurse Teacher	6	3	0	0	1	1	0	1	20
School Psychologist	90	5	0	0	11	16	86	3	15
School Social Worker	59	2	0	0	6	16	69	3	28
Science, 7-12	322	7	31	17	86	11	201	2	8
Speech and Language Pathologist	131	23	0	0	53	4	83	1	2
Superintendent of Schools	12	1	0	0	1	6	36	3.5	36
Technology Education, PK-12	35	2	6	0	16	6	20	1	17
TESOL, PK-12	29	3	15	0	7	8	14	2	13
Trade and Industrial Occupations - Comprehensive H.S.	6	0	0	0	5	2	0	1	37
Unique Subject Area Endorsement	9	0	12	0	8	3	6	1	32
Vocational Agriculture, 7-12	3	0	0	0	1	6	2	2	43
World Language Instructor, Elementary	22	2	2	0	11	6	25	1	22
World Languages	265	25	42	6	76	7	90	2	1

*Shared ranking due to same overall score.

Calculation of Shortage Areas

Connecticut takes several variables into account in order to determine areas of shortage (see Table 5). The column headed "Vacancy: No Qualified Person Found" indicates the number of full-time and part-time positions that were unfilled as of October 1, 2008, because no individual had met a district's criteria after a complete search.

Teachers working under a "Durational Shortage Area Permit" (DSAP) must hold a bachelor's degree, have at least 12 semester hours of credit in the subject area and meet the State's basic skills testing requirement.

Teachers working under a Temporary Authorization for Minor Assignment (TAMA) must already be certified in another area and have at least 12 semester hours of credit in the subject to be taught. The column headed by "Minimum Qualified Hire" identifies the number of full-time and part-time positions that were filled from an applicant pool that was judged by school district personnel to contain "Few or no minimally qualified applicants." DSAPs and TAMAs are included in the calculation of teacher shortage areas because they are typically issued when a school district cannot find a candidate with full certification in the subject area needed.

"Median Applications" heads the column that lists the median number of applications that the district screened from appropriately certified people for any number of full- or part-time positions within a subject area.

The final variable used for determining shortage areas, certificates issued or renewed per position, is calculated by dividing the number of people receiving or renewing Connecticut certificates between October 1, 2007, and September 30, 2008, by the number of full- and part-time positions for which a district actively sought applicants or reviewed applications from existing files.

The designated shortage areas for any given school year are determined by the sum of the following four items:

1) the number of vacancies because no qualified person was found;
2) the weighted sum of the number of durational shortage area permits and the number of minor assignments;
3) median applications weighted 25 percent; and
4) the number of Connecticut certificates first issued or renewed per position, also weighted 25 percent.

Applicant Quality Rating

District personnel responsible for hiring were asked to rate the quality of the applicant pool for each position. They were asked to consider academic qualifications, experience, recommendations, background and other factors to make this subjective rating. The ratings were made on the following scale, with the emphasis being placed on the quality, not the quantity, of the applicant pool:

1=Few or no minimally qualified applicants
2=Some acceptable applicants
3=Many acceptable applicants
4=Some high-quality applicants
5=Many high-quality applicants

No subject areas received a median rating of 5. Of the subject areas with more than one position available, three received a median rating of 1; they were: bilingual education, and trade and industrial occupations for comprehensive high schools, technology education, hearing impaired, speech pathologist, school nurse, world language instructor (elementary), unique subject area endorsement and health occupations (CT Technical High Schools).

For more information contact Michael Sabados, Connecticut State Department of Education, P.O. Box 2219, Hartford CT 06145, or Michael.sabados@ct.gov

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PO 53285

MEMORANDUM OF AGREEMENT
Between
The Connecticut State Board of Education
And
The Board of Governors of Higher Education

This Memorandum of Agreement (MOA) is entered into by the Connecticut State Board of Education (CSBE), on behalf of the State Department of Education (SDE), and the Board of Governors of Higher Education (BGHE), on behalf of the Department of Higher Education (DHE).

This MOA is developed for the purpose of providing funds to the DHE in return for services to fulfill the requirements of the Connecticut Statewide Longitudinal Data System Phase II federal grant (R372A090037). The DHE, working in collaboration with the CSDE, will create an interoperability framework to establish the statewide capability to link data systems tracking students from preschool through postsecondary education and into the state's workforce (identified as Project II in the application).

STATUTORY AUTHORITY: The statutory authority for the CSBE to enter into this Agreement is Connecticut General Statutes Sections 4-5 and 4-8. The statutory authority for the BGHE is Connecticut General Statutes Sections 10a-2 and 10a-6.

TERM OF AGREEMENT: This agreement is in effect from 9/01/2009 through 8/31/2012.

RESPONSIBILITIES OF THE BGHE:

1. The DHE shall establish on-going an Interoperability System Council and Communications Portal.

    a. The DHE shall develop and maintain a communications portal for Interoperability System Council purposes. This portal will provide Council members with a place for online collaboration and relevant document storage, including discussion forums.

2. The DHE shall identify and adopt a core set of data elements, including, but not limited, to the following:

    a The DHE shall identify and define the core set of data elements for interoperability research and evaluation purposes. This will include an assessment of the usability of existing data dictionaries in place for various collection activities among K-12, higher education and labor

b. The DHE shall develop and deploy an online, easily accessible and searchable data dictionary. The data dictionary will provide comprehensive documentation of the data to be exchanged and stored.

c. The DHE shall draft documentation of the Next Steps database, including the data model, dissemination requirements, student matching protocols and algorithms used in the database.

d. The DHE shall produce a document that reviews two other states' interoperability model to determine whether those models or components of those models would be adaptable in Connecticut.

e. The DHE shall produce a final report with recommendations in Year 1 of the project.

3. The DHE shall develop a model for a secure data environment for data exchange and student record matching.

a. The DHE shall develop and implement a model for a secure data environment for data exchange, transformation and loading (ETL).

b. The DHE shall specify data export and delivery protocols, including standardization procedures for data coming from various agencies.

c. The DHE shall design a model data storage structure.

d. The DHE shall develop transformation and loading schemas for each agency/constituent unit.

e The DHE shall provide a secure location for extracted data, and establish specific procedures for stripping personally identifiable data from records after data matching.

f. The DHE shall provide an ETL facility and FTP server operated by the agency housing the database to facilitate data collection.

4. The DHE shall develop and adopt a privacy protection policy, data exchange agreements, and confidentiality protocols.

a The DHE shall examine and revise existing data sharing and confidentiality agreements which govern access to and use of data by participating agencies, employees and other individuals

b. The DHE shall develop and activate policy and standard confidentiality documents.

5 The DHE shall develop a data auditing models to ensure data quality, validity and reliability.

a. The DHE shall develop clear and unambiguous reporting rules which will be made available through written materials accessible through the data dictionary and through staff training.

b. The DHE shall design a data audit system to ensure data accuracy and timeliness.

6. The DHE shall increase support among state policy leaders and other stakeholders by demonstration the usability and sustainability of longitudinal student data systems.

a. The DHE shall produce a minimum of two research/policy reports for distribution among Connecticut stakeholders.

i. The first analysis will focus on the extent of the need for developmental coursework among Connecticut's 10th grade cohorts who took the 10th grade CAPT exam, and results of their participation in developmental remedial coursework in terms of student persistence and degree completion.

ii The second analysis shall be delivered at a later date by mutual agreement of the parties.

b. The DHE shall make study results available through an on-line data mart accessible through participating agencies websites.

c. The DHE shall develop and deliver a high school feedback report focused on progress and success of high school graduates into college and on into the workforce.

7 The DHE shall explore the feasibility of including data from independent institutions of higher education and out-of-state institutions.

a. The DHE shall document the strengths and limitations of using national databases such as the National Student Clearinghouse (NSC) and College Board for longitudinal tracking purposes.

8. The specific tasks associated with each of the above components are delineated under Project II in the approved grant application for each of the three years of the grant award. In addition, the DHE will provide quarterly reports for federal reporting about the tasks that have been completed and the funds that have been expended in the format and within the timeframe prescribed by the U. S. Department of Education.

CANCELLATION: This agreement shall remain in full force and effect for the entire term of the agreement period stated above unless cancelled by the CSBE, with thirty (30) days written notice to the Contractor. The CSBE has the right to cancel this agreement without prior notice when the CSBE deems the health or welfare of the service recipients is endangered or the funding for the agreement is no longer available.

BUDGET: The total amount of funding for this agreement shall not exceed $975,280 for the 3 year period from 9/01/2009 to 8/31/2012.

The CSBE agrees to transfer funds to the DHE for a total amount of $975,280 for the 3 year period from 9/01/2009 to 8/31/2012, as distributed annually in the table below. At the conclusion of the Agreement, any funds not expended in accordance with the approved program/operation budget shall be returned to the CSBE.

The parties agree to adhere to the following distribution of funds:

Year 1 (9/01/09 -8/31/10)	$465,939
Year 2 (9/01/10 -8/31/11)	$351,658
Year 3 (9/01/11 -8/31/12)	$157,683
Total Costs	**$975,280**

PAYMENT: Payments will be made upon submission of a transfer invoice as components of the project are being planned, upon execution of the MOA.

RESPONSIBILITIES OF THE CSBE:

1. The CSBE shall provide the DHE with information about federal reporting requirements and shall provide a representative to serve as part of the Management Team for the interoperability project.

2. The SDE staff will be available to meet with DHE personnel assigned to this project to provide clarifying information or explanations concerning responsibilities outlined in the grant application.

3. The CSBE shall provide payments according to the Payment Schedule (above).

REVISIONS and AMENDMENTS: Revisions to the agreement's objectives, services, or plan, including revisions to due dates for reports and completion of objectives or services, must be approved in writing by the CSBE. A formal amendment, in writing, shall not be effective until executed by both parties to the agreement, and shall be required for extensions to the final date of the agreement period, revisions to the maximum agreement payment, and any other agreement revision determined material by the CSBE.

CANCELLATION CLAUSE: This agreement shall remain in full force and effect for the entire term of the agreement period stated above unless canceled by the CSBE, with thirty (30) days written notice to the contractor.

APPROVALS AND ACCEPTANCES:

For the Board of Governors of Higher Education

_____ 9-20-09
Date

For the Connecticut State Board of Education

_____ 9/16/09
Mark McQuillan, Commissioner Date

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.

- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of–high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

  This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

  Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures		
Governor:		5/20/09
Chief State School Officer:		5-19-09

NO cost
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MEMORANDUM OF AGREEMENT
Between
The Connecticut State Board of Education
And
The Connecticut Department of Labor

This Memorandum of Agreement (MOA) is entered into by the Connecticut State Board of Education (CSBE), on behalf of the State Department of Education (SDE), and the Connecticut Department of Labor (DOL).

This MOA is developed for the purpose of conducting research studies to fulfill the requirements of the Connecticut Statewide Longitudinal Data System Phase II federal grant (R372A090037). The DOL, working in collaboration with the SDE and the Connecticut Department of Higher Education (DHE), will participate in the development of an interoperability framework to establish the statewide capability to link data systems tracking students from preschool through postsecondary education and into the state's workforce (identified as Project II in the application).

In January 2008, Dr. Stephen Coelen presented a research study, *Next Steps. Preparing a Quality Workforce* to the CSBE. The project was conducted as a collaboration among SDE, DOL and DHE. The *Next Steps* data file connects SDE Connecticut Academic Performance Test (CAPT) student assessment data to Connecticut college entrance and persistence data, and DOL employment data. The file currently resides on a secure server in the DOL. This agreement also defines the responsibilities of the CSBE and DOL regarding the use of the *Next Steps* data file.

STATUTORY AUTHORITY: The statutory authority for the CSBE to enter into this Agreement is Connecticut General Statutes Sections 4-5 and 4-8. The statutory authority for the DOL is Connecticut General Statutes Section 4-8

TERM OF AGREEMENT: This agreement is in effect from 9/01/2009 through 8/31/2012.

RESPONSIBILITIES OF THE DOL:

1. The DOL shall identify staff members who will serve as representatives of the agency on the State Interoperability System Council.

2. The DOL shall maintain the Next Steps data file in a secure environment and update the file with Connecticut employment records through the end of the term of this agreement. Prior to the end of this agreement all parties will agree to the disposition of the file.

3. The DOL shall participate, along with SDE and DHE, in drafting documentation of the *Next Steps* database, including the data model, dissemination requirements, student matching protocols and algorithms used in the database.

4. The DOL shall collaborate with SDE and DHE to develop a model for a secure data environment for data exchange and student record matching.

5. The DOL shall collaborate with SDE and DHE to develop and adopt a privacy protection policy, data exchange agreements, and confidentiality protocols.

6. The DOL shall collaborate with SDE and DHE to develop data auditing models to ensure data quality, validity and reliability.

7. The DOL shall collaborate with SDE and DHE to increase support among state policy leaders and other stakeholders by demonstrating the usability and sustainability of longitudinal student data systems.

8. The specific tasks associated with each of the above components are delineated under Project II in the approved grant application for each of the three years of the grant award. In addition, the DOL will contribute, as appropriate, to quarterly reports for federal reporting about the tasks that have been completed and the funds that have been expended in the format and within the timeframe prescribed by the U. S. Department of Education.

CANCELLATION: This agreement shall remain in full force and effect for the entire term of the agreement period stated above unless cancelled by either party, with thirty (30) days written notice. The CSBE has the right to cancel this agreement without prior notice when the CSBE deems the health or welfare of the service recipients is endangered or the funding for the agreement is no longer available.

BUDGET: There will be no exchange of funds between CSBE and DOL for the 3 year period from 9/01/2009 to 8/31/2012 of this project.

RESPONSIBILITIES OF THE CSBE:

1. The CSBE shall provide the DOL with information about federal reporting requirements and shall provide a representative to serve as part of the Management Team for the interoperability project.

2. The SDE staff will be available to meet with DOL personnel assigned to this project to provide clarifying information or explanations concerning responsibilities outlined in the grant application.

3. The CSBE shall submit required reports to USED adhering to their prescribed schedule.

REVISIONS and AMENDMENTS: Revisions to the agreement's objectives, services, or plan, including revisions to due dates for reports and completion of objectives or services, must be approved in writing by the CSBE. A formal amendment, in writing, shall not be effective until executed by both parties to the agreement, and shall be required for extensions to the final date of the agreement period and any other agreement revision determined material by the CSBE.

APPROVALS AND ACCEPTANCES:

For the Department of Labor

Patricia H. Mayfield, Commissioner — Date: 11-6-09

For the Connecticut State Board of Education

Mark McQuillan, Commissioner — 9/20/09 — Date

RESPONSIBILITIES OF ALL SEAs PARTICIPATING IN THE CONSORTIUM

1) Each participating SEA in the Consortium will appoint a key contact person.

2) These key contacts from each State will maintain frequent communication with the parties administering the Balanced Assessment Consortium to facilitate cooperation under this MOU.

3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State Chief/Commissioner (or equivalent authorized signatory)

Mark K. McQuillan

Signature

January 11, 2010

Date

Mark K. McQuillan

Print Name

Commissioner of Education

Title

*

CONNECTICUT'S RACE TO THE TOP (RTTT)
PARTICIPATING LOCAL EDUCATION AGENCY (LEA)
MEMORANDUM OF UNDERSTANDING (MOU)

This Memorandum of Understanding ("MOU") is entered into by and between The Connecticut State Board of Education (hereafter, CSBE), 165 Capitol Avenue, Hartford, CT, and _____ ("Participating LEA"). This agreement serves to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top (RTTT) grant project.

I. PRELIMINARY SCOPE OF WORK

The LEA hereby agrees to participate in implementing the State's RTTT Plan in each of the areas identified below under required initiatives. LEAs are strongly encouraged to select at least one of the elective programs or training opportunities detailed below in sections (A)(ii), (B)(ii), (C)(ii), and (D)(ii), but are **not** obligated to do so. If the LEA elects to participate in any of these elective programs or training opportunities the LEA will be eligible for additional funding to be determined by the CSBE at a later date.

For school districts in partnership with the CSBE around NCLB performance and accountability, the CSBE may direct participation in additional elective programs/trainings beyond the choices indicated by the LEA, if upon determination by the CSBE, the district's participation in the additional elective initiative(s) addresses a high need concern identified in the district, or that inclusion in the additional activity will accelerate the potential for reaching school improvement goal(s).

A. STANDARDS AND ASSESSMENTS

i. Required Initiatives

- Support the transition to and implementation of national common standards and high-quality assessments.
- Implementation of Secondary School Reform: Part I of the Connecticut Eight-Year Plan.

ii. Elective Programs and Training ***(check if LEA elects to participate)***

☐ Implementation of College-High School Partnerships.
☐ Implementation of a "Next Generation" Pilot School.

B. DATA SYSTEMS TO SUPPORT INSTRUCTION

i. Required Initiatives

- Participation in the expansion of the state longitudinal data system (SLDS) to include student schedule and staff modules.
- Providing data to the Connecticut Education Data and Research (CEDaR) to support the state and federal evaluation of the RTTT initiatives and on-going development of the State's integrated PK – 16 SLDS.
- Integration of the CMT vertical scale results as a component of local accountability to measure student growth.
- Participation in professional development on the use of data and use data to improve instruction.
- Make available appropriate data for research and program evaluation.

ii. Elective Program and Training ***(check if LEA elects to participate)***

☐ Use of the Grade 3-8 Benchmark Assessment System (CBAS) or an approved locally developed benchmark system to monitor student progress.

C. GREAT TEACHERS AND LEADERS

i. Required Initiatives

- Implementation of a new, comprehensive system for supporting, supervising and evaluating teachers and principals, to be developed by CSBE in collaboration with external partners and LEAs, based on:
  - *The Common Core of Teaching,*
  - *Connecticut's Guidelines for Teacher Evaluation and Professional Development,*
  - *The Common Core of Leading,*
  - Multiple measures of assessment (including student growth),
  - Current best practices in Connecticut, and
  - Statewide report indicators required by RTTT;
- Utilization of the new evaluation system developed to conduct annual evaluations that will inform professional development and decisions around compensation, promotion, retention, tenure and removal;
- Collaboration with CSBE to ensure equitable distribution of effective teachers and principals;
- Participation in the Teaching and Assessing Next Generation Learners Initiative;
- Participation in the Connecticut Accountability for Learning Initiative (CALI) to use data to improve instruction;
- Family engagement and parent leadership training activities (e.g. Parent Leadership Training Institute); and
- Participation in the Connecticut's TEAM Mentoring Program.

ii. Elective Programs and Training ***(check if LEA elects to participate)***

☐ Initiatives to foster Equity, Diversity and Inclusion (e.g. Developing Tomorrow's Professionals).
☐ The Connecticut Institute for the Teaching of English Language Learners.
☐ The Connecticut STEM Teacher Regional Exchange.
☐ Teacher-in-Residence Master Teacher Placement Program.
☐ Advanced Placement Course Expansion.
☐ The Elementary and Middle School Math and Science Coaching Academy.
☐ Hartford Science Center STEM Curriculum and Assessment Projects Grades 4-6.

D. TURNING AROUND THE LOWEST ACHIEVING SCHOOLS

(Tentative Districts Identified: Bridgeport, Hartford, New Britain, New Haven, and Windham)

i. Implementation of requirements of Section 1003 (g) of the ESEA Title I School Improvement Grants within the context of the CALI Framework

ii. Elective Program and Training ***(check if LEA elects to participate)***

☐ Longer School Year Initiative.

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the CSBE in implementing the tasks and activities described in the State's RTTT application, the Participating LEA will:

1) Implement the LEA plan as approved by the CSBE (and as identified in Section I of this MOU);
2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the CSBE or by the U.S. Department of Education ("ED");

3) Post to any website specified by the CSBE or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the RTTT grant;
4) Participate, as requested, in any evaluations of this grant conducted by the CSBE or ED;
5) Provide to CSBE or ED, upon request, information including, but not limited to, the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6) Participate in meetings and telephone conferences with the CSBE to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the RTTT grant period, and (d) other matters related to the RTTT grant and associated plans; and
7) Comply with any future state or federal requirements and conditions imposed on the CSBE or LEA within the grant period.

B. CSBE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's RTTT application, the CSBE will:

1) Work collaboratively with and support the Participating LEA in carrying out the approved LEA Plan as identified in Section I of this MOU;
2) Timely distribute the LEA's portion of RTTT grant funds during the course of the project period and in accordance with the approved LEA Plan;
3) Provide feedback on the LEA's status updates, annual reports, any interim reports, project plans and products; and
4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The CSBE and the Participating LEA will each appoint a key contact person for the RTTT grant.
2) These key contacts from the CSBE and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
3) The CSBE and the Participating LEA grant personnel will jointly determine appropriate timelines for project updates and status reports throughout the entire grant period.
4) The CSBE and the Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's RTTT grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the CSBE determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the CSBE will take appropriate enforcement action, which could include a collaborative process between the CSBE and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;
2) Is familiar with the State's RTTT grant application and is supportive of and committed to working on all or significant portions of the State Plan;
3) Agrees to implement those portions of the State Plan indicated in Section I of this MOU, if the State application is funded;
4) Will provide a Final Scope of Work to be attached to this MOU as Attachment 1 only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Attachment 1 the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Section I) and with the State Plan;

5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99); and
6) Shall execute "savings clause" with the appropriate collective bargaining unit, attached hereto as Addendum.

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required**:**

_____
Signature/Date

_____
Print Name/Title

President of Local School Board (or equivalent, if applicable)**:**

_____
Signature/Date

_____
Print Name/Title

Local Teachers' Union Leader (if applicable)**:**

_____
Signature/Date

_____
Print Name/Title

Authorized State Official - required**:**
By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____
Signature/Date

_____
Print Name/Title

ADDENDUM

I. SAVINGS CLAUSE

The _____ Board of Education has agreed to be a Participating LEA in the State of Connecticut's Race to the Top ("RTTT") grant project. If the application is funded, the signatories below agree to work together in good faith to implement those areas of Connecticut's RTTT Plan set forth in the Preliminary Scope of Work in the Memorandum of Understanding attached hereto. Provided, however, that nothing in the attached MOU shall be construed to waive or to override any rights or duties as provided by the Teachers' Negotiation Act (Connecticut General Statutes sections 10-153a through n) or any federal or state statutes or regulations or collective bargaining agreements. Nor shall this MOU be construed to require a re-opening of the collective bargaining agreement. Those areas subject to collective bargaining shall be implemented only upon the written agreement of the LEA and the local bargaining agent.

II. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required**:**

_____
Signature/Date

_____
Print Name/Title

Chairperson of Local School Board (or equivalent, if applicable)**:**

_____
Signature/Date

_____
Print Name/Title

Local Teachers' Union Leader (if applicable)**:**

_____
Signature/Date

_____
Print Name/Title

Methodology for Selection of Persistently Lowest-Achieving Schools

Step 1: Determine all relevant definitions—i.e., the definition of "secondary school," the definition of a "number of years" for purposes of determining whether a high school has a graduation rate less than 60 percent, and the definition of a "number of years" for purposes of determining "lack of progress" on the state's assessments. The definition of secondary schools in Connecticut would be high schools. The definition of "number of years" for determining "lack of progress" would be three.

Step 2: Determine the number of schools that make up 5 percent of schools in each of the relevant sets of schools (i.e., 5 percent of Title I schools in improvement, corrective action or restructuring, and 5 percent of the secondary schools that are eligible for, but do not receive, Title I funds); determine whether that number or the number five should be used to determine the lowest-achieving schools in each relevant set of schools, depending on which number is larger. The number of schools that make up 5 percent of schools for Title I schools in improvement, corrective action or restructuring is 18 (100% = 353 (296 elementary and middle + 57 high schools). The number of schools that make up 5 percent of secondary schools that are eligible for, but do not receive, Title I funds is 2 (100% = 37 secondary schools). Federal guidance requires the state to identify a minimum of five schools in this category.

Step 3: Determine the method for calculating combined English/language arts and mathematics proficiency rates for each school. A single percentage method was used for calculating a combined English/language arts and mathematics proficiency rate in the "all students" group. The following steps were conducted:

A. Establish the numerator
   i. Calculate the total number of proficient students in the "all students" group in reading/language arts by adding the number of proficient students in each grade tested in a school. Calculate the total number of proficient students in the "all students" group in mathematics by adding the number of proficient students in each grade tested in the school.
   ii. Add the total number of proficient students in reading/language arts and mathematics.
B. Establish the denominator
   i. Calculate the total number of students in the "all students" group in the school who took the state's reading/language arts assessment and the total number of students in the "all students" group who took the state's mathematics assessment.
   ii. Add the total number of students in the "all students" group in the school who took the state's reading/language arts assessment and the total number of students in the "all students" group who took the state's mathematics assessment.
C. Divide the numerator by the denominator to determine the percentage proficient in reading/language arts and mathematics in the school.
D. Rank the schools in each relevant set of schools from highest to lowest using the percentages in Step D.

Step 4: Determine the method for determining "lack of progress" by the "all students" group on the state's assessments. Lack of progress was determined by repeating the single percentage method (see Step 3) for three previous years for each school. Then, the 5 percent of schools with the lowest combined percentage proficient based on three years of data were identified to define the persistently lowest-achieving schools in Connecticut.

Step 5: Determine the weights to be assigned to academic achievement of the "all students" group and lack of progress on Connecticut's assessments. Weights were not assigned to academic achievement in determining lack of progress.

Step 6: Determine the weights to be assigned to elementary schools and secondary schools. Weights were not assigned to elementary schools and secondary schools.

Step 7: Using the process identified in Step 3, rank the Title I schools in improvement, corrective action or restructuring from highest to lowest based on the academic achievement of the "all students" group.

Step 8: Using the process identified in Step 4, as well as the relevant weights identified in steps 5 and 6, apply the second factor—lack of progress—to the list identified in Step 7.

Step 9: After applying lack of progress, start with the school at the bottom of the list and count up to the relevant number determined in Step 2 to obtain the list of the lowest-achieving 5 percent (or five) Title I schools in improvement, corrective action or restructuring.

Step 10: Identify the Title I high schools in improvement, corrective action or restructuring that have had a graduation rate of less than 60 percent over a number of years (as defined in Step 1) that were not captured in the list of schools identified in Step 9.

Step 11: Add the high schools identified in Step 10 to the list of schools identified in Step 9.

Step 12: Using the process identified in Step 3, rank the secondary schools that are eligible for, but do not receive, Title I funds from highest to lowest based on the academic achievement of the "all students" group.

Step 13: Using the process identified in Step 4, as well as the relevant weights identified in steps 5 and 6, apply the second factor—lack of progress—to the list identified in Step 12.

Step 14: After applying lack of progress, start with the school at the bottom of the list and count up to the relevant number determined in Step 2 to obtain the list of the lowest-achieving 5 percent (or five) secondary schools that are eligible for, but do not receive, Title I funds.

Step 15: Identify the high schools that are eligible for, but do not receive, Title I funds and that have had a graduation rate of less than 60 percent over a number of years (as defined in Step 1) that were not captured in the list of schools identified in Step 14. There were no high schools that meet this criteria that were eligible for, but do not receive, Title I funds but had a graduation rate of less than 60 percent over a number of years.

Step 16: Add the high schools identified in Step 15 to the list of schools identified in Step 14. Because no high schools were identified in Step 15, this step was not done.

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06/01/2009

Forty-Nine States and Territories Join Common Core Standards Initiative

NGA Center, CCSSO Convene State-led Process to Develop Common English-language arts and Mathematics Standards

Contact: Jodi Omear, 202-624-5346
Office of Communications

WASHINGTON— The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) today released the names of the states and territories that have joined the Common Core State Standards Initiative: **Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming**.

In the twenty-six years since the release of *A Nation at Risk,* states have made great strides in increasing the academic rigor of education standards. Yet, America's children still remain behind other nations in terms of academic achievement and preparedness to succeed.

By signing on to the common core state standards initiative, governors and state commissioners of education across the country are committing to joining a state-led process to develop a common core of state standards in English language arts and mathematics for grades K-12. These standards will be research and evidence-based, internationally benchmarked, aligned with college and work expectations and include rigorous content and skills.

"To maintain America's competitive edge, we need all of our students to be prepared and ready to compete with students from around the world," said **NGA Vice Chair Vermont Gov. Jim Douglas**. "Common standards that allow us to internationally benchmark our students' performance with other top countries have the potential to bring about a real and meaningful transformation of our education system to the benefit of all Americans."

"As state school chiefs, we have been discussing and building momentum for state-led, voluntary common standards that are both rigorous and internationally benchmarked for the past two years.," stated **CCSSO President and Arkansas Commissioner of Education Ken James**. "The broad level of commitment we have received from states across the nation for this unprecedented effort is both gratifying and exciting. It also clearly illustrates that this is an idea whose time has arrived."

The Common Core State Standards Initiative is being jointly led by the NGA Center and CCSSO in partnership with Achieve, Inc; ACT and the College Board. It builds directly on recent efforts of leading organizations and states that have focused on developing college-and career-ready standards and ensures that these standards can be internationally benchmarked to top-performing countries around the world.

The goal is to have a common core of state standards that states can voluntarily adopt. States may choose to include additional standards beyond the common core as long as the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

"Measuring our students against international benchmarks is an important step," said **Virginia Gov. Timothy Kaine**. "Today, we live in a world without borders. It not only matters how Virginia students compare to those in surrounding states – it matters how we compete with countries across the world."

"Only when we agree about what all high school graduates need to be successful will we be able to tackle the most significant challenge ahead of us: transforming instruction for every child," said **CCSSO President-Elect and Maine Education Commissioner Sue Gendron**. "Common standards will provide educators clarity and direction about what all children need to succeed in college and the workplace and allow states to more readily share best practices that dramatically improve teaching and learning. Our graduates and frankly, the future of our economy, cannot wait any longer for our educational practices to give equal opportunity for success to every student."

The NGA Center and CCSSO are coordinating the process to develop these standards and have created an expert validation committee to provide an independent review of the common core state standards, as well as the grade-by-grade standards. This committee will be composed of nationally and internationally recognized and trusted education experts who are neutral to – and independent of – the process. The college and career ready standards are expected to be completed in July 2009. The grade-by-grade standards work is expected to be completed in December 2009.

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Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 50 states, three territories and two commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. For more information, visit www.nga.org.

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. http://www.ccsso.org/

National Governors Association, 444 N. Capitol St., Suite 267, Washington, D.C. 20001-1512 | (202) 624-5300
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GREAT SCHOOLS PARTNERSHIP

January 13, 2010

Mark K. McQuillan
Commissioner of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

On behalf of the New England Secondary School Consortium, I am writing this letter to endorse the Connecticut State Department of Education's application for federal support through the American Recovery and Reinvestment Act's Race to the Top Fund. Our regional partnership, of which your state and department are active members, strongly believes that Connecticut's Race to the Top application, and the specific objectives and programs outlined therein, reflect an ongoing commitment to creating a world-class education system in your state. As you know, the five partner states of Connecticut, Maine, New Hampshire, Rhode Island, and Vermont believe that our bold vision, shared goals, and innovative strategies will empower us to close persistent achievement gaps, promote greater educational equity and opportunity for all students, dramatically improve teacher quality, enhance data reliability and regional performance comparability, and lead our educators and schools into a new era of secondary schooling.

For more than two years, the Consortium—a pioneering, nationally recognized educational partnership committed to fostering forward-thinking innovations in the design and delivery of secondary education across the New England region—has been designing, planning, and implementing a variety of school-improvement strategies intended to bring greater coherence, alignment, and common purpose to the promotion of best practices, school innovation, and forward-thinking educational policy across the New England region. This collective commitment is truly unprecedented in its ambition and scope, while is mission and strategic objectives are all highly aligned with the objectives and four assurances outlined in the guidelines for Race to the Top proposals.

The Consortium's multistate strategy is grounded in a set of agreed-upon beliefs and proven transformative strategies, including the simultaneously improvement of (1) school-based educational practices and their governing policies; (2) 21st-century learning standards and new skilled-based assessments and data systems that can more accurately measure the attainment of those standards; and (3) statewide educational delivery systems and the quality of classroom instruction students receive every day. To achieve these goals, all five of the Consortium member states are and have been working collaboratively on next-generation assessments aligned with the objectives of the Race to the Top assessment grants. Our collaboration will empower the member state to advance progress toward the creation of a more balanced system of assessment than what is currently in operation in New England and other states

throughout the country.

The five Consortium states have all signed on to and support the Common Core State Standards Initiative, and we expect that these proposed national standards will ultimately be adopted by our states. To complement this groundbreaking initiative, and to build upon the strong success of the New England Common Assessment Program, the five Consortium member states will be developing—with the goal of co-adopting and assessing—forward-thinking, skill-based, 21st-century standards that will reflect the ways in which students will learn, work, live, and lead in tomorrow's colleges, careers, and communities. To ensure that these standards are not simply adopted, but meaningfully implemented and assessed in our public schools, the Consortium is also working to develop a regional performance-assessment system with three common components: (1) a world-class, time-sensitive, on-demand common assessment that will make use of cutting-edge online technologies and thoughtfully crafted performance tasks focused on real-world relevance and application; (2) a common bank of curriculum embedded performance-assessment tasks coupled with support materials and examples of student work; and (3) a set of common rubrics that will clearly define performance expectations for 21st-century skill acquisition, require students to demonstrate learning through a body of evidence (such as student portfolios or capstone projects), and lay the foundation for regional comparability of student learning beyond the traditional standardized test.

The Consortium recognizes that simply adopting more relevant and effective standards will not increase student achievement and outcomes—unless, of course, new skilled-based assessments are developed to ensure accountability, improve the precision of large-scale measurement, and accurately determine school and teacher efficacy. The successful adoption of 21st century standards requires equally successful 21st century assessments. For this reason, the Consortium is addressing standards, large-scale assessment, and data systems systemically in both policy and practice.

In affiliation with the Donahue Institute at the University of Massachusetts, the Consortium has also been convening, over the past year, a multistate data team that has developed and refined common, high-impact metrics for determining the efficacy of public secondary education across New England. One of the Consortium's explicit goals is to "more accurately measure student learning" through innovative performance-based assessments, more robust longitudinal data systems, and regional—even national—comparability of student data. The Consortium has been working closely with our regional data team to establish baseline performance data for the five states using a common, comprehensive methodology for calculation, reporting, and analysis. In addition to several metrics for measuring student achievement during the critical secondary school years, our regional data team is also developing a plan to gauge postsecondary aspirations and success, including remedial course-taking data, and college enrollment and completion rates using the National Student Clearinghouse's StudentTracker for High Schools system.

This regional standards, assessment, and data work is a critical component of a much larger and more systemic rethinking of secondary education in New England. With the support of the Consortium and its Council—a leadership body comprising the commissioner of education, state board members, state legislators, governor's representatives, and prominent business leaders from the member states—the Consortium intends to advance a regional approach to student assessment and data

reporting that focuses on high-leverage, high-impact strategies and policies. In keeping with national efforts to improve the quality and utility of school and educational data, including the Data Quality Campaign and the assurances outlined in the US Department of Education's Race to the Top application guidelines, the Consortium educational policies and practices that will make the measurement of educational efficacy and student outcomes more transparent, reliable, and actionable for policy makers, school leaders, teachers, parents, and citizens.

We hope that you will look favorably on our work—which has come to fruition only after years of investment, collaboration, commitment, and hard work—while also seeing in its design and execution the hallmarks of the kind of innovative leadership that will bring good ideas, effective policies, and proven educational strategies to scale in New England and across the country.

Sincerely,

(b)(6)

David Ruff
Executive Director
Great Schools Partnership
New England Secondary School Consortium

This letter has been prepared by the Great Schools Partnership, Inc. on behalf of the New England Secondary School Consortium, its five member states, and its funders and partners. The Great Schools Partnership is the lead coordinator of the Consortium.

Outside Stakeholder Letters of Support

AFT Connecticut
African Caribbean American Parents of Children with Disabilities
American Arbitration Association
Annenberg Institute for School Reform
Aspira of Connecticut
AT & T
Bourne, Tawana
Bridgeport Child Advocacy Coalition
Bridgeport Regional Business Council
Center on School, Family and Community Partnerships
Central Connecticut State University, CCSU
Chamber of Commerce-Eastern Connecticut
Charter Oak State College
Connecticut Academy for Education
Connecticut Academy of Science and Engineering
Connecticut Association of Boards of Education-CABE
Connecticut Association of Public School Superintendents
The Connecticut Association of Schools
Connecticut Business and Industry Association
Connecticut Center for School Change
Connecticut Charter School Network
Connecticut College
Connecticut Community Colleges
Connecticut Community Foundation
Connecticut Development Authority
Connecticut Education Association
Connecticut Health and Educational Facilities Authority
Connecticut Humanities Council
The Connecticut Metropolitan Regional Chambers Alliance
Connecticut Parent Advocacy Center
Connecticut Parent Information and Resource Center
Connecticut Parent Teacher Association
Connecticut Science Center
Connecticut State University System
Connecticut United for Research Excellence, Inc.
Fairfield County Community Foundation
Fairfield University
Gateway Community College
Goodwin College
Great Schools Partnership, Inc.
Housatonic Community College
Islamic Association of Greater Hartford
Lincoln College
Manchester Community College
Manufacturing Alliance of Connecticut - MAC

Meriden Children First
Middlesex County Parent Leadership
Middletown Schools' School Family Community Partners District Team
Naugatuck Valley Community College
Nelli Mae Education Foundation
Northeast Utilities System
Norwalk Community College
Norwalk Education Foundation
Parents United for Children of Color
Quinebaug Valley Community College
Real World Design Challenge
Regional Education Laboratory - REL
Regional Educational Service Centers Alliance
Saint Joseph College
Science and Technology Magnet High School of Southeastern Connecticut
Southern Connecticut State University
State Education Resource Center
State of Black Connecticut Alliance
State of Connecticut - African-American Affairs Commission
State of Connecticut - Commission on Children
State of Connecticut - Department of Higher Education
State of Connecticut - Employment Training Commissioner
State of Connecticut - Federal Congressional Delegation
State of Connecticut- House of Representatives - Representative Fleischmann
State of Connecticut - Latino & Puerto Rican Affairs Commission
State of Connecticut - Office of Workforce Competitiveness
State of Connecticut - Senate -Senator Gaffey
Stepping Stones Museum for Children
Student of Color Parent Organization
Teach for America
Three Rivers Community College
U.S. Small Business Administration
UIL Holdings Corporation
United Way
University of Connecticut
Urban League of Greater Hartford
Webster Bank
Wesleyan University
William Caspar Graustein Memorial Fund

AFT Connecticut
A Union of Professionals

AFT Connecticut
AFT, AFL-CIO

Healthcare
Higher Education
Public Employees
PSRP
Teachers

35 Marshall Road
Rocky Hill, CT 06067
860/257-9782
Fax: 860/257-8214
Toll Free: 888/398-3373
www.aftct.org

Sharon Palmer
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Melodie Peters
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Phyllis Kornfeld
Paul Krell
Ann Lohrand
Jean Morningstar
Chuck Morrell
Harry Rodriguez
Kathleen Sanner
Rick Tanasi

January 15, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter signifies our support for Connecticut's Race to the Top (RTTT) application.

We fully support the goals the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable RTTT plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Sharon Palmer, President
AFT Connecticut, AFT, AFL-CIO

AFRICAN CARIBBEAN AMERICAN PARENTS OF CHILDREN WITH DISABILITIES (AFCAMP), INC.
60-B Weston Street
Hartford CT 06120-1551
(860) 297-4358
E-mail: AFCAMP@SBCGLOBAL.NET website: WWW.AFCAMP.org

January 14, 2010

Commissioner Mark K. McQuillan
Connecticut State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As a federally funded Community Parent Resource Center (CPRC) whose mission is to educate, inform and support parents of children with disabilities for the purpose of improving their children's education and quality of life; AFCAMP is committed to partner and collaborate with The Connecticut State Department of Education (CSDE) to improve education outcome for all Connecticut children, especially children in the urban communities with special education needs and at risk of education failure.

We were one of several parent organizations who were recently provided an overview of the Connecticut application for the federal Race to the Top Incentive Grant. Please know that this letter signifies our support for the State of Connecticut's application.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace.
- Recruiting, developing, rewarding, and retaining effective teachers and principals.
- Building data systems that measure student success and inform teachers and principals how they can improve their practices.
- Turning around our lowest-performing schools.
- Providing effective parent and community engagement strategies and leadership development.

We look forward to our continued involvement as a partner to the CSDE regarding implementation of the above goals, of course, with a lens toward family empowerment, community stakeholder engagement, oversight and accountability. We commend the CSDE for their leadership already demonstrated. Moreover, we believe that your aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform will set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Merva Jackson
AFCAMP'S Executive Director

Cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

ANNE T. HENDERSON

Senior Consultant, Community Organizing and Engagement
Annenberg Institute for School Reform

1640 Roxanna Rd., NW * Washington, DC 20012
Phone: 202.882.1582 Fax: 202.882.2138 email: AnneTHenderson1@yahoo.com

January 11, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter attests to my strong support for Connecticut's Race to the Top (RTTT) application. For the past three years, I've been working with staff from your agency and have been impressed with their vision, commitment to quality, and innovative thinking.

The goals of the state plan for school reform are commendable, and consistent with the priorities of the Administration, including:

- Adopting internationally benchmarked standards and assessments;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

The proposals for family engagement, under the goal "Great Teachers and Leaders," signifies that your Department is paying close attention to the research and best thinking in the field. Placing this work under teachers and principals reflects the importance of developing capacity among school staff to engage families in meaningful ways to improve student achievement.

I also support how you propose to leverage your infrastructure by building capacity in the Regional Education Service Centers (RESCs) to deliver training for school Action Teams, using the award-winning National Network of Partnership Schools (NNPS) model developed by Dr. Joyce Epstein at Johns Hopkins University. Focusing this training on districts that sign on to the RTTT plan is a strategic use of your resources, as are the partnerships with your state Parent Information Resource Center (PIRC) and the Parent Leadership Training Institute of the Connecticut Commission on Children.

I commend the state of Connecticut for its leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, I believe

that your ambitious, yet achievable, RTTT plan for implementing coherent, compelling, and comprehensive education reform can set an example for other states throughout the country and transform your schools for decades to come.

Sincerely,

(b)(6)

Anne T. Henderson
Senior Consultant, Community Organizing and Engagement

ASPIRA of CONNECTICUT, Inc.

An Investment in Latino Youth

January 14, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

ASPIRA was pleased to participate in one of the recent informational meetings sponsored by the CT PIRC at which the CT State Department of Education provided an overview of their Race to the Top Incentive Grant application. With this letter we convey our support for Connecticut's application.

We support the goals of the state's plan for school reform, which includes: (1) Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace; (2) Recruiting, developing, rewarding, and retaining effective teachers and principals; (3) Building data systems that measure student success and inform teachers and principals how they can improve their practices; and, in particular, (4) Turning around our lowest-performing schools.

We look forward to our continued involvement as a partner to the CSDE regarding implementation of the above goals, of course, with a lens toward parent involvement.

We believe that the State's plan for implementing coherent, compelling, and comprehensive education reform can set an example for other states.

Sincerely,
V. Siberon
Vincent Siberon
Executive Director

Cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

310 Orange Street
New Haven, Connecticut 06510
Phone (203) 771-5748
Fax (203) 946-2141
ramona.carlow@att.com

Ramona Carlow
President
Connecticut

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Corporate social responsibility is integral to AT&T's culture; we continually engage in initiatives that enrich and strengthen our communities. Thanks to these efforts, we contributed more than $169 million through corporate-, employee- and AT&T Foundation-giving programs in 2008. In fact, the AT&T Foundation ranked as one of the most generous corporate foundations in the United States.

We strengthen our communities by providing good jobs, donating our time and talents, supporting underserved populations and promoting education programs that create economic opportunity.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Ramona Carlow
President - Connecticut

January 14, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The nature of this letter is to inform you and the SDE of my support for the State of Connecticut's RTTT application.

I had the pleasure to participate in one of the recent informational meetings sponsored by the CT PIRC at which the CT State Department of Education provided an extensive overview of their application for the federal Race to the Top Incentive Grant.

I fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

I look forward to my continued involvement as a partner/parent to the CSDE regarding implementation of the above goals. I commend the CSDE for the leadership already demonstrated and I believe that your aggressive yet achievable plan for implementing education reform will set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Tawana M. Bourne (Electronically Signed)

Cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

Bridgeport Child Advocacy Coalition
Mobilizing for Children

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Rev. Donald C. Luster
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Tanya Rhodes Smith
Ludwig Spinelli
Allyson Stollenwerck
Helen B. Wasserman
Scott K. Wilderman
Katherine S. Yacavone

Barbara Edinberg
Acting Director

January 7, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Bridgeport Child Advocacy Coalition (BCAC) is a coalition of 80 organizations, parents, and other concerned individuals committed to improving the well-being of Bridgeport's children through research, advocacy, community education and mobilization. Armed with the facts, BCAC helps to mobilize parents, community leaders, clergy and service providers to advocate for policy and systems changes to improve life for Bridgeport children and their families, particularly those who are most vulnerable and disadvantaged. We have been working hard to ensure that all children receive a high-quality education and have a healthy start in life.

This letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

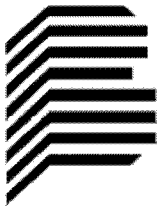
We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12, and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Barbara Edinberg
Acting Director

2470 Fairfield Avenue, Bridgeport, CT 06605 ● (203) 549-0075 ● FAX (203) 549-0203
www.bcacct.org



BRIDGEPORT REGIONAL BUSINESS COUNCIL

January 12, 2010

Robert Santy
President
Connecticut Economic Resource Center
805 Brook Street, Building 4
Rocky Hill, CT 06067

Dear Bob:

This letter signifies the support of the Bridgeport Regional Business Council for the Connecticut State Department of Education's application for participation in the Federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

The BRBC believes that activity around educational performance is critically important to the future of Connecticut's workforce, business growth and competitiveness, and supports the goals of the State's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the State of Connecticut for the leadership efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the Country and transform our schools for decades to come.

The BRBC covers a wide region and has 1,000 members who employ an estimated 50,000 people. On behalf of our membership and Board of Directors, please consider this letter as evidence of our recognition of the critical and significant impact which can result from the acceptance of Connecticut's application.

Sincerely,

Paul S. Timpanelli
President and CEO

Sbl
Education/cercsup.let

Center on School, Family, and Community Partnerships
Johns Hopkins University 3003 North Charles Street Suite 200 Baltimore MD 21218
TEL: 410-516-8807 FAX: 410-516-8890 E-mail: jepstein @ csos jhu.edu

January 12, 2010

Commissioner Mark K. McQuillan
Connecticut State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter is to strongly support Connecticut State Department of Education's (CSDE) Race to the Top (RTTT) application. Your plan outlines critical goals for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

The Center on School, Family, and Community Partnerships at Johns Hopkins University has been conducting research and development on the nature and effects of family and community involvement for over 20 years. The Center established the National Network of Partnership Schools (NNPS) to help states, districts, and schools apply research-based approaches to improve their programs of partnership and to evaluate progress and results.

CSDE has been a member of and national leader in NNPS for many years. Your excellent leaders for family and community involvement fully understand the important connections of district and school leadership for goal-linked partnerships, outreach to all families, and student success in school, from preschool through high school. CSDE's leaders for partnerships will be able to ensure that teachers in all schools can conduct effective programs of family and community involvement that contribute to students' learning and success in school.

Connecticut has demonstrated consistent leadership and strong efforts to integrate early childhood, K-12 and higher education. Your state is to be commended, too, for your important attention to family and community involvement as an essential component of the ambitious – yet achievable – RTTT plan for the state. The plan will continue to strengthen Connecticut's schools and results for students. I believe that your comprehensive and forward-looking design will serve as a national example for other states.

Sincerely,

(b)(6)

Joyce L. Epstein, Ph.D.
Director and Principal Research Scientist/
Research Professor of Sociology

OFFICE OF THE PRESIDENT
CCSU
Central Connecticut State University

January 11, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Our mission is to promote a postsecondary system of distinctive strengths which, through overall coordination and focused investment, assures state citizens access to high quality educational opportunities, responsiveness to individual and State needs, and efficiency and effectiveness in the use of resources.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Jack Miller
President

JM/rcw

CHAMBER of COMMERCE
EASTERN CONNECTICUT

December 23, 2009

Mark K. McQuillan
Commissioner of Education
165 Capitol Avenue
Hartford, CT 06106
Dear Mark,

This letter signifies our support to the Connecticut State Department of Education's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

The Chamber believes that activity around educational performance is critically important to the future of Connecticut's workforce, business growth and competitiveness, and supports the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Our chamber covers a 20+ town region and has over 1600 members who employ an estimated 50,000 people. On behalf of our membership and Board, please consider this letter as evidence of our recognition of the critical and significant impact which can result from the acceptance of Connecticut's application.

Sincerely,

(b)(6)

Tony Sheridan, President and CEO
Chamber of Commerce of Eastern Connecticut

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Charter Oak State College is part of the Connecticut postsecondary system which balances a set of distinctive strengths which, through overall coordination and focused investment, assures state citizens access to high quality educational opportunities, responsiveness to individual and State needs, and efficiency and effectiveness in the use of resources. Charter Oak is Connecticut's public online college so we are the place adults students choose for bachelor's completion.

Because we are a non-traditional higher education provider, we are fully committed to online learning and high quality instruction. Like our sister institutions, we fully support the efforts to integrate STEM initiatives throughout the application – as part of Standards and Assessments, Great Teachers and Leaders, and Innovative Schools. We also support the Teaching and Assessing Next Generation Learners initiative, which in turn supports extensive PD for teachers and administrators in teaching with a variety of technologies (including teaching online) and supporting and evaluating technology in classrooms/schools.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely yours,

(b)(6)

Ed Klonoski, President
Charter Oak State College

CONNECTICUT ACADEMY FOR EDUCATION
in Mathematics, Science & Technology, Inc.

Excellence Within Reach

Commissioner Mark K. McQuillan, Ph.D.
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

January 13, 2010

Dear Commissioner McQuillan:

For nearly two decades, the Connecticut Academy for Education in Mathematics, Science & Technology, Inc. has worked systemically to improve the development and delivery of robust education in mathematics, science and technology (MST) for all students. We will now sharply focus our resources to help bring more balance to Connecticut's systemic reform efforts to improve instruction in MST. This balance will be achieved by creating a culture where all students understand why they must learn and are willing to make a personal commitment to learning.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and to meet our children's intellectual and skill development needs for a changing world.

Sincerely,

(b)(6)

Richard Cole
President and Chief Executive Officer

211 South Main Street Middletown, CT 06457-3769; Telephone (860) 346-1177; Fax (860) 346-2157
www.ctacad.org

CONNECTICUT ACADEMY OF SCIENCE AND ENGINEERING

January 8, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Connecticut Academy of Science and Engineering is a private, nonprofit, public-service institution patterned after the National Academy of Sciences. The Academy identifies and studies issues and technological advances that are or should be of concern to the people of Connecticut, and provides unbiased, expert advice on science- and technology-related issues to state government and other Connecticut institutions. It is comprised of distinguished scientists and engineers from Connecticut's academic, industrial, and institutional communities. Membership is limited by the Academy's Bylaws to 400 members.

Therefore, this letter signifies our support for the Connecticut State Department of Education's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Richard H. Strauss
Executive Director

179 Allyn Street, Hartford, Connecticut 06103-1422 • 860-527-2161 • email: acad@ctcase.org

Connecticut Association of Boards of Education, Inc.
81 Wolcott Hill Road, Wethersfield, CT 06109-1242 • (860) 571-7446 • Fax (860) 571-7452 • www.cabe.org

Donald Blevins
President
Watertord

Lydia Tedone
First Vice President
Simsbury

Richard Murray
Vice President
for Government Relations
Killingly

John Prins
Vice President
for Professional Development
Branford

Stephen Wright
Secretary/Treasurer
Trumbull

J. Callender Hemmway
Immediate Past President
Granby

Mark Allaben
Area 3 Director
Hebron

Mary Broderick
Secretary-Treasurer, NSBA
East Lyme

Robert Rader
Executive Director

Patrice A. McCarthy
Deputy Director
and General Counsel

Bonnie B. Carney
Senior Staff Associate
for Publications

Nicholas D. Ciaruto, Jr.
Senior Staff Associate
for Field Services

Sheila McKay
Senior Staff Associate
for Government Relations

Kelly Bulisor Moyher
Senior Staff Attorney

Vincent A. Mustaro
Senior Staff Associate
for Policy Service

Lisa M. Steiner
Senior Staff Associate
for Professional Development

Teresa Costa
Coordinator of Finance
and Administration

January 8, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Our mission is to assist local and regional boards of education in providing high quality education for all Connecticut children through effective leadership.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Preparing students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the State of Connecticut for the leadership and efforts demonstrated in recent years to create and integrate early childhood, K-12 and higher education and look forward to working with state and local leaders to ensure success for our students in the 21st Century.

Sincerely yours,

(b)(6)

Robert Rader
Executive Director

Connecticut Association of Public School Superintendents
26 Caya Avenue
West Hartford, Connecticut 06110

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The mission of CAPSS is to lead the continuous improvement of public education for all students by advocating public policy for children, and by developing and supporting executive school leaders.

CAPSS is a statewide nonprofit educational administration organization whose membership includes Connecticut public school superintendents, assistant superintendents, central office administrative personnel, state department of education officials, and college and university professors. It provides educational and administrative leadership on a state and national level; it researches, gathers, and disseminates data and information necessary for the management and operation of effective school systems; it monitors state and federal legislative activity and strives to influence positive laws and regulations affecting the education of Connecticut's public school students; it provides personal support services for its members; it holds statewide conferences and workshops of interest to the educational community; and it is a strong voice and staunch advocate of quality public school education.

Therefore, this letter signifies CAPSS support for the State of Connecticut's efforts to reform public schooling in the state and in that context supports the State's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

Specifically, CAPSS supports the following goals of the state's plan for school reform:

- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

In addition, CAPSS commends the support that the State is giving to transform the very system of public schooling.

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Finally, CAPSS appreciates and supports the leadership and efforts already demonstrated by the State in recent years to create and integrate early childhood, K-12 and higher education. The organization particularly appreciates what the State is doing to implement coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and that can transform our schools for decades to come.

Sincerely,

(b)(6)

Dr. Joseph J. Cirasuolo
Executive Director
CAPSS

THE CONNECTICUT ASSOCIATION OF SCHOOLS

EXECUTIVE DIRECTOR
Michael H Savage

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Bristol Eastern High School

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Janet Garagliano, Principal
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- National Association of Secondary School Principals
- New England Association of Schools and Colleges
- National Middle School Association
- National Association of Elementary School Principals
- New England League of Middle Schools
- National Federation of State High School Associations

30 Realty Drive
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Phone: (203)250-1111
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www.casciac.org

Serving schools and principals

January 13, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter signifies the support of the Connecticut Association of Schools (CAS) for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009. As a private, non-profit professional organization, CAS is devoted to enhancing teaching, learning and leading in the schools in Connecticut. In this role, we have also been involved as an external partner in the many months of discussion leading to this application.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Over the last three to five years, Connecticut has also developed a comprehensive school improvement structure and is in the process of implementing a multifaceted, systematic approach to increasing student achievement. However, funding is necessary to fully support this effort. We recognize that the aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that is set out in this application can set an example for other states throughout the country and transform our schools for decades to come.

(b)(6)

Michael H. Savage
Executive Director

CBIA
CONNECTICUT BUSINESS & INDUSTRY ASSOCIATION

John R. Rathgeber
President and Chief Executive Officer

January 8, 2010

Honorable Mark McQuillan
Commissioner
State Department of Education
P.O. Box 2219
Hartford, CT 06145-2219

Dear Commissioner McQuillan,

I am writing on behalf of the Connecticut Business and Industry Association (CBIA) to strongly endorse Connecticut's application for Race to the Top grant funding from the U.S. Department of Education. CBIA is the state's largest business association with 10,000 member companies, representing small businesses as well as the state's largest corporations. Our members are extremely concerned about the quality of the skilled workforce in Connecticut, which is directly dependent upon the quality of the outcomes obtained by Connecticut's students.

Connecticut has the unenviable reputation of having one of, if not -the largest achievement gap in the country. Because of our New England roots, we have high performing suburban school districts, small rural schools and core urban centers. Our urban schools educate some of the poorest students in the nation, leading to large disparities in educational outcomes in our growing African American and Hispanic student populations. Despite decades of school reform efforts, our achievement gaps persist, although we have magnet and charter schools that have significantly outperformed their peers in more traditional settings. We do have some school successes in our traditional schools, but much more needs to be done if we are to achieve acceptable educational outcomes for all of Connecticut's schoolchildren.

We are pleased therefore to see the direction that Connecticut's application for Race to the Top funds is taking; and, believe that it holds the promise for educational success for many of the state's students. Turning around low performing schools, improving teacher quality and ensuring they are teaching in needy districts throughout the state, improving Connecticut's data system and the use of assessments are all areas that CBIA endorses and the business community supports.

We have been a partner with the state of Connecticut on many initiatives throughout the years and CBIA's Education Foundation is a leader in promoting and developing public-private partnerships to improve public education. We are pleased that our National Math and Science Initiative, Project Opening Doors, which has been obtaining dramatic results in advanced placement in math, science and English for under-represented student populations is included as a component of Connecticut's plan.

We are ready to assist in any way possible to help Connecticut school districts achieve high levels of performance for all their students and look forward to a positive response from Washington, to leverage and accelerate the efforts already underway.

Sincerely

(b)(6)

John R. Rathgeber

Connecticut Center
for School Change
System Success = Student Success

January 14, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As a group whose goal is to support families, including their involvement in education, our organization, ***the Connecticut Center for School Change, Parents Supporting Educational Excellence program,*** was pleased to participate in one of the recent informational meetings sponsored by the CT PIRC at which the CT State Department of Education provided an extensive overview of their application for the federal Race to the Top Incentive Grant. Please know that this letter signifies our support for the State of Connecticut's application.

Our civics leadership initiative provides parents, grandparents and guardians with practical strategies for leading and partnering with schools to improve outcomes for all children, as they explore leadership, change, education policy and practices and partnering in a 12 session program.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We look forward to our continued involvement as a partner to the CSDE regarding implementation of the above goals, of course, with a lens toward parent leadership in education. Moreover, we believe that your aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform will set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Doug Edwards
Parents SEE
Statewide Coordinator

Cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

Connecticut Charter School Network

January 10, 2010
Commissioner Mark K. McQuillan
Department of Education
State Office Building
Hartford, CT 06106

Dear Commissioner McQuillan:

The Connecticut Charter School Network after careful deliberation offers this letter in support of Connecticut's Race to the Top (RTTT) application. In supporting this application we are encouraged by the State Board of Education's recent discussions and recommendations to strengthen the state's charter school framework by addressing equity in funding, lifting enrollment caps and the creation of innovative local autonomous schools. We look forward to working in partnership with you and other state officials to ensure that these changes are fully enacted in the upcoming legislation session; thereby maximizing Connecticut's standing in this important arena of the Race to the Top competition.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable RTTT plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

We support the goals the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We believe that Connecticut's state charter schools have a vital and ongoing role to play as part of a statewide strategy to close our state's achievement gap, and we stand ready to assist both the State Department of Education and our colleagues in local school districts as this important work unfolds.

Sincerely

MICHAEL M. SHARPE

Michael M. Sharpe
President

CC: Charter School Directors

339 Blue Hills Avenue · Hartford CT, 06112 · Phone (860) 527-0575 · Fax (860) 243-3081

CONNECTICUT COLLEGE

LEO I. HIGDON, JR.
President

January 13, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Connecticut College is pleased to support Connecticut's application for Race To The Top (RTTT) funding. We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to improve and integrate early childhood, K-12, and higher education.

Recently, Judith Greiman, on behalf of the Connecticut Council of Independent Colleges, sent you a letter of support for the application, indicating areas of reservation, particularly about how some of the proposals might impact private institutions. We echo those concerns. At Connecticut College, we take very seriously the responsibility to protect the privacy of our students, and so share a long-standing concern about the sharing of such data with external entities. Similarly, we share with the CCIC unease about potentially adding another layer of accountability and oversight to a sector of higher education already responsive to governing boards and various accrediting agencies.

We hope that Connecticut's application for the RTTT program will be mindful of these and similar issues, which differentially affect public and private not for profit institutions. At Connecticut College, we look forward to working with the state to move the plan forward in ways that respect our initial reservations while strengthening K-12 education in Connecticut.

Sincerely,

(b)(6)

Leo I. Higdon

270 Mohegan Avenue, New London, Connecticut 06320-4196
Telephone: 860 439-2666 Fax: 860 439-2101 E-mail: lhigdon@conncoll.edu Internet: www.conncoll.edu

Connecticut Community Colleges

Education That Works For a Lifetime

January 11, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As the largest constituent unit of public higher education in Connecticut with more than 50% of the state's public college undergraduates enrolled in credit programs in the fall of 2009, the Connecticut Community Colleges are most supportive of the state Department of Education's proposal for participation in the federal Race to the Top initiative. As a participant in the national Achieving the Dream Initiative, our System of Colleges welcomes the opportunity to work cooperatively with the State Department of Education to advance the success of all the state's students, particularly those underserved students who turn to community colleges for educational opportunity. Currently over two-thirds of Connecticut's minority undergraduates are enrolled in our 12 colleges located throughout the state and at the heart of its most impoverished urban communities.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their plan for comprehensive educational reform that will address many of the most significant challenges faced by Connecticut's students.

As a primary entry point for higher education in Connecticut, our Community Colleges are enthusiastic about the opportunities presented by Race to The Top to encourage collaboration and cooperation throughout the entire educational continuum by assessing student performance, advancing college readiness, and providing greater opportunities for student success by encouraging continuation to higher education. The Race to the Top initiative has the potential to transform Connecticut's education landscape for decades to come and to set an example for other states throughout the country.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;

- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

And we pledge to work closely with the project teams developing the proposal, the reform agenda and supporting policies, and in implementing the new design that will advance the academic goals and achievement of all Connecticut's students.

Sincerely,

(b)(6)

Marc S. Herzog
Chancellor

CONNECTICUT COMMUNITY FOUNDATION

43 Field Street
Waterbury CT 06702
203 753 1315
Fax 203 756 3054

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Jeanne Paparazzo

Molly A Parker

Frank J Scinto

A J Wasserstein

Ingrid Manning
CEO

NATIONAL STANDARDS

January 8, 2010

Commissioner Mark K McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Connecticut Communnity Foundation, the community foundation for 21 towns in northwest Connecticut, engages the community to address its needs by connecting charitable resources to sustainable programs in human services, education, the environment, health care and the arts

This letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come

Sincerely,

(b)(6)

Ingrid Manning
Chief Executive Officer

Connecticut Development Authority

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter is written in support of the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

As a development finance authority governed by a board comprised of several of the state's business and financial leaders, the Connecticut Development Authority's mission is to stimulate business investment and create jobs. We fully support the state's plan for school reform that meets the workforce development goals necessary for a sustainable economy for Connecticut companies and residents. That plan includes:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we believe this is an achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Marie C. O'Brien
President

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CEA
Advocating for teachers and public education

Connecticut Education Association

Governance
Philip Apruzzese, President
Sheila Cohen, Vice President
Cheryl Prevost Secretary
Jeff Leake, Treasurer
Maureen Honan, NEA Director
Tom Nicholas, NEA Director

Executive Office
Dr. John Yrchik
Executive Director
Capitol Place Suite 500
21 Oak Street
Hartford, CT 06106-8001
860-525-5641 800-842-4316
Fax: 860-725-6388
www.cea.org

Affiliated with the National Education Association

January 15, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Connecticut Education Association examines educational and professional development issues and develops policies, activities, and materials to assist and advocates for CEA members.

Therefore, the Connecticut Education Association supports the State of Connecticut's application for participation in the federal Race to the Top (RTTT) grant. We understand that this funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009, is designed to encourage and reward states that are creating the conditions for education innovation and reform; achieving improvement in student outcomes; and implementing ambitious plans in the four core education reform areas:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices;
- Recruiting, developing, rewarding, and retaining effective teachers and principals; especially where they are needed most; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. We will advocate for participating districts to improve teaching and learning in Connecticut's Public Schools. We will work to ensure the active involvement of educators to advance the state's reform goals and transform our schools for decades to come.

Sincerely,

(b)(6)

Phil Apruzzese
President

CHEFA
CONNECTICUT HEALTH AND EDUCATIONAL
FACILITIES AUTHORITY

January 13, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As part of our commitment to the growth of educational opportunities, the Connecticut Health and Educational Facilities Authority (CHEFA) extends our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. We also value our continued partnership, as demonstrated through such efforts as the Early Education Research and Policy Council and the Child Care Facility Loan Program. The development of a comprehensive and achievable plan for educational reform supports our mission by strengthening Connecticut's educational system, and enhancing educational opportunities for the citizens of Connecticut .

Sincerely,

(b)(6)

Jeffrey A. Asher
Executive Director

10 Columbus Boulevard • Hartford, CT 06106-1978
Phone (860) 520-4700 • Fax (860) 520-4706

Connecticut Humanities Council

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Connecticut Humanities Council is a public foundation incorporated in 1973 as a state-based affiliate of the National Endowment for the Humanities. Our mission for the last 35 years has been to promote a greater public appreciation for history, literature, philosophy and the other core disciplines of the humanities among the people of Connecticut.

We have always seen education as a high priority area for us to achieve those goals. Over the years we allocated hundreds of thousands of dollars to support a wide array of professional development programs for Connecticut teachers at all levels of the curriculum, and we have worked collaboratively with a variety of urban school systems across the state to create and implement humanities-based programs in school and after school settings

Given that long-standing commitment, we are delighted to support without reservation the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts clearly and repeatedly demonstrated in recent years to create and integrate early childhood, K-12 and higher education. We see their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform as just the latest in a long series of imaginative educational initiatives that positions them for success. We have no doubt that if appropriate financial support is secured, this latest initiative can set an example for other states throughout the country.

Sincerely,

(b)(6)

Bruce Fraser
Executive Director

BF/ad

THE CONNECTICUT METROPOLITAN REGIONAL CHAMBERS ALLIANCE

January 12, 2010

Robert Santy
President
Connecticut Economic Resource Center
805 Brook Street, Building 4
Rocky Hill, CT 06067

Dear Bob:

Over the past three to four years, the Chief Executive Officers of the larger, urban, regional Chambers of Commerce in our state have formed a Metropolitan Regional Chambers Alliance. The eight of us gather once a month to share ideas, common issues and concerns, build our network, and find ways in which our combined clout could have some added impact in improving the state of our state.

This letter signifies the support of the Metropolitan Regional Chambers Alliance for the Connecticut State Department of Education's application for participation in the Federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We believes that activity around educational performance is critically important to the future of Connecticut's workforce, business growth and competitiveness, and supports the goals of the State's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the State of Connecticut for the leadership efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the Country and transform our schools for decades to come.

On behalf of the Connecticut Metropolitan Regional Chambers Alliance and our membership and Boards of Directors, please consider this letter as evidence of our recognition of the critical and significant impact which can result from the acceptance of Connecticut's application.

Sincerely,

Christopher Bruhl
President & CEO
Business Council of Fairfield County

Anthony Rescigno
President & CEO
Greater New Haven Chamber of Commerce

Oz Griebel
President & CEO
MetroHartford Alliance

Tony Sheridan
President & CEO
Chamber of Commerce of Eastern Connecticut

Larry McHugh
President & CEO
Middlesex County Chamber of Commerce

Paul Timpanelli
President & CEO
Bridgeport Regional Business Council

Michael Nicastro
President & CEO
Central Connecticut Chambers of Commerce

Lynn Ward
President & CEO
The Waterbury Regional Chamber

cpac
Connecticut Parent Advocacy Center, Inc.

Main Office
338 Main Street, Niantic, CT 06357
Telephone: (860) 739-3089
V/TDD or 1-800-445-CPAC
Fax: (860) 739-7460

Satellite Office
Fair Haven Community Health Center
374 Grand Avenue, New Haven, CT 06513
Telephone: (203) 776-3211

January 14, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

On behalf of the Connecticut Parent Advocacy Center (CPAC), I am writing in support of the State of Connecticut's application for Race to the Top funding, made available through the American Recovery and Reinvestment Act (ARRA) of 2009

As Connecticut's statewide, federally-funded Parent Training and Information Center (PTIC) we are committed to providing information and support to all families in Connecticut who have children with disabilities so that they are prepared to be equal partners in all decisions regarding their child's education. Our work affirms what the growing body of research tells us; educating, supporting and including parents in this critical role is a key element of any successful school reform effort.

Based on our knowledge and experience, we fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools

We look forward to our continued partnership with the CSDE. We trust that all family organizations will be welcome members of your efforts to promote family engagement as an integral part of school reform in Connecticut. We support your plan and believe that true comprehensive education reform will enable all of our children to be successful learners and ultimately, independent and productive citizens of our state.

Sincerely,

(b)(6)

Nancy Prescott
Executive Director

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As you are aware, the Connecticut Parent Information and Resource Center ***(CT PIRC)*** is coordinated by the State Education Resource Center (SERC), a nonprofit agency primarily funded by the Connecticut State Department of Education. CT PIRC is partially funded by a grant through the U.S. Department of Education. CT PIRC provides important resources and services to families to support them as they enhance relationships with their children, become active in their children's schools, and learn more about the laws that affect their children's education. In addition, CT PIRC works with teachers and other professionals to reach our common objectives that include: improve student achievement; foster better communication with families; build strong links with community partners; and recognize and build on the strengths of families and teachers.

Therefore, this letter signifies our support regarding the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the State of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12, and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Marianne Kirner, Ph.D.
Executive Director

Connecticut PTA

everychild. onevoice.

Letter of Support from CT Parent Teacher Association

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Connecticut PTA exists as a source of information and support to all our local units and members. As the part of the largest volunteer child advocacy group in the nation we are here to support the efforts of our members as they work for the health, education, and welfare of children and youth around the state.

Connecticut PTA is a 501(C)3 nonprofit organization, established in 1900, to further the mission and objects of the National PTA. Currently, CT PTA is comprised of more than 260 units and 53,000 members state-wide. Units can be found associated with individual schools or towns, on a state-wide basis such as the Nutmeg State-Wide PTA, or for more specialized needs such as SEPTAs (Special Education PTAs) or Early Childhood PTAs.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

We also commend the State of Connecticut for recognizing the importance of parent involvement in the health, education and welfare of our children. We are willing to continue that partnership in this endeavor as well. We both know that to make these goals succeed you need to continue to have the parents as part of the solution.

Sincerely,

(b)(6)

Marne Usher, President

Connecticut PTA
60 Connolly Parkway, Bldg. 12, Suite 103
Hamden, CT 06514-2519
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Website: www.ctpta.org

Connecticut
Science Center

January 6, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Connecticut Science Center is dedicated to inspiring lifelong learning through interactive and innovative experiences that explore our changing world through science.
We strive to create an engaging and sustainable science center that serves families and schools and has a significant impact on student and adult learning in Connecticut. We seek to develop the minds of future thinkers and inventors who will compete in the ever-expanding global marketplace for technology and innovation. And we endeavor to create a Connecticut workforce that meets the projected growth of jobs in science-related fields.

Therefore, this letter signifies our support for the Connecticut State Department of Education's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Matt Fleury
President and Chief Executive Officer

Connecticut State University System

39 Woodland Street ▪ Hartford, CT 06105-2337 ▪ 860-493-0000 ▪ www.ctstateu.edu

Office of the Chancellor

January 11, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Connecticut State University System (CSUS), as our state's largest public university system, endorses and supports Connecticut's application for participation in the federal Race to the Top (RTTT) funding process, as part of the American Recovery and Reinvestment Act (ARR) of 2009.

Consistent with our support of Connecticut's goals for school reform, the Board of Trustees voted last year to strengthen academic admission standards, especially in the areas of English, mathematics, social studies and science, at our four universities. These revised standards will further the state's plan for school reform, which includes:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

In addition, our institutions - Central, Eastern, Southern and Western Connecticut State Universities – have initiated collaborations with PK-12 schools, such as the "Building a Bridge to Improve Student Success" program, which is improving the alignment of curricula. We commend the State for its support of efforts designed to better integrate early childhood, K-12 and higher education.

Through these and other initiatives, CSUS is making a difference for our students and our state, strengthening Connecticut's economy and quality of life, providing affordable, accessible and transformative educational opportunities. Nearly half of our students are the first generation in their families to attend college. A CSUS education leads to baccalaureate, graduate and professional degrees, consistent with CSUS's historical missions of teacher education and career advancement.

Central Connecticut State University ▪ Eastern Connecticut State University ▪ Southern Connecticut State University ▪ Western Connecticut State University

An Equal Opportunity Employer

We continue to advocate the State's aggressive yet achievable plan for implementing compelling, comprehensive and effective education reform that can set an example for other states throughout the country and transform our schools for decades to come, fostering opportunity and advancement for all our students.

Sincerely,

David G. Carter
Chancellor

DGC/bk

CURE
Connecticut United for Research Excellence, Inc.

300 George Street. Suite 561
New Haven, CT 06511
Tel. 203-777-8747
Fax 203-777-8754
www.curenet.org

The Center of Connecticut's BioScience Cluster

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TREASURER
MICHELLE BOWMAN
PRICEWATERHOUSECOOPERS

January 8, 2010

Commissioner Mark McQuillan
State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Connecticut United for Research Excellence, Inc. (CURE) is pleased to support the Connecticut State Department of Education's *Race for the Top* proposal.

CURE, is the leading organization for promoting life science initiatives throughout Connecticut. CURE's award-winning program Bioscience Explorations is a critical link between industry's workforce needs and our educational infrastructure. Bioscience Explorations is an outreach service consisting of five parts: 1) a mobile science laboratory (CURE BioBus); 2) an equipment loan program (BioConnection); 3) a mobile science laboratory and equipment loan program for elementary students (Boehringer Ingelheim Science Quest); 4) custom-developed curricula; and 5) comprehensive teacher professional development. CURE believes that the proposed project is in keeping with our own goals for enhancing student learning in science, technology, engineering and mathematics (STEM) and a stronger bioscience workforce in the State of Connecticut.

Bioscience Explorations fosters connections for K-12 educators with bioscience companies and institutions of higher education, effectively translating state-of-the-art science experiences and technologies to students and teachers throughout Connecticut. Bioscience Explorations' primary objectives are to ignite enthusiasm, understanding, and support for bioscience education and research, and to expose students to scientific exploration and careers in the health sciences, biotechnology and research, with an emphasis on bringing these opportunities to the underserved.

Bioscience Explorations' programs visit Connecticut schools free of charge, though each visit requires an investment of time and effort by teachers and the school, including: 1) participation in teacher training; 2) integrating the program visit into classroom lessons, along with running activities before and after program visits; and 3) assisting Bioscience Explorations staff in teaching on board the mobile laboratories or teaching the program curricula in the classroom.

In support of the *Race to the Top* proposal, Bioscience Explorations curricular materials, training, and resources will be made to available to Connecticut students and teachers in collaboration with the Connecticut State Department of Education in their efforts to address critical needs in STEM education and workforce development. Our hope is that Bioscience Explorations will be a valuable resource to be incorporated into broadening the breadth and depth of STEM initiatives in Connecticut.

We strongly endorse the *Race to the Top* proposal and encourage support of this initiative that will lead to students better prepared to participate in a globally competitive workforce.

Sincerely,

(b)(6)

Sarah Berke, Ph.D.
Director, Bioscience Explorations
CURE, Inc.
300 George Street, Suite 561
New Haven, CT 06511
www.ctbiobus.org

Fairfield County Community Foundation

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Susan M. Ross

cf NATIONAL STANDARDS
Confirmed in compliance with national standards for U.S. community foundations

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Since 1992, when the Fairfield County Community Foundation was established, our top grantmaking priority has been to strengthen the quality of public education in our region. We have made, and continue to make, a significant philanthropic investment in public education. Most recently, in partnership with the CT Center for School Change and the UCONN Neag School of Education, we established the Urban School Leaders Fellowship to prepare aspiring principals to become instructional leaders in the four cities in Fairfield County: Bridgeport; Danbury: Norwalk; and Stamford.

I am pleased to write this letter in support of the State of Connecticut's application for participation in the Federal Race to the Top (RTTT) funding competition. We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to integrate early childhood, K-12 and higher education. We support your aggressive, yet achievable plan to implement coherent, compelling, comprehensive and effective education reform that can provide a quality education for all Connecticut children and provide a model for other states.

Sincerely,

(b)(6)

Susan M. Ross
President & CEO

383 Main Avenue, Norwalk, CT 06851-1543
Tel: 203.750.3200 Fax: 203.750.3232
Email: info@fccfoundation.org www.fccfoundation.org

Fairfield UNIVERSITY

Office of the President

January 13, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The success of higher education in the State of Connecticut and across the country is dependent upon having an effective secondary school system. Strong secondary schools must partner with a postsecondary system of distinctive strengths which, through overall coordination and focused investment, assures state citizens of access to high quality educational opportunities.

Therefore, Fairfield University supports the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building secure data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We in the private sector of higher education will work in partnership with the State of Connecticut where our cooperation is needed and appropriate. In this process, we want to ensure that there are legal protections with regard to the collection of student unit record data from private colleges, that the research questions are clearly articulated, and that the system is developed using accepted protocols.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Jeffrey P. von Arx, S.J.
President

JvA/dm

Gateway
Community
College

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Our mission is to promote a postsecondary system of distinctive strengths which, through overall coordination and focused investment, assures state citizens access to high quality educational opportunities, responsiveness to individual and State needs, and efficiency and effectiveness in the use of resources.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Dorsey L. Kendrick, Ph.D.
President

GOODWIN COLLEGE
OFFICE OF THE PRESIDENT

January 13, 2010

Robert Santy, President & CEO
CERC
805 Brook Street
Rocky Hill, CT 06067

Dear Mr. Santy:

This letter is in support of the State of Connecticut's Race to the Top application for federal funds. As I understand it, the program focuses on the development of rigorous standards and assessement for K-12 students, building longitudinal data systems that tract students from K-20 and use data collected to inform teachers and principals about performance, refining teacher preparation standards and programs and boosting the results at low performing schools.

In support of the program and its goals, we want to note our concerns as well, that the management of individual grants by states could be problematic for private colleges. The two biggest concerns are whether states seek to include private colleges in their longitudinal data systems without the proper protections for the colleges and universities that share data and whether the states try to exercise more regulatory control over such institutions.

Private colleges would need sufficient time to review the system to ensure that FERPA regulations are not being violated, especially regarding the collection of student unit record data unless legal protection is given to the institutions. Perhaps it will be possible to include such protections to the bill prior to the implementation of this project.

Sincerely,

Mark Scheinberg, President
Goodwin College

ONE RIVERSIDE DRIVE • EAST HARTFORD, CT 06118
VOICE: (860) 528-4111 • FAX (860) 291-8285

throughout the country.

The five Consortium states have all signed on to and support the Common Core State Standards Initiative, and we expect that these proposed national standards will ultimately be adopted by our states. To complement this groundbreaking initiative, and to build upon the strong success of the New England Common Assessment Program, the five Consortium member states will be developing—with the goal of co-adopting and assessing—forward-thinking, skill-based, 21st-century standards that will reflect the ways in which students will learn, work, live, and lead in tomorrow's colleges, careers, and communities. To ensure that these standards are not simply adopted, but meaningfully implemented and assessed in our public schools, the Consortium is also working to develop a regional performance-assessment system with three common components: (1) a world-class, time-sensitive, on-demand common assessment that will make use of cutting-edge online technologies and thoughtfully crafted performance tasks focused on real-world relevance and application; (2) a common bank of curriculum embedded performance-assessment tasks coupled with support materials and examples of student work; and (3) a set of common rubrics that will clearly define performance expectations for 21st-century skill acquisition, require students to demonstrate learning through a body of evidence (such as student portfolios or capstone projects), and lay the foundation for regional comparability of student learning beyond the traditional standardized test.

The Consortium recognizes that simply adopting more relevant and effective standards will not increase student achievement and outcomes—unless, of course, new skilled-based assessments are developed to ensure accountability, improve the precision of large-scale measurement, and accurately determine school and teacher efficacy. The successful adoption of 21st century standards requires equally successful 21st century assessments. For this reason, the Consortium is addressing standards, large-scale assessment, and data systems systemically in both policy and practice.

In affiliation with the Donahue Institute at the University of Massachusetts, the Consortium has also been convening, over the past year, a multistate data team that has developed and refined common, high-impact metrics for determining the efficacy of public secondary education across New England. One of the Consortium's explicit goals is to "more accurately measure student learning" through innovative performance-based assessments, more robust longitudinal data systems, and regional—even national—comparability of student data. The Consortium has been working closely with our regional data team to establish baseline performance data for the five states using a common, comprehensive methodology for calculation, reporting, and analysis. In addition to several metrics for measuring student achievement during the critical secondary school years, our regional data team is also developing a plan to gauge postsecondary aspirations and success, including remedial course-taking data, and college enrollment and completion rates using the National Student Clearinghouse's StudentTracker for High Schools system.

This regional standards, assessment, and data work is a critical component of a much larger and more systemic rethinking of secondary education in New England. With the support of the Consortium and its Council—a leadership body comprising the commissioner of education, state board members, state legislators, governor's representatives, and prominent business leaders from the member states—the Consortium intends to advance a regional approach to student assessment and data

reporting that focuses on high-leverage, high-impact strategies and policies. In keeping with national efforts to improve the quality and utility of school and educational data, including the Data Quality Campaign and the assurances outlined in the US Department of Education's Race to the Top application guidelines, the Consortium educational policies and practices that will make the measurement of educational efficacy and student outcomes more transparent, reliable, and actionable for policy makers, school leaders, teachers, parents, and citizens.

We hope that you will look favorably on our work—which has come to fruition only after years of investment, collaboration, commitment, and hard work—while also seeing in its design and execution the hallmarks of the kind of innovative leadership that will bring good ideas, effective policies, and proven educational strategies to scale in New England and across the country.

Sincerely,

(b)(6)

David Ruff
Executive Director
Great Schools Partnership
New England Secondary School Consortium

This letter has been prepared by the Great Schools Partnership, Inc. on behalf of the New England Secondary School Consortium, its five member states, and its funders and partners. The Great Schools Partnership is the lead coordinator of the Consortium.

HOUSATONIC COMMUNITY COLLEGE

900 LAFAYETTE BOULEVARD • BRIDGEPORT, CONNECTICUT 06604
203-332-5222 • 203-332-5247 FAX
www.hcc.commnet.edu

Office of the President
Anita T. Gliniecki

January 11, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Housatonic Community College's mission and focus is to increase the success of our students as measured by course completion, transfer and graduation rates. As an Achieving the Dream college, HCC utilizes data driven assessment to determine the programs and initiatives that will support and increase the success of our students. As a majority minority institution located in a poor urban setting, the College is well versed in the need to strengthen educational opportunities for all students in our service region and in the State of Connecticut.

Therefore, Housatonic Community College supports the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the State of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Anita T. Gliniecki
President

GREAT SCHOOLS PARTNERSHIP

January 13, 2010

Mark K. McQuillan
Commissioner of Education
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

On behalf of the New England Secondary School Consortium, I am writing this letter to endorse the Connecticut State Department of Education's application for federal support through the American Recovery and Reinvestment Act's Race to the Top Fund. Our regional partnership, of which your state and department are active members, strongly believes that Connecticut's Race to the Top application, and the specific objectives and programs outlined therein, reflect an ongoing commitment to creating a world-class education system in your state. As you know, the five partner states of Connecticut, Maine, New Hampshire, Rhode Island, and Vermont believe that our bold vision, shared goals, and innovative strategies will empower us to close persistent achievement gaps, promote greater educational equity and opportunity for all students, dramatically improve teacher quality, enhance data reliability and regional performance comparability, and lead our educators and schools into a new era of secondary schooling.

For more than two years, the Consortium—a pioneering, nationally recognized educational partnership committed to fostering forward-thinking innovations in the design and delivery of secondary education across the New England region—has been designing, planning, and implementing a variety of school-improvement strategies intended to bring greater coherence, alignment, and common purpose to the promotion of best practices, school innovation, and forward-thinking educational policy across the New England region. This collective commitment is truly unprecedented in its ambition and scope, while is mission and strategic objectives are all highly aligned with the objectives and four assurances outlined in the guidelines for Race to the Top proposals.

The Consortium's multistate strategy is grounded in a set of agreed-upon beliefs and proven transformative strategies, including the simultaneously improvement of (1) school-based educational practices and their governing policies; (2) 21st-century learning standards and new skilled-based assessments and data systems that can more accurately measure the attainment of those standards; and (3) statewide educational delivery systems and the quality of classroom instruction students receive every day. To achieve these goals, all five of the Consortium member states are and have been working collaboratively on next-generation assessments aligned with the objectives of the Race to the Top assessment grants. Our collaboration will empower the member state to advance progress toward the creation of a more balanced system of assessment than what is currently in operation in New England and other states

Islamic Association of Greater Hartford

1781 Wilbur Cross Highway
Berlin, Connecticut, 06037-3696

January 14, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As a group whose goal is to support families, including their involvement in education, our organization, the Islamic Association of Greater Hartford, was pleased to participate in one of the recent informational meetings sponsored by the CT PIRC at which the CT State Department of Education provided an extensive overview of their application for the federal Race to the Top Incentive Grant. Please know that this letter signifies our support for the State of Connecticut's application.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We look forward to our continued involvement as a partner to the CSDE regarding implementation of the above goals, of course, with a lens toward family engagement. We commend the CSDE for the leadership already demonstrated. Moreover, we believe that your aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform will set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Fatma Wahdan Antar

Cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

LINCOLN COLLEGE
of New England
Formerly Briarwood College

January 11, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Our mission, as a private institution of higher education, is to provide a distinctive education that fosters and encourages a commitment of lifelong learning. We provide a curriculum that is career and technically oriented with an emphasis on the liberal arts and an awareness of the challenges and opportunities that a global economy offers. We believe this type of education provides citizens of our state with access to high quality educational opportunities, is responsive to individual and State needs, and does so through the efficient and effective use of resources.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We strongly support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

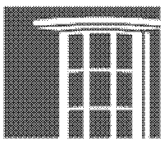
We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Lynn Alan Brooks

President

2279 Mount Vernon Road • Southington, CT 06489 • 800-952-2444 • PH: 860-628-4751 • FAX: 860-628-6444
www.LincolnCollegeNE.edu



MANCHESTER
COMMUNITY
COLLEGE

Office of the President
Gena Glickman

tel: 860.512.3100
fax: 860.512.3101
e-mail: ggglickman@commnet.edu

January 11, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building - 165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Our mission is to promote a postsecondary system of distinctive strengths which, through overall coordination and focused investment, assures state citizens access to high quality educational opportunities, responsiveness to individual and State needs, and efficiency and effectiveness in the use of resources.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

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- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Gena Glickman, PhD
President

MAC
Manufacturing Alliance of CT
173 Interstate Lane
Waterbury, CT 06705

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Manufacturing Alliance of Connecticut is the crucial link between manufacturing and state government and is dedicated to serving Connecticut's manufacturing community. A critical component to the health of manufacturing in the State is human capital and sound education is the springboard.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Please feel free to contact me with any questions.

Sincerely,

(b)(6)

Frank Johnson
President

Phone: 203-596-1900 Email: fjohnson@mact.org Web: www.mact.org

Meriden
Children First

January 14, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As a group whose goal is to support families, including their involvement in education, our organization, ***Meriden Children First,*** was pleased to participate in one of the recent informational meetings sponsored by the CT PIRC at which the CT State Department of Education provided an extensive overview of their application for the federal Race to the Top Incentive Grant. Please know that this letter signifies our support for the State of Connecticut's application.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We look forward to our continued involvement as a partner to the CSDE regarding implementation of the above goals, of course, with a lens toward family engagement. We commend the CSDE for the leadership already demonstrated. Moreover, we believe that your aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform will set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

David Radcliffe
Director

Cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

105 Miller Street Meriden, CT 06450
203/630-3566 203/630-2423 (fax)
www.meridenchildrenfirst.org

Middlesex County Parent Leadership

Donna K. Marino, Partnership Coordinator
Middletown Public Schools
310 Hunting Hill Avenue
Middletown, CT 06457

Phone: 860 638-1462
Phone Cell: 860 918-4274
Fax: 860 347-2112
email: marinod@mps1.org

January 14, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As a group whose goal is family engagement and civic involvement, including partnering with education, our organization, ***the Middlesex County Parent Leadership Alumni*** was pleased to participate in one of the recent informational meetings sponsored by the CT PIRC at which the CT State Department of Education provided an extensive overview of their application for the federal Race to the Top Incentive Grant. Please know that this letter signifies our support for the State of Connecticut's application.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We look forward to our continued involvement as a partner to the CSDE regarding implementation of the above goals, of course, with a lens toward family engagement and parent leadership. We commend the CSDE for the leadership already demonstrated. Moreover, we believe that your aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform will set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Donna K. Marino

Cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

Donna K. Marino, Partnership Coordinator
Middletown Public Schools
310 Hunting Hill Avenue
Middletown, CT 06457

Phone: 860 638-1462
Phone Cell: 860 918-4274
Fax: 860 347-2112
email: marinod@mps1.org

January 14, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As a group whose goal is to support families, including their involvement in education, our organization, ***the Middletown School's, School Family Community Partners District Team*** was pleased to participate in one of the recent informational meetings sponsored by the CT PIRC at which the CT State Department of Education provided an extensive overview of their application for the federal Race to the Top Incentive Grant. Please know that this letter signifies our support for the State of Connecticut's application.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We look forward to our continued involvement as a partner to the CSDE regarding implementation of the above goals, of course, with a lens toward family engagement. We commend the CSDE for the leadership already demonstrated. Moreover, we believe that your aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform will set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Donna K. Marino

Cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

Naugatuck Valley Community College

750 Chase Parkway • Waterbury, CT 06708
www.nvcc.commnet.edu

January 11, 2009

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As one of the colleges of the largest unit of higher education in Connecticut, and as an institution serving some of the poorest communities in the State, we are very supportive of the state Department of Education's proposal for participation in the federal Race to the Top funding competition. Our mission at NVCC is to promote a postsecondary system of distinctive strengths which, through overall coordination and focused investment, assures state citizens access to high quality educational opportunities, responsiveness to individual and State needs, and efficiency and effectiveness in the use of resources.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Daisy Cocco De Filippis, Ph.D.
President
Naugatuck Valley Community College

Nellie Mae Education Foundation
Opening Doors to Tomorrow

January 13, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

I am writing today on behalf of the Nellie Mae Education Foundation to endorse Connecticut's Race to the Top application. We enthusiastically support the goals of the state's plan for school reform including adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace; recruiting, developing, rewarding, and retaining effective teachers and principals; building data systems that measure student success and inform teachers and principals how they can improve their practices; and turning around Connecticut's lowest performing schools.

The Foundation is New England's largest public charity dedicated to improving academic achievement for the region's underserved communities. Our mission is to stimulate transformative change of public education systems across New England. We believe that developing a greater variety of higher quality education opportunities will enable all learners--especially and essentially those underserved--to obtain the skills, knowledge and supports necessary to become civically engaged, economically self-sufficient life-long learners.

Connecticut's plan for school reform is aligned with both our mission and our evolving work. We are currently transitioning to a new strategic focus. Moving forward, we will focus primarily on the promotion and integration of developmentally appropriate, rigorous, student-centered approaches to learning. These approaches take into account the many ways students learn and are focused on a broad set of essential and relevant skills. It is the Foundation's goal to help grow these instructional methods into core facets of the education system.

The Foundation has supported the state of Connecticut's leadership and efforts in recent years to create and integrate early childhood, K-12 and higher education. We have also provided $50,000 in direct grant support to the state to help develop this Race to the Top proposal and have offered our input to key administration officials.

We look forward to continued collaboration with Connecticut and with schools, districts, and other organizations to improve education for all learners.

Regards,

(b)(6)

Nicholas C. Donohue
President and CEO, Nellie Mae Education Foundation

Northeast
Utilities System

56 Prospect Street, Hartford, CT 06103

Northeast Utilities Service Company
P.O. Box 270
Hartford, CT 06141-0270
(860) 728-4500
Fax (860) 728-4581
Internet: shivecw@nu.com

Charles W. Shivery
Chairman, President and Chief Executive Officer

January 14, 2010

Commissioner Mark K. McQuillan
Connecticut State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

On behalf of Northeast Utilities (NU), I am writing in support of the State of Connecticut's application for participation in the Federal Race to the Top, as part of the American Recovery and Reinvestment Act of 2009.

As a major employer in New England with more than 4,000 employees in Connecticut, NU recognizes the critical need to educate and develop our future employees. We believe that this initiative will make a significant impact on the quality of education in Connecticut and will leverage our company's current investments in critical workforce program development.

These investments span the full spectrum of academia. They range from our unique partnership with Kinsella School in Hartford, Connecticut, to our collaboration with the Connecticut Business & Industry Association and the State's Departments of Education and Higher Education on a national mathematics and science initiative called "Project Opening Doors." They also include offering full scholarships to Naugatuck Valley Community College's technical program and funding eminent faculty in engineering at Connecticut's flagship university, the University of Connecticut.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals on how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the State of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education programs. Moreover, we advocate the state's aggressive, yet achievable, plan for implementing coherent, compelling and comprehensive education reform that can set an example for other states and transform our schools for decades to come.

Sincerely,

(b)(6)

Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854-1655

Office of the
President
(203) 857-7003
Fax (203) 857-7394

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely yours,

David L. Levinson

David L. Levinson, Ph.D.
President

NEF
NORWALK EDUCATION FOUNDATION
Opening Doors for Norwalk's Children

January 14, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As a group whose goal is to support families, including their involvement in education, our organization, ***The Norwalk Education Foundation,*** was pleased to participate in one of the recent informational meetings sponsored by the CT PIRC at which the CT State Department of Education provided an extensive overview of their application for the federal Race to the Top Incentive Grant. Please know that this letter signifies our support for the State of Connecticut's application.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We look forward to our continued involvement as a partner to the CSDE regarding implementation of the above goals, of course, with a lens toward family engagement. We commend the CSDE for the leadership already demonstrated. Moreover, we believe that your aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform will set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

President, BS, IMBA

Cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

125 East Avenue, 3rd Floor • Norwalk, CT 06851-5702
Phone: (203) 854-4068 • Fax: (203) 854-4102 • www.norwalkeducation.org

Parents United for Children of Color
A Parent Resource Group
Windsor, CT

January 14, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As a group whose goal is to engage, educate and empower parents of children of color to ensure our children's academic success, attainment of their educational goals, strengthen our community while promoting a multicultural environment and equitable educational opportunities for each child within Windsor Public Schools, Parents United for Children of Color was pleased to participate in one of the recent informational meetings sponsored by the CT PIRC at which the CT State Department of Education provided an extensive overview of their application for the federal Race to the Top Incentive Grant. Please know that this letter signifies our support for the State of Connecticut's application.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We look forward to our continued involvement as a partner to the CSDE regarding implementation of the above goals, of course, with a lens toward family engagement. We commend the CSDE for the leadership already demonstrated. Moreover, we believe that your aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform will set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Doreen Richardson
Parents United for Children of Color

Cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

QUINEBAUG VALLEY
COMMUNITY COLLEGE

742 Upper Maple Street • Danielson, CT 06239-1440
(860) 412-7327 • Fax (860) 412-7326
www.QVCC.commnet.edu

PRESIDENT'S OFFICE

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Our mission as a public community college is to promote a postsecondary system of distinctive strengths which, through overall coordination and focused investment, assures state citizens access to high quality educational opportunities, responsiveness to individual and State needs, and efficiency and effectiveness in the use of resources.

Therefore, this letter signifies the support of Quinebaug Valley Community College for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Improving our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools and our State for decades to come.

Sincerely,

Dianne E. Williams

Dianne E. Williams
President

11710 Plaza America Drive
Suite 2000
Reston, VA 20190
703-298-6630
rcoppola@ptc.com

January 13, 2010

Commissioner Mark K. McQuillan
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Connecticut is one of the founding state partners in the Real World Design Challenge. We applaud you for your vision and plan for STEM Education. The Real World Design Challenge has been incorporated in the Connecticut STEM education plan.

We are pleased to help support your Race to the Top grant application! Since Connecticut is a partner in the Real World Design Challenge two of the corporate partners PTC and Mentor Graphics will donate engineering software for high school team participating in the Challenge. The following is what is provided:

1. PTC will donate 300 licenses of Pro/ENGINEER 3D Computer Aided Design (CAD) software to each trained teacher. Each license is worth $3,000 that is a donation of $900,000 per teacher. These licenses are perpetual and all upgrades are free.
2. PTC will donate a license of Mathcad for each teacher and student involved in the Real World Design Challenge. Each license is worth $1095. For a team of 8 people that is donation of $8,760 per team. Mathcad plugs into Pro/ENGINEER and enables the user to track and manage and understand and use all of the mathematical formulas associated with their CAD designs.
3. Each student/teacher team will get access to Windchill, global engineering collaboration and data management software. Each seat is worth $2,800. Real World design Challenge teams may have up to 7 students and a teacher or 8 people. Windchill for a team of 8 people is worth $22,400. These seats are server-based and are renewed for each new set of teams each year.
4. Mentor Graphics will donate 1 license of FloEFD.Pro, fluid dynamics testing software package per team. The software package is worth $24,500 per license for each team for the year of the project.

You may have as many teams in the state as you like. Each Real World Design Challenge Team will receive all of the above mentioned software. The US Department of Energy is covering the cost of travel to Washington, DC for the Real World Design Challenge State Winner to compete in the National Challenge Event. Each team also gets access to up to four professional mentors from government, industry and higher education at no cost to them. The teams collaborate with the mentors using Windchill.

All 24 Real World Design Challenge Partners from government, industry and education stand in support of the Connecticut Race to the Top proposal.

We are very pleased to have Connecticut involved in the Real World Design Challenge. We anticipate that the number of teams from the state will grow each year. We hope you proposal will be funded! Please let me know if there is anything else that I can do to help!

Sincerely,

(b)(6)

Ralph K. Coppola, Ed.D
Director, Real World Design Challenge &
Director of Global Government & Strategic Education Programs at PTC

REL NORTHEAST & ISLANDS REGIONAL EDUCATIONAL LABORATORY at EDC

January 12, 2010

Commissioner Mark McQuillan
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Regional Educational Laboratory for the Northeast and Islands (REL-NEI) is pleased to support Connecticut's Race to the Top (RTTT) application. In your application you propose that the Department establish an Expert Advisory Panel to provide expert research, guidance and feedback to the department on Connecticut's plan and its implementation over the funded period. REL-NEI appreciates the contribution it can make to the CSDE in 1) setting up the proposed Expert Advisory Panel, 2) participating on or supporting the data and research agenda of the panel, 3) developing and supporting protocols and processes to assess implementation fidelity; and 4) facilitating the distribution of effective practices within Connecticut and among REL-NEI states and territories, as appropriate. REL-NEI looks forward to collaborating with the Connecticut Department of Education to fully implement the four RTTT goals and unique programs and strategies inherent in its application.

Thank you for your support of REL-NEI and good luck on the Connecticut RTTT proposal.

Sincerely,

(b)(6)

Jill Weber, Director
Regional Educational Laboratory for the Northeast and Islands
Education Development Center, Research, Evaluation and Policy Unit
55 Chapel Street
Newton, MA 02458
617-618-2747
www.relnei.org

the Alliance
of Regional Educational Service Centers

January 12, 2010

Letter of Support from the RESC Alliance

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Regional Educational Service Centers (RESCs) were created more than 40 years ago by legislative mandate to help districts communicate and collaborate. Some years later, a formal Alliance of Connecticut's six RESCs was established. RESCs are public education agencies whose main purpose is to "furnish programs and services" to Connecticut's public school districts. RESCs' cost efficient, cooperative efforts have saved money for Connecticut school districts and have enabled schools to expand services beyond what they could have accomplished alone.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Dr. Craig W. Edmondson
Executive Director, ACES
On behalf of the RESC Alliance

c: RESC Executive Directors

SAINT JOSEPH COLLEGE
CONNECTICUT

OFFICE OF THE PRESIDENT

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter is written to express Saint Joseph College's support of the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

Saint Joseph College has a long-standing reputation for excellence in training top-notch educators. Our graduates teach throughout the state, and the College has strong relationships with myriad Connecticut school systems. We believe that the overall goals of the RTTT program are sound, and would like to be part of the effort to boost results at low-performing schools.

However, we also would like to request caution regarding the collection of student data. We would want to support a process whereby student data are collected from private colleges with appropriate legal protections, clearly-articulated research questions, and appropriate protocols in place (such as those recently described by the Center on Law and Information Policy at Fordham University).

We commend the leadership and efforts already demonstrated by Connecticut to create and integrate early childhood, K-12 and higher education.

Sincerely,

Pamela Trotman Reid
President

PTR/rf

SCIENCE AND TECHNOLOGY MAGNET HIGH SCHOOOL
OF SOUTHEASTERN CONNECTICUT
490 Jefferson Avenue
New London CT 06320
Phone (860) 437-6496 **fax (860) 439-7774**

January 14, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

This letter signifies our support for Connecticut's Race to the Top (RTTT) application by the Connecticut Association of Interdistrict Magnet School (CAIMS).

We fully support the goals the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We feel that Magnet Schools have similar goals and pride ourselves on demonstrating the goals listed above already.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable RTTT plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Louis E. Allen, Jr.
CAIMS President

Southern Connecticut State University
SCSU
Cheryl J. Norton, Ed.D., FACSM
PRESIDENT

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

I wish to lend my strong support to your application to participate in the federal Race to the Top competition. I applaud your work over the past years to bring together the PK-12 and higher education systems to set higher standards that will lead to more equitable and appropriate educational outcomes for all children and youth in our State. As the university that houses the largest teacher education and administrator preparation programs in Connecticut, our core principles of *Pursuing Excellence, Fostering Leadership, and Empowering Communities* are demonstrated through our work with English and Mathematics high school teachers working alongside our English and Mathematics faculty, our Hillhouse High School Minority Recruitment Program that fosters leadership in New Haven high school students to become teachers under full scholarship provided by the university, and our work with your Department on the OSEP *State Improvement Grants*, the multi-year *Para-professional Training grant*, and the *Developing Tomorrow's Professionals* program. These all lend credence to our vision that a strong nexus must exist between PK-12 and higher education if true school reform is to be realized.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We again commend the state of Connecticut for the leadership and efforts demonstrated in recent years to create and integrate early childhood, K-12 and higher education. We stand with you as a partner in helping to achieve your plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform the lives of all students within our schools for generations to come.

Sincerely,

Cheryl J. Norton
President

cc: S. Williams, Provost and Vice President of Academic Affairs
J. Granfield, Interim Dean, Department of Education

SERC

25 Industrial Park Road • Middletown, CT 06457-1516
Phone: (860) 632-1485 • Fax: (860) 632-8870 •
www.ctserc.org
Marianne Kirner, Ph.D., Executive Director

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As you are aware, the State Education Resource Center (SERC) is a nonprofit agency primarily funded by the Connecticut State Department of Education (CSDE). SERC provides extensive professional development and information dissemination in the latest research and best practices to educators, service providers, and families throughout the state. SERC also provides job-embedded technical assistance and training within schools, programs, and districts.

Please accept this letter as support regarding Connecticut's application for participation in the federal Race to the Top (RTTT) grant, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the CSDE's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the CSDE for its leadership in integrating early childhood, K-12, and higher education. Moreover, we advocate the Department's collaboratively developed aggressive, yet achievable, plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Marianne Kirner, Ph.D.
Executive Director

1969-2009 State Education Resource Center
Treasuring the Past, Celebrating the Present, Building the Future

State of Black Connecticut Alliance

Commissioner Mark K McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

January 14, 2010

Dear Commissioner McQuillan:

The State of Black CT Alliance (SBCTA), which convenes a statewide network of stakeholders committed to creating a high quality of life for Connecticut's Black community thru accountability, policy research, community services, education and advocacy, is pleased to submit this letter of support for the Connecticut Department of Education's (CSDE) application for the federal Race to the Top Incentive Grant

This historical education funding opportunity builds on a critical prerequisite for achieving child and adult success. The inclusion of family voices also builds on the considerable groundwork that the CT Commission on Children has laid across state departments for effective family advocacy, and aligns itself with SBCTA's continued work of building family engagement capacity at the local levels.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and Turning around our lowest-performing schools

We look forward to our continued involvement as a partner to the CSDE regarding implementation of the above goals, of course, with a lens toward family engagement. We commend the CSDE for the leadership already demonstrated. Moreover, we believe that your aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform will set an example for other states throughout the country and transform our schools for decades to come.

Best Regards.

(b)(6)

Gwendolyn Eaddy-Samuel
Chairperson
State of Black CT Alliance
Tel: (203) 953-5154
Email:gwen@stateofblackct.org
Website: www.stateofblackct.org

The State of Black CT Alliance is a network of community members engaging Black and other communities in a dialogue that leads to action steps that will produce immediate and sustained improvement in education, social and economic conditions within Connecticut's Black communities; thus creating One *Connecticut. We are an initiative of Crossroads Community Resource Development Center Inc (CCRDC), a 501(c) 3 program*

State of Black CT Alliance ~ PO Box 382 Middletown CT, 06457
Email:gwen@stateofblackct.org ~ Tel: (203) 953-5154 ~ Website: www.stateofblackct.org

State of Connecticut
African-American Affairs Commission
State Capitol
210 Capitol Avenue – Room 509
Hartford, CT 06106
860-240-8555

January 14, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The State of Connecticut African-American Affairs Commission (AAAC) enthusiastically supports you and the State Department of Education in your Race To The Top application. As a state agency whose top priority is to eliminate the achievement gap by making sweeping changes in the educational landscape we are pleased to be a collaborating organization.

As an active member of the Secondary School Reform Committee we believe that the goals outlined in the RTTT proposal are consistent with our priorities. It is the Commission's positions that in order for students of color to gain access and achieve success in post secondary education, standards need to be raised. Congruently methods of assessment must demonstrate that student have successfully achieved mastery of subjects. Students from the "so called" lowest achieving schools must be resourced with quality and effective instruction.

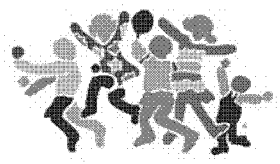
The Commission is committed to continuing its work with your Department. Improving public education in Connecticut is a top priority for the AAAC. This Commission is already involved in early access and success in higher education. It is our goal to ensure that sixty percent (60%) of all adults in the State have a post secondary degree by the year 2025. A successful RTTT application will be a major step toward reaching that goal.

Clearly we look forward to future collaboration with the State Department of Education and Race To The Top. It is imperative that Connecticut takes this opportunity to accept the challenge and be successful. We look ahead to being an active partner with or without this grant award. Please let me know if the Commission can be of further assistance. Best Wishes.

Sincerely,

Glenn A. Cassis

Glenn A. Cassis
Executive Director



State of Connecticut
GENERAL ASSEMBLY

Commission on Children

January 14, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Commission on Children was pleased to participate in one of the recent informational meetings sponsored by the CT PIRC at which the CT State Department of Education provided an extensive overview of their application for the federal Race to the Top Incentive Grant. We enthusiastically support the State of Connecticut's Race to the Top application.

We especially support the required initiatives of (1) Implementation of the national common standards and assessments; (2) Implementation of Secondary School Reform: Part I of the Connecticut Eight-Year Plan; (3) Participation in professional development on the use of data to improve instruction, particularly as it relates to reading instruction; (4) Participation in Connecticut Accountability for Learning Initiative (CALI) to use data to improve instruction; and (5) Family Engagement and parent leadership training activities.

Closing the achievement gap is critical nationwide. While we may never be able to quantify the crippling effects of this gap on students' hopes and dreams, we know students who do not achieve are more likely to drop out of school.

A key factor in turning around the achievement gap is professional development for teachers. Teachers must be able to assess and determine areas in need of improvement for each individual child. Continuous enhancement of educators' skills is required if we are to appropriately address the individual learning needs of all students, improve student outcomes, and begin to close the achievement gap.

Another key piece to turning around the achievement gap is parent engagement. We are delighted that Connecticut designates parent engagement as a required initiative within Goal 3: Great Teachers and Leaders. Research establishes that parent engagement has a positive impact on students' academic achievement, behavior in school, and attitudes about school and work. The best results for children come about when families, schools, and community organizations all contribute to student achievement.

18-20 Trinity St. Hartford, CT 06106 Phone: (860) 240-0290 Fax: (860) 240-0248 Website: cga.ct.gov/coc

We fully support the state's plan to (1) adopt internationally benchmarked standards and assessments that prepare all students for success in college and the workplace; (2) recruit, develop, reward, and retain effective teachers and principals; (3) build data systems that measure student success and inform teachers and principals how they can improve their practices; and (4) turn around our lowest-performing schools.

The Commission on Children commends the CSDE for the leadership you have already demonstrated. We applaud your aggressive plan for implementing coherent, compelling, and comprehensive education reform – the achievement gap in our state demands no less.

We believe this plan is fully achievable and we embrace continued partnership with the CSDE on implementation of the above goals, with a constant inclusion of family engagement. The Commission on Children firmly believes that a dedicated commitment to the highest quality of implementation of the state's plan will transform Connecticut's schools and that Connecticut's plan will set an example for other states throughout the country. This is an outcome we owe to our children and we are delighted to join you in this effort.

Sincerely,

(b)(6)

Elaine Zimmerman
Executive Director
Connecticut Commission on Children

Cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

State of Connecticut
Department of Higher Education

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Our mission is to promote a postsecondary system of distinctive strengths which, through overall coordination and focused investment, assures state citizens access to high quality educational opportunities, responsiveness to individual and State needs, and efficiency and effectiveness in the use of resources.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come

Sincerely,

Michael P. Meotti
Commissioner

61 Woodland Street, Hartford, Connecticut 06105-2326
www.ctdhe.org

An Affirmative Action/Equal Opportunity Employer

STATE OF CONNECTICUT
EMPLOYMENT AND TRAINING COMMISSION

WALLACE BARNES
CHAIRMAN

January 14, 2010

Mark K. McQuillan
Commissioner
State Department of Education
State Office Building, 165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Connecticut Employment and Training Commission (CETC) is Connecticut's state workforce investment board. CETC provides policy and planning guidance to Governor Rell and Connecticut's General Assembly on workforce development, training and education-related matters and promotes coordination of relevant efforts in Connecticut. The majority of CETC members are business sector employers, the balance representing organized labor, education, state agencies, community-based organizations and other key stakeholders. The Connecticut Office for Workforce Competitiveness provides technical assistance and support.

On behalf of my CETC colleagues, I am pleased to submit this letter of support to express our endorsement of the Race to the Top education reform application submitted by the Connecticut State Department of Education to the U.S. Department of Education.

At a regular business meeting on December 17, 2009, CETC members voted unanimously to endorse the following resolution:

The Connecticut Employment and Training Commission supports the Race to the Top application developed by the Connecticut State Department of Education. We believe that implementation of the proposed education reform strategies is both critical for improved achievement by Connecticut students and essential for sustained growth of Connecticut's economy

Collectively, with a unified voice, we urge approval of Connecticut's Race to the Top application. We are committed to work with the Governor, General Assembly, State Board of

Education, Connecticut State Department of Education and other key partners to support effective implementation of the education reform strategies detailed therein.

Sincerely,

Wallace Barnes
Chair, Connecticut Employment and Training Commission

Christopher Bruhl
Business Council of Fairfield County

Thomas Burns
Northeast Utilities

Joseph M. Ercolano
Pitney Bowes

Michael Fedele
Lt. Governor, State of Connecticut

Kenneth Flanagan
Flanagan Industries

Noel Grant

Mary Ann Hanley
Governor's Policy Advisor for Workforce Development

Marc Herzog
Community Technical Colleges

James J. Ieronimo
United Way of Meriden and Wallingford

Patricia Mayfield
CT Department of Labor

Joan McDonald
Department of Economic and Community Development

Larry McHugh
Middlesex Chamber of Commerce

Michael Meotti
CT Department of Higher Education

Deborah Monahan
Thames Valley Council for Community Action
Community Action

William D. Moore
Connecticut School of Transportation Association

Raymond R. Oneglia
O & G Industries

Win Oppel
Ad-Merica Corporation

James Parent
International Association of
Machinist and Aerospace Workers

John Rathgeber
Connecticut Business and Industry
Association

JoAnn Ryan
Northwest Connecticut
Chamber of Commerce

Louis Saloom
Retired Superintendent of Schools

Michael Starkowski
CT Department of Social Services

Lyle Wray
Capitol Region Council of
Governments

Congress of the United States
Washington, DC 20515

January 15, 2010

Honorable Arne Duncan, Secretary
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

We write today to express our support for the State of Connecticut's Race to the Top (RTTT) application.

Early last year, we in Congress recognized the need for the American Recovery and Reinvestment Act, a direct response to the economic crisis. It was clear at that time that any recovery effort must dedicate significant resources to our nation's schools, educators, and students which were threatened by significant funding cuts at the state and local level. Part of this investment was the creation of the Race to the Top grant program, which allows states to plan for school reform even during this difficult economic period.

We commend the state of Connecticut for taking seriously its responsibility to the students and families of Connecticut in putting together its application. Specifically, we support the goals outlined in the state's application, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We also applaud the State Department of Education for its extensive collaboration in crafting this application. Specifically, the Department has worked closely with the Connecticut Department of Higher Education to ensure that its reform efforts reach from early childhood through higher education. Additionally, we were pleased to see that the Connecticut State Department of Education engaged educational administrators, teachers, community leaders, and business representatives in this process, thus ensuring that Connecticut's application is both comprehensive and aggressive in achieving better outcomes for Connecticut students.

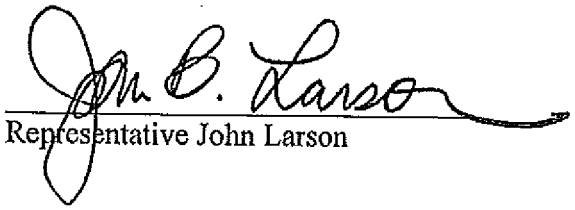
We commend the state of Connecticut for their efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. As members of Connecticut's Congressional delegation we support Connecticut's ambitious RTTT plan and hope that they will be provided with the opportunity to transform our schools for decades to come.

PRINTED ON RECYCLED PAPER

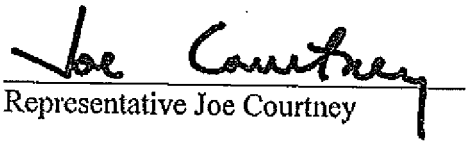
Sincerely,

Senator Chris Dodd

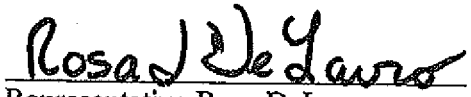
Senator Joseph Lieberman



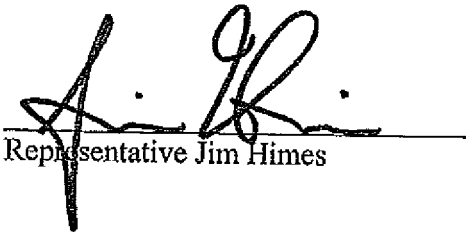
Representative John Larson



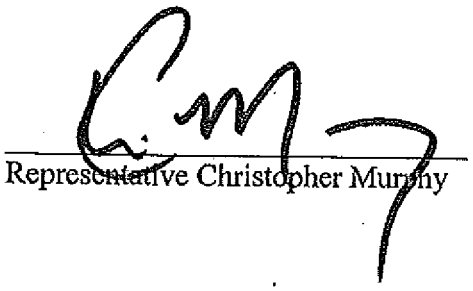
Representative Joe Courtney



Representative Rosa DeLauro



Representative Jim Himes



Representative Christopher Murphy

State of Connecticut

HOUSE OF REPRESENTATIVES
THE STATE CAPITOL
HARTFORD, CONNECTICUT 06106-1591

REPRESENTATIVE ANDREW M. FLEISCHMANN
EIGHTEENTH ASSEMBLY DISTRICT

25 SHERWOOD ROAD
WEST HARTFORD, CONNECTICUT 06117
CAPITOL PHONE: (860) 240-0429

CHAIRMAN
EDUCATION COMMITTEE
CHAIRMAN
APPROPRIATIONS SUBCOMMITTEE FOR EDUCATION
MEMBER
GOV'T ADMINISTRATIONS AND ELECTIONS COMMITTEE

January 15, 2010

The Honorable Secretary of Education, Arne Duncan
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

I write this letter as part of Connecticut's Race to the Top application due on January 19, 2010. In doing so, I join dozens of others supporting our state efforts. My goal is to make you aware of Connecticut's enthusiasm for aligning President Obama's plans for public school transformation with the initiatives that Connecticut's General Assembly and State Board of Education have been advocating for nearly two decades.

As House Chairman of the Connecticut General Assembly's Education Committee, I am fully committed to providing the leadership in the Connecticut Legislature needed over the next four years to accomplish the four assurances outlined in Race to the Top.

Our goal in Connecticut is that *all* children—from preschool through college—be challenged to realize their full potential and supported in their preparation for rewarding, high-paying careers. Just as the General Assembly has shouldered this responsibility in the past, we now welcome the chance to partner with you and the USDOE. Together, we hope to advance policies that increase our capacity and allow us to provide effective, timely interventions promoting rigorous expectations and high achievement. Ultimately, we must close the learning gaps that separate our diverse student groups; for me, failure in this regard is simply unacceptable.

Thank you for your leadership in providing this great opportunity to states. I look forward to working with my colleagues in the Assembly and Commissioner Mark K. McQuillan to make Connecticut an early example of how the coordinated federal and state resources can together bring significant improvements to education for all students.

Sincerely,

Andrew Fleischmann
House Chairman, Education Committee
CC: Mark McQuillan, Commissioner of Education

State of Connecticut
Latino and Puerto Rican Affairs Commission

18-20 Trinity Street
Hartford, CT 06106
Tel. (860) 240-8330
Fax (860) 240-0315
E-Mail: lprac@cga.ct.gov
Web Site: www.cga.ct.gov/lprac

Chairperson
Vacant
Vice-Chair
Vacant
Secretary
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Ed Rodriguez

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Norma Rodriguez-Reyes
Danny Torres

Acting Executive Director
Werner Oyanadel

Special Projects Director/Grants Writer
Lucy Goicoechea-Hernández

Senior Legislative Secretary
Clarisa Cardone

January 14, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The State of Connecticut Latino and Puerto Rican Affairs Commission (LPRAC) supports your efforts to receive federal funds via the *Race to the Top Grant*.

Currently the State of Connecticut and its municipalities spend around $8.5 billion a year on education. If its application for federal money is accepted, it stands to receive $175 million over four years. The LPRAC supports these efforts because it may help directly those municipalities that have higher concentrations of Latino students in areas such as New Haven, Bridgeport, and Hartford. Furthermore, we believe that these funds may also assist you implementing your recommendations for secondary school reform and help fund educational programs that would have otherwise been eliminated due to the economic deficit affecting the State of Connecticut.

For the record, the LPRAC was created in 1994 by the Connecticut General Assembly (CGA) as a nonpartisan public policy agency within the state's Legislative Branch. LPRAC consists of 21 appointed volunteers who are mandated by State statute to advise the CGA and the governor on policies that foster progress in Latino communities throughout the State of Connecticut. Also, it is important to note that 15.5% of the student population in Connecticut public schools is of Latino descent and they suffer the largest educational achievement gap in the nation.

If you have any questions about this letter of support, please do not hesitate to contact me at your convenience.

Sincerely,

Werner Oyanadel
Acting Executive Director

cc: File

STATE OF CONNECTICUT
OFFICE FOR WORKFORCE COMPETITIVENESS

January 7, 2010

Mark K. McQuillan
Commissioner
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Office for Workforce Competitiveness (OWC) was created to identify and examine the economic and demographic changes impacting the state's economy and to focus on responsive public policy to best position Connecticut to be competitive in the rapidly changing 21st Century global marketplace. Key to this charge is a keen awareness of the important role education plays in economic and workforce development. For Connecticut, 21st century talent drives economic growth and prosperity; education provides seedbed for growing and nurturing that vital talent-base.

It is without reservation that OWC extends its support for the Connecticut State Department of Education's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We are fully committed to the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We have been proud participants in the state's efforts to enhance and integrate the early childhood, K-12 and higher education systems in the state and view the Race to the Top initiative to be both complimentary and reinforcing. OWC strongly supports the aggressive and achievable plan set forth under the leadership of the Department of Education for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Mary Ann Hanley

Mary Ann Hanley

100 Great Meadow Road, Suite 401, Wethersfield, CT 06109
Telephone (860) 258-4301 – Fax (860) 258-4312
An Equal Opportunity Employer/Affirmative Action Employer

SENATOR THOMAS P. GAFFEY

Legislative Office Building
Room 3100
Hartford, CT 06106-1591
Tel. (860) 240-0425
Gaffey@senatedems.ct.gov
www.SenatorGaffey.cga.ct.gov

State of Connecticut

SENATE

Thirteenth District

Chief Deputy President Pro Tempore
Chair
Education
Vice Chair
Aging
Member
Executive & Legislative Nominations
Finance, Revenue & Bonding

January 15, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As Senate Co-Chairman of the Connecticut General Assembly's Education Committee, I am pleased to offer my support for the Race to the Top application that is being submitted by the Connecticut State Department of Education.

The state reform plan articulated in the application is consistent with Connecticut's long history of educational excellence and our goals for the future. It provides a new context to advance our efforts at the state legislature, focusing on educational equity, establishing high academic standards, using data more effectively and improving our current systems for supporting and supervising teachers and principals throughout the state. Given the magnitude of the achievement gaps in Connecticut, it is vital that we do all of these things, and more.

I recognize the critical importance of the opportunity that this application brings to Connecticut. I believe that the state legislature is committed to making improvements that would allow every student to acquire the knowledge, technical skills, and competencies needed to complete secondary school and compete successfully on the college campus and in the international workplace. It is our goal for every Connecticut child to learn, grow, and work in careers that meet their personal ambitions and contribute meaningfully to our state and national economies. Connecticut's application provides an unprecedented chance to move us in this direction.

Sincerely,

Thomas P. Gaffey

Thomas P. Gaffey
Senate Chairman, Education Committee

Stepping Stones Museum for Children
Mathews Park, 303 West Avenue
Norwalk, Connecticut 06850
Telephone 203 899 0606
Fax 203 899 0530
steppingstonesmuseum.org

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Stepping Stones Museum for Children's mission is to broaden and enrich the educational opportunities for children ages ten and under and to enhance their understanding of the world. The museum seeks to create an environment that inspires lifelong learning, and supports parents, caregivers and educators as facilitators of children's explorations.

As a longstanding partner with the Connecticut State Department of Education, Stepping Stones fully supports the application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009. Specifically, the museum supports the goals outlined in the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership it has already demonstrated to create and integrate early childhood, K-12 and higher education. Moreover, we applaud efforts to implement coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

Rhonda Kiest
Executive Director

January 14, 2010

Commissioner Mark K. McQuillan
CT State Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

As a group whose goal is to support families, including their involvement in education, our organization, Student of Color Parent Organization was pleased to participate in one of the recent informational meetings sponsored by the CT PIRC at which the CT State Department of Education provided an extensive overview of their application for the federal Race to the Top Incentive Grant. Please know that this letter signifies our support for the State of Connecticut's application.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We look forward to our continued involvement as a partner to the CSDE regarding implementation of the above goals, of course, with a lens toward family engagement. We commend the CSDE for the leadership already demonstrated. Moreover, we believe that your aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform will set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)
SOC Member

Cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

1/12/2010

Dear Commissioner McQuillan,

Thank you for sharing a summary of your plans for the state's Race to the Top application. Teach For America builds the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. By committing to teach for at least two years in our nation's lowest-income communities, our corps members have an immediate impact on the life prospects of nearly half a million children nationwide. In the long term, our alumni are a powerful force of leaders driving fundamental change from inside education and all other sectors.

In Connecticut today, approximately 160 corps members teach approximately 9,000 students across more than 70 public schools, in Bridgeport, Hartford, New Haven and Stamford. When combined with the over 65 Teach For America alumni who also teach in the state and the 8 alumni who serve as district and school leaders, our efforts impact approximately 18,000 of Connecticut's most underserved children this school year.

We appreciate that Connecticut's Race to the Top plan calls for reforms in the areas of standards and assessment, data systems, teacher and principal effectiveness, and low performing schools. We are particularly supportive of Connecticut's plans in the priority areas of standards and assessment and data systems: transitioning to and implementing the national common standards and assessments, expanding the state longitudinal data system and integrating CMT vertical scale results as a component of local accountability to measure student growth, encouraging the use of data to improve instruction, and making data available for research and evaluation. Within the priority area of great teachers and leaders, we also strongly support the equitable distribution of effective teachers and look forward to collaborating with the state and our partner districts in that work. These plans will enhance our own efforts to close the student achievement gap.

If Connecticut is selected to receive funding, we look forward to working with the state on implementing the goals identified in this application.

Sincerely,

(b)(6)

Edna Novak, Executive Director
Teach For America - Connecticut

Three Rivers
COMMUNITY COLLEGE

574 New London Tpke.
Norwich, Connecticut 06360-2497
(860) 383-5206 • FAX (860) 886-6692

Office of the President

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Our mission is to promote a postsecondary system of distinctive strengths which, through overall coordination and focused investment, assures state citizens access to high quality educational opportunities, responsiveness to individual and State needs, and efficiency and effectiveness in the use of resources.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting standards of excellence and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.
- Creating stronger bridges between Community Colleges and Public Schools

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Grace S. Jones
President

U. S. SMALL BUSINESS ADMINISTRATION
CONNECTICUT DISTRICT OFFICE
330 MAIN STREET, 2ND FLOOR
HARTFORD, CONNECTICUT 06106
E-Mail Address: Bernard.Sweeney@sba.gov (860) 240-4670 - Facsimile: (202) 481-0430

BERNARD M. SWEENEY
DISTRICT DIRECTOR

January 11, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

We at the United States Small Business Administration (SBA) recognize that small business is critical to our economic recovery and strength, to building America's future, and to helping the United States compete in today's global marketplace. Although SBA has grown and evolved in the years since it was established in 1953, the bottom line mission remains the same. The SBA helps Americans start, build and grow businesses. Through an extensive network of field offices and partnerships with public and private organizations, SBA delivers its services to people throughout the United States, Puerto Rico, the U. S. Virgin Islands and Guam.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent,

compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Bernard Sweeney
District Director
SBA Connecticut District Office
330 Main Street
Hartford, CT 06106

UIL Holdings Corporation
157 Church Street
PO Box 1564
New Haven, CT 06506-0901
Phone 203.499.2430
Fax 203.499.3664

James P. Torgerson
President and Chief Executive Officer

UIL HOLDINGS

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The United Illuminating Holding Corporation (NYSE: UIL), headquartered in New Haven, Connecticut, is the holding company for The United Illuminating Company (UI), a regulated utility providing electricity and energy-related services to 320,000 customers in the Greater New Haven and Bridgeport areas. UI is a public service company whose mission is to create shareowner value by providing our customers with the safe and highly reliable delivery of electricity, revenue cycle services, and related services.

This letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the State of Connecticut for the leadership and efforts already demonstrated to create and integrate early childhood, K-12 and higher education. Moreover, we support their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

United Way of Connecticut

2-1-1

January 14, 2010

Commissioner Mark K. McQuillan
Connecticut State Department of Education
State Office Building
165 Capitol Avenue
Hartford, Connecticut 06106

Dear Commissioner McQuillan:

United Way of Connecticut provides information, referrals and support to Connecticut families, including supporting their involvement in education, through our various call centers: 2-1-1, 2-1-1 Child Care, and Child Development Infoline. Our organization was able to participate in one of the recent informational meetings sponsored by the CT PIRC at which the CT State Department of Education provided an extensive overview of their application for the federal Race to the Top Incentive Grant. We are pleased to submit this letter of support for the State of Connecticut's application.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare all students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We are also very pleased that one of the ways of developing effective teachers includes family engagement and parent leadership training activities. Families are critical in ensuring a child's educational success. The CT State Department of Education has demonstrated their leadership in developing a plan for implementing coherent, compelling, and comprehensive education reform that we anticipate will set an example for other states throughout the country. We commend your efforts and are excited to partner with the Department as you move forward with this initiative.

Sincerely,

Richard J. Porth
President & CEO

cc: Marianne Kirner, Director, CT Parent Information and Resource Center (CT PIRC)

University of Connecticut
Office of the President

Michael J. Hogan
President

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education -- State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan,

The University of Connecticut (UConn) is committed to promoting a system of distinctive strengths in postsecondary education. Through overall coordination and focused investment, we can work together to assure state citizens of access to high quality educational opportunities, responsiveness to individual and State needs, and efficiency and effectiveness in the use of resources.

UConn extends its highest support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

In terms of the data system, we stand ready to work with you to develop strong student privacy protection and appropriate data quality policies and protocols. The University places a high priority on keeping the personally identifiable information of our students confidential. To that end, the University looks forward to providing data in accordance with it's information and privacy policies, and consistent with the protections/limitations enumerated in the Gramm-Leach-Bliley Act, Federal Educational Rights Privacy Act and the March 15, 2007 Connecticut Attorney General guidance on student data.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Michael J. Hogan
President

c: P. Nicholls, Executive Vice President & Provost
T. DeFranco, Dean, Neag School of Education
L. Melvin, Vice President for Enrollment Management
G. Garber, Director, Government Relations

An Equal Opportunity Employer

352 Mansfield Road Unit 2048
Storrs, Connecticut 06269-2048

Telephone: (860) 486-2337
Facsimile: (860)486-2627
e-mail: Mike.Hogan@uconn.edu

Urban League
OF GREATER HARTFORD

Empowering Communities.
Changing Lives.

Richard Brown
Interim President and Chief Executive Officer

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The Urban League of Greater Hartford's mission is to promote the self-empowerment of Connecticut's individuals to achieve education, occupations and economic equality for themselves and their families.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

We are one of the largest direct social services agencies in New England. The Urban League provides services in the areas of Education, Employment and Training, and Economic Enrichment.

Sincerely,

Richard Brown
Interim President and CEO

Affiliate of the
National Urban League

140 Woodland St. Hartford CT 06105 (860) 527-0147
www.ulgh.org
rbrown@ulgh.org

United Way
United Way of Central and Northeastern Connecticut
A - 442
Partner Agency

James C. Smith
Chairman and
Chief Executive Officer

Webster Bank, N.A.
145 Bank Street
Waterbury, CT 06702
Business 203.578.2214
jsmith@websterbank.com
WebsterOnline.com

WebsterBank

Letter of Support from Webster Bank

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Our mission is to help individuals, families, and businesses achieve their financial goals. Webster's 'We Find a Way' brand promise reflects our core beliefs, company culture and the long-standing positive attitude Webster employees bring to serving customers.

Our values guide us: We take personal responsibility for meeting our customers' needs, We respect the dignity of every individual, We earn trust through ethical behavior, We give of ourselves in the communities we serve, and We work together to achieve outstanding results.

Therefore, this letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009. The program is consistent with our values and will better prepare students to set and reach their financial goals.

We fully support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive yet achievable plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

(b)(6)

James C. Smith
Chairman & CEO

WESLEYAN
UNIVERSITY

Michael S. Roth
President
229 High Street
Middletown, Connecticut 06459-0290
860 685 3500 Fax: 860 685 3501
mroth@wesleyan.edu

January 14, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

Oh behalf of Wesleyan University, I am happy to support the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009. We believe that our engagement in the community is important for the social good and the quality of life in our community. We also believe that as Middletown thrives, so will Wesleyan.

Therefore, we support the goals of the state's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the state of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. Moreover, we advocate their aggressive plan for implementing coherent, compelling, and comprehensive education reform that can set an example for other states throughout the country and transform our schools for decades to come.

Sincerely,

Michael S. Roth, President
Wesleyan University

MSR/jva

WILLIAM CASPAR GRAUSTEIN
MEMORIAL FUND

January 12, 2010

Commissioner Mark K. McQuillan
Department of Education
State Office Building
165 Capitol Avenue
Hartford, CT 06106

Dear Commissioner McQuillan:

The storyteller figure symbolizes the values of the Memorial Fund—educating, supporting and inspiring our children.

The William Caspar Graustein Memorial Fund works collaboratively to improve education for Connecticut's children by supporting school change, informing the public debate on educational issues, and strengthening the involvement of parents and the community in education. We focus on ensuring that *Connecticut children of all races and income levels are ready for school by age five and are successful learners by age nine.*

This letter signifies our support for the State of Connecticut's application for participation in the federal Race to the Top (RTTT) funding competition, as part of the American Recovery and Reinvestment Act (ARRA) of 2009.

We currently work with the Department of Education to increase community support of early childhood education, an initiative that has produced blueprints in 23 communities that are being actively pursued by parent, municipal, nonprofit and educational leaders and citizens. Together we are also designing an early literacy initiative that will engage parents, the community and school system in improving early reading success for young children. In both of these initiatives, the Memorial Fund has offered to match State funding and to work in full partnership.

We fully support the goals of the State's plan for school reform, including:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

We commend the State of Connecticut for the leadership and efforts already demonstrated in recent years to create and integrate early childhood, K-12 and higher education. We believe that by working in partnership with communities, we can provide all children and their families with the highest quality learning opportunities.

Sincerely,

(b)(6)

David Nee
Executive Director

One Hamden Center • Suite 2B • 2319 Whitney Avenue • Hamden, CT 06518 • (203) 230-3330 Voice • (203) 230-3331 Fax
Website: www.wcgmf.org • email: GMFmail@wcgmf.org

STATE of CONNECTICUT
BY HER EXCELLENCY
M. JODI RELL
GOVERNOR

Executive Order No. 2A

Executive Order No. 2 is hereby repealed in its entirety and replaced with the text hereof:

WHEREAS, Connecticut's economic competitiveness is vital to preserving the quality of life that Connecticut residents have come to expect; and

WHEREAS, talent and innovation are key to maintaining the state's competitive advantage and economic success and will, in turn, lead to new company formation and job growth; and

WHEREAS, Connecticut's historic commitment to education and workforce development has been a major factor in the state's economic success in the past by generating the skilled talent and innovative industrial processes required to support economic growth; and

WHEREAS, it is vital that this legacy continue so that Connecticut business and industry will have the skilled talent necessary to support the high levels of innovation that will be required in the future to successfully compete in the global knowledge-based economy and in developing green collar jobs; and

WHEREAS, new product advancement, new company formation and business relocation into the state -- all critical components of growing new jobs – are increasingly dependent upon the availability of skilled talent; and

WHEREAS, for students and workers, 21st century talent is measured in terms of achievement and mastery of core subjects including science, technology, engineering and mathematics, as well as communication, problem-solving and interpersonal skills and language proficiency; and

WHEREAS, the 21st century talent pipeline must be all-inclusive and diverse and must operate as a seamless continuum, encompassing the state's early childhood education efforts at one end and world-class research and development and entrepreneurship at the other; and

WHEREAS, Connecticut's approach to P-20 education – early childhood, elementary and secondary schools, colleges and graduate schools – must therefore be better integrated with 21st century skill requirements for employment in Connecticut; more adaptive to the use of technology in teaching and learning and using the significant technology infrastructure currently available through the Connecticut Education Network and the Connecticut Distance Learning Consortium; and better poised to increase interest and achievement in science, technology, engineering and mathematics; and

WHEREAS, growing 21st century talent is no longer the province of any single agency, but necessarily involves multiple entities functioning in collaborative ways with a unified purpose;

NOW, THEREFORE, I, M. Jodi Rell, Governor of the State of Connecticut, by virtue of the authority vested in me by the Constitution and Statutes of the State of Connecticut, do hereby ORDER and DIRECT:

1. There shall be established The Connecticut Commission for the Advancement of 21st Century Skills and Careers which will develop strategies and make recommendations to the Governor to ensure that Connecticut's workforce possesses the skills necessary to succeed and prosper in the 21st century workplace; to advance innovation through research and development, product development and new venture development; to enrich existing talent by retraining existing workers for occupations experiencing skill shortages and providing structured 21st century career pathways; and to promote the development of training programs for green collar jobs.
2. The Commissioners of Education and Higher Education shall co-chair the Commission and shall appoint other members to the Commission, which members shall include the Executive Director of the Office for Workforce Competitiveness and the Commissioners of Economic and Community Development and Labor.
3. The Office for Workforce Competitiveness shall provide administrative support for the Commission and shall coordinate efforts among state agencies, public and private colleges and universities, and quasi-public agencies whose missions relate to the development and mastery of 21st century skills and career paths.
4. The Office for Workforce Competitiveness may contract with outside agencies to support the work of the Commission.

This order shall take effect immediately.

Dated at Hartford this 13th day of January 2009.

_____

M. Jodi Rell
Governor

By Her Excellency's Command:

_____

Susan Bysiewicz
Secretary of the State

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion														
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3) (iii)	(D)(2) (i)	(D)(2) (ii)	(D)(2) (iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2) (iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Andover	1	306	30	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Ansonia	4	2629	1590	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Ashford	1	428	96	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Barkhamsted	1	345	17	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Bethany	1	497	18	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Bethel	5	2966	409	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Bloomfield	8	2059	996	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Bozrah	1	235	42	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Branford	5	3417	649	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA

Bridgeport	36	19466	19149	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bristol	17	8369	3260	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Brookfield	4	2868	134	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Canterbury	2	509	99	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Canton	4	1729	80	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Chaplin	1	147	23	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Cheshire	8	4867	268	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Colchester	4	3135	292	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Colebrook	1	119	17	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Columbia	1	527	39	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Cromwell	4	2021	273	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Danbury	18	9969	3402	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Derby	3	1427	730	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Eastford	1	154	7	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
East Granby	4	893	17	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
East Haddam	3	1360	143	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
East Hartford	15	6938	4430	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
East Haven	12	3413	1244	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
East Lyme	5	3048	235	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
East Windsor	3	1313	385	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Ellington	6	2624	202	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Farmington	7	4087	322	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA

Glastonbury	9	6749	485	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Griswold	3	1979	586	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Hamden	10	5816	1882	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Hampton	1	123	20	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Hartford	49	20354	18954	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hartland	1	207	7	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Hebron	2	1094	46	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Killingly	4	2583	1070	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Lebanon	3	1396	187	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Manchester	14	6643	2896	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Mansfield	4	1182	231	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Meriden	12	8035	5065	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Middletown	12	5081	2035	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Monroe	6	3838	204	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Montville	6	2624	655	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Naugatuck	11	4750	1762	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
New Britain	18	9832	7480	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Canaan	5	4027	0	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
New Haven	43	18184	13043	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Newington	7	4391	791	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
New London	8	2972	1184	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
New Milford	7	4772	664	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA

Norfolk	3	128	13	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
North Branford	5	2319	283	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Norwich	14	3632	2441	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Plainfield	6	2631	874	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Plainville	5	2482	637	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Plymouth	4	1706	383	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Pomfret	1	494	49	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Portland	5	1416	144	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Putnam	4	1144	592	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Ridgefield	9	5398	108	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Rocky Hill	5	2592	232	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Scotland	1	140	27	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Shelton	8	5397	846	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Simsbury	7	4843	312	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Somers	3	1634	96	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Southington	11	6706	498	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Sprague	1	315	127	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Stafford	5	1703	428	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Stamford	20	14967	5989	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Sterling	1	467	153	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Stratford	14	7198	2167	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Thomaston	3	1137	210	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA

Thompson	3	1286	370	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Tolland	4	3105	118	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Torrington	7	4605	1768	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Vernon	8	3558	1016	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Voluntown	1	263	45	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Waterbury	30	17472	14017	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Watertown	5	3170	499	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
West Hartford	18	10013	1792	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
West Haven	11	6120	2787	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Westport	8	5664	152	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Wethersfield	7	3738	600	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Winchester	4	941	434	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Windham	7	3230	2374	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Windsor	7	3712	1057	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Windsor Locks	4	1740	540	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Woodstock	2	889	105	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Region 8	2	1729	108	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Region 10	4	2759	103	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Region 11	1	291	48	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Region 12	5	939	47	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Region 15	7	4488	140	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Region 16	5	2519	292	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA

Capitol Region Education Council	18	3549	1417	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Education Connection	1	27	0	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Cooperative Educational Services	5	644	198	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Area Cooperative Educational Services	8	2071	1156	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Learn	4	777	330	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
EASTCONN	3	208	59	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Jumoke Academy	1	389	282	Y	Y	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Odyssey Community School	1	180	72	Y	Y	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Integrated Day Charter School	1	297	62	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Interdistrict School for Arts and Communication	1	182	132	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Common Ground High School	1	160	95	Y	Y	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
The Bridge Academy	1	263	205	Y	Y	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Side By Side Community School	1	194	92	Y	Y	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Explorations	1	80	20	Y	Y	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Trailblazers Academy	1	165	141	Y	N	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Amistad Academy	1	744	493	Y	Y	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA

New Beginnings Inc., Family Academy	1	360	278	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Stamford Academy	1	131	111	Y	N	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Park City Prep Charter School	1	242	137	Y	N	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Bridgeport Achievement First	1	238	159	Y	Y	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Highville Charter School	1	261	179	Y	Y	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Charter School for Young Children	1	89	41	Y	Y	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Achievement First Hartford Academy	1	440	300	Y	Y	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Elm City College Preparatory School	1	547	378	Y	Y	N/A	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Connecticut Technical High School System	16	10468	3625	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA

Public Act 09-01 of the June 19, 2009 Special Session (§§ 10 & 13)
Public Act 09-06 of the September Special Session (§ 37)

* All other Public Acts cited in the application have been codified in statute and are listed below.

Public Act No. 09-1, June 19 Special Session (House Bill No. 6901)

AN ACT CONCERNING EDUCATOR CERTIFICATION AND PROFESSIONAL DEVELOPMENT AND OTHER EDUCATION ISSUES.

Sec. 10. (NEW) (*Effective July 1, 2009*) On and after July 1, 2010, the State Board of Education shall allow an applicant for certification to teach in a subject shortage area pursuant to section 10-8b of the general statutes, or a certified employee seeking to teach in such a subject shortage area to substitute achievement of an excellent score, as determined by the State Board of Education, on any appropriate State Board of Education approved subject area assessment for the subject area requirements for certification pursuant to section 10-145f of the general statutes, as amended by this act.

Sec. 13. (NEW) (*Effective July 1, 2009*) (a) The State Board of Education, upon receipt of a proper application, shall issue a resident teacher certificate to any applicant in the certification endorsement areas of elementary education, middle grades education, secondary academic subjects, special subjects or fields, special education, early childhood education and administration and supervision, who (1) holds a bachelor's degree from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited, (2) possesses a minimum undergraduate college cumulative grade point average of 3. 00, (3) has achieved a qualifying score, as determined by the State Board of Education, on the appropriate State Board of Education approved subject area assessment, and (4) is enrolled in an alternate route to certification program, approved by the State Board of Education, that meets the guidelines established by the No Child Left Behind Act, P. L. 107-110.

(b) Each such resident teacher certificate shall be valid for one year, and may be extended by the Commissioner of Education for an additional one year for good cause upon the request of the superintendent of schools for the school district employing such person.

(c) During the period of employment in a public school, a person holding a resident teacher certificate shall be the teacher of record and be under the supervision of the superintendent of schools or of a principal, administrator or supervisor designated by such superintendent who shall regularly observe, guide and evaluate the performance of assigned duties by such holder of a resident teacher certificate.

(d) Notwithstanding the provisions of subsection (a) of section 10-145b of the general statutes, as amended by this act, on and after July 1, 2009, the State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate, which shall be valid for three years,

to any person who (1) successfully completed an alternate route to certification program, approved by the State Board of Education, that meets the guidelines established by the No Child Left Behind Act, P. L. 107-110, (2) taught successfully as the teacher of record while holding a resident teacher certificate, and (3) meets the requirements established in subsection (b) of section 10-145f of the general statutes, as amended by this act.

Public Act No. 09-6, September Special Session (Senate Bill No. 2053)

AN ACT IMPLEMENTING THE PROVISIONS OF THE BUDGET CONCERNING EDUCATION, AUTHORIZING STATE GRANT COMMITMENTS FOR SCHOOL BUILDING PROJECTS, AND MAKING CHANGES TO THE STATUTES CONCERNING SCHOOL BUILDING PROJECTS AND OTHER EDUCATION STATUTES.

Sec. 37. (NEW) (*Effective from passage*) (a) The Department of Education, with cooperation from local and regional school districts, regional educational service centers, representatives of the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes, and public institutions of higher education, shall establish and administer a teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules, pursuant to subsection (e) of this section, for beginning teachers. The program shall be aligned with the principles of teaching approved by the State Board of Education. As part of the program, each beginning teacher shall develop a two-year individualized mentoring plan.

(b) In administering the teacher education and mentoring program under this section:

(1) The Department of Education shall (A) develop a statement for the teacher education and mentoring program that includes the state's goals for state-wide teacher induction, mentoring, professional development and evaluation, using state-wide data and national research findings; (B) distribute state funding to local and regional school districts to assist with implementation of district teacher education and mentoring plans; (C) manage and make accessible to local and regional school districts the data systems needed to document that teachers and mentors have satisfactorily completed the instructional modules; (D) monitor district implementation of the teacher education and mentoring program to ensure fidelity to the program's plan and goals, including random district audits and observations by state personnel; (E) issue provisional educator certificates to teachers that have satisfactorily completed the induction program; (F) develop guidelines for the creation and approval of district teacher education and mentoring plans, based on input and recommendations from stakeholder groups; and (G) oversee an outside evaluation of the teacher education and mentoring program every three to five years;

(2) The Department of Education, in collaboration with EASTCONN, the RESC Alliance, institutions of higher education and other stakeholders, shall (A) develop instructional modules for beginning teachers to complete; (B) train mentors to carry out responsibilities at the district level; (C) provide professional development and training for regional mentors working at the district level; (D) provide professional development and training for district teams and principals in managing, designing and administering teacher education and mentoring plans; and (E) provide technical assistance to districts based on district size and needs;

(3) The Department of Education and public institutions of higher education shall (A) work with regional educational service centers to align modules with National Council for Accreditation of Teacher Education approved preservice teacher preparation programs; (B) develop and deliver regional strategies for supporting mentor assistance programs; and (C) train cooperating teachers to work with teacher preparation candidates during student teaching and internships;

(4) Local and regional boards of education shall (A) develop a three-year teacher education and mentoring plan in accordance with subsection (c) of this section; (B) form a local or regional coordinating committee or committees, with representatives of the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes, based on district size, to guide the activities outlined in the three-year teacher education and mentoring plan; (C) develop an annual budget to support the activities detailed in the three-year teacher education and mentoring plan and submit such budget annually to the Department of Education to receive state assistance for such activities; (D) recruit and pair mentors from within and outside of the district to work with beginning teachers; (E) ensure substitute teacher coverage for mentors and beginning teachers to participate in the activities and modules required in the three-year teacher education and mentoring plan; (F) communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work; (G) coordinate the teacher education and mentoring program and teacher evaluation and supervision program, provided they are kept separate; (H) verify, through the local or regional coordinating committee, that the work of beginning teachers and instructional modules has been successfully completed to warrant provisional certification; (I) when a beginning teacher has satisfactorily completed all modules, attest to that fact and that the teacher is eligible for provisional certification; and (J) ensure that schools under the board's jurisdiction (i) administer the state's on-line needs assessment to establish the goals and priorities of each beginning teacher as such teacher develops an individualized mentoring plan, (ii) review and approve beginning teachers' individualized, two-year mentoring plan, (iii) organize mentoring opportunities by grade, department or specialty area, (iv) take steps to make time available, as needed, to help teachers achieve the goals of their mentoring plans, (v) coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of the district plan, and (vi) submit annual report on mentor-teacher activities to the district coordinating committee for review and approval.

(c) Local and regional school districts shall develop a three-year teacher education and mentoring plan that incorporates the Department of Education's goals and instructional priorities, as well as any local considerations based on community and student needs. Such plan shall include: (1) Background information about the district that includes a community profile, district profile, student profile, faculty profile, mentor profile and beginning teacher profile; (2) a statement of three-year objectives related to the state's goal statement for the teacher education and mentoring program; (3) a general timeline for district coordinating teams to meet with central office personnel, principals, mentors or district facilitators; (4) a description of the process used to select mentors and assign them to beginning teachers, based on subject areas, levels and need; (5) a description of the process used to train and update mentors in best practices and essential knowledge; (6) a timeline of district-wide mentoring days for observations, individual discussion, small group meetings, professional development days, regional educational service center training sessions and beginning teachers' completion of tasks

associated with each module; (7) a description of the process used to collect, review and coordinate teachers' mentoring plans; (8) a description of the process to resolve internal disputes over the district's recommendations to the state concerning which individuals have satisfactorily completed the instructional modules; and (9) a description of the resources and budget needed to carry out the activities described in the plan.

(d) Local and regional boards of education shall not consider a teacher's completion of the teacher education and mentoring program as a factor in its decision to continue a teacher's employment in the district.

(e) (1) Beginning teachers shall satisfactorily complete instructional modules in the following areas: (A) Classroom management and climate; (B) lesson planning and unit design; (C) delivering instruction; (D) assessing student learning; and (E) professional practice. Beginning teachers shall complete two modules in their first year in the program and three modules in their second year in the program, except as otherwise provided by the Commissioner of Education, or as provided for in subsection (h) of this section.

(2) Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module, to complete each such instructional module, and such activities shall be reflected in the beginning teacher needs assessment. Such activities may be presented in person by mentors, offered in workshops, through online courses or through the completion of a set of readings. For each instructional module, beginning teachers shall (A) apply the knowledge gained through such activities in a lesson, project or demonstration of how the activity impacted student learning, and (B) submit a reflection paper or project, to be signed by the mentor, that summarizes, describes or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning contributed to the development of such beginning teacher. Such reflection paper or project shall be forwarded to the district's coordinating committee for approval.

(3) Upon successful completion of the instructional modules and final review by the coordinating committee, the superintendent of the school district shall submit the names of the beginning teachers eligible for receipt of a provisional educator certificate to the State Board of Education.

(f) Local and regional boards of education, in cooperation with the Department of Education, institutions of higher education and regional educational service centers, shall recruit mentors for their teacher education and mentoring program. Those persons eligible to serve as mentors for such programs shall hold a provisional educator certificate or a professional educator certificate and have at least three years teaching experience in Connecticut, including at least one year of experience in the district in which they are presently employed. Retired certified teachers may also serve as mentors, provided they successfully complete a mentor training program offered by a regional educational service center. Each mentor shall be assigned two beginning teachers, except that in certain circumstances, a mentor may be assigned three beginning teachers. Such assignment shall be reflected in each district's three-year plan. Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module. Mentors shall receive a minimum of a five-hundred-dollar annual stipend for each beginning teacher assigned to such mentor from the local

or regional board of education for participation in the teacher education and mentoring program. Such stipend shall be included in a person's total earnings for purposes of retirement.

(g) Notwithstanding the provisions of subsection (h) of this section, for the school year commencing July 1, 2010, beginning teachers who hold an initial educator certificate and have not participated in any beginning educator program as of July 1, 2009, shall participate in the teacher education and mentoring programs as follows:

(1) Beginning teachers in the following subject areas and endorsement areas shall be required to successfully complete the teacher education and mentoring program in full: Elementary education, English and language arts, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language.

(2) Beginning teachers in any other endorsement area and whose primary function is providing direct instruction to students shall be required to successfully complete one year of mentorship and two instructional modules.

(h) Teachers who began in a beginning educator program, pursuant to section 10-145b of the general statutes, revision of 1958, revised to January 1, 2009, but have not completed that program as of July 1, 2009, and teach during the 2009-2010 school year, shall be granted a one-year extension of their initial educator certificates, if necessary, and shall participate in the teacher education and mentoring program, pursuant to this section, through the completion of two instructional modules during the 2010-2011 school year. Such teachers shall exit the program at the end of the 2010-2011 school year upon the successful completion of the two instructional modules.

(i) The Department of Education, in consultation with EASTCONN, shall create a data system for local and regional school districts to access the resources and record-keeping tools to manage the teacher education and mentoring program at the local level. Such data system shall include (1) templates for (A) writing and updating each district's plan, (B) recording each teacher's completion of each of the five instructional modules, and (C) teachers to record the completion of instructional module activities and submit written reflection papers or projects, and (2) links to on-line programs or workshops that are part of the five modules.

(j) Not later than July 1, 2010, the State Board of Education shall adopt guidelines to provide for the implementation of the teacher education and mentoring program in accordance with this section and the Report of the Beginning Educator Support and Training Program (BEST)/Mentor Assistance Program (MAP) Task Force dated December 29, 2008.

Sec. 10-145d-414. Temporary 90-day certificate

(a) Conditions for issuance.

The temporary 90-day certificate shall be issued to any applicant who successfully completes a board-approved alternate route to licensure program, as available, in the endorsement areas of elementary education, middle grades education, secondary academic subjects, special subjects or fields, special education, and administration and supervision when the following conditions are met:

(1) The employing agent of a board of education makes a written request for the issuance and attests to the existence of a special plan for supervision of temporary 90-day certificate holders; and

(2) The applicant meets the following requirements, except as otherwise provided in subdivision (3) of this subsection:

(A) Holds a bachelor's degree from an approved institution, with a major in or closely related to the endorsement area in which the requesting board of education is placing the applicant;

(B) Has achieved a passing score on CONNCEPT or Praxis I-CBT or its equivalent, in accordance with subsection (a) of Section 10-145d-404;

(C) Has achieved a passing score on Praxis II and CONNECT, as appropriate, in accordance with subsection (b) of Section 10-145d-404;

(D) Presents a written application on such form as the Department shall prescribe;

(E) Has successfully completed the alternate route to certification program in the subject or field for which the applicant has been prepared;

(F) Possesses an undergraduate college overall grade point average of at least “B”, or, if the applicant has completed at least 24 semester hours of graduate credit, possesses a graduate grade point average of at least “B”; and

(G) Presents supporting evidence of appropriate experience working with children.

(3) The Commissioner may waive the requirements of (F) or (G) or both of subdivision (2) of this subsection upon a showing of good cause.

(b) Any person serving under a temporary 90-day certificate shall participate in BEST, as appropriate, specifically designed by the Department for holders of temporary 90-day certificates.

V.B.

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:
January 6, 2010

RESOLVED, that the State Board of Education adopts the Legislative Proposals for the Race to the Top application, and directs the Commissioner to take the necessary action.

Approved by a vote of 7:0, this sixth day of January, Two Thousand Ten.

Signed: Mark K. McQuillan
Mark K. McQuillan, Secretary

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Mark K. McQuillan, Commissioner of Education

DATE: January 6, 2010

SUBJECT: Legislative Proposals for the Race to the Top application

Below is a list of legislative proposals for the purpose of our Race to the Top grant application. The first proposal, pertaining to Secondary School Reform, was discussed at the October 7, 2009, meeting of the Board and no changes to this proposal were suggested by the Board at either the October 7th meeting or the October 20th workshop.

The second set of proposals, pertaining to revisions to the charter school statutes, was discussed at the October 7, 2009 meeting, the October 20, 2009 workshop, and the December 2, 2009, meeting. Consensus was reached on items 2(b) and 2(c); however no consensus was reached on item 2(a). A revision to 2(a) has been proposed to discuss the matter of money follows the child at a workshop in January.

The list of proposals below is being provided for State Board adoption. Action is required at this time due to the January 19, 2010, deadline for the application.

Legislative Proposals for the Race to the Top application:

1. Revise Accountability Statute to include Secondary School Reform for purpose of application for Race to the Top funds; and
2. Revise Charter School Statutes to Remove Barriers to Growth for Race to the Top application, including:
    a. Revise the funding model for state charters by increasing the per pupil grant for state charter schools to a comparable statewide average per pupil rate. In addition, the Board will conduct a workshop in January to discuss transitioning to a money follows the child model beginning in the next biennium budget.
    b. Rewrite the legislation for local charter schools in priority school districts based on a new funding proposal allowing districts to form local charters with independent governing bodies and contractors who will manage the district's faculty and staff at the local charter school.
    c. Remove statutory barriers to charter school growth, such as lifting caps on the enrollment of charter schools that have a track record of success and remove subject to funding clauses that can limit charter school growth.

A description of each of the proposals is below. Upon adoption, these proposals will be submitted to the Office of Policy and Management (OPM) for review and approval. If approved by OPM, they will be submitted to the General Assembly.

Summary of Proposals

1. **Revise Accountability Statute to include Secondary School Reform for purpose of application for Race to the Top funds.**

This proposal seeks to embed the Connecticut Plan for Secondary School Reform into section 10-223e of the General Statutes. Section 10-223e currently guides the Department's "turn around" work with underperforming schools and school districts whose district improvement plans have been approved by the Board. The proposal would grant the Board the discretion to require these underperforming schools and districts to adopt the components of the Secondary School Reform plan if federal funds are obtained through Race to the Top or other sources. The Board would also have the discretion to require these districts to adopt adolescent literacy and dropout prevention programs for students in grades 6 through 12.

2. **Revise Charter School Statutes to Remove Barriers to Growth for Race to the Top application.**

   a. **Revise the funding model for state charters schools.**

This proposal seeks to increase the per pupil grant for state charter schools to a comparable statewide average per pupil rate (which would exclude special education costs) during this legislative session. In addition, the Board will hold a discussion in January to discuss transitioning to a "money follows the child" funding model for state charter schools, beginning in the next biennium budget.

Currently, the state provides $9,300 per pupil directly to state charter schools. There is no local contribution. Charter school advocates argue that $9,300 is lower than what the majority of districts spend per pupil and that charter schools should receive parity in funding. To ensure parity, this proposal would increase the per pupil grant to an amount equivalent to the **average adjusted net current expenditure per pupil**. This amount would be calculated by determining what a district spends per pupil, removing special education costs, and then finding the state average. In 2008-2009, the average adjusted net current expenditure per pupil was $10,306.

b. Rewrite the legislation for local charter schools in priority school districts based on a new funding proposal allowing districts to form local charters with independent governing bodies and contractors who will manage the district's faculty and staff at the local charter school.

This proposal would seek to revise the current local charter school statute to allow priority school districts to form local charters with independent governing bodies and contractors who will manage the district's faculty and staff at the local charter school. As an incentive, priority school districts that spend less than the average adjusted net current expenditure per pupil, will receive a per pupil grant from the state to ensure parity in funding for all charter schools.

c. Remove statutory barriers to charter school growth, such as lifting caps on the enrollment of charter schools that have a track record of success and remove subject to funding clauses that can limit charter school growth.

Revise the current state charter statute to remove any potential barriers to growth for state charter schools, as follows:

i. **10-66bb(a)**: Strike "within available appropriations" so that the State Board of Education may grant charters for local and state charter schools regardless of available appropriations.
ii. **10-66bb(c):** Eliminate the enrollment cap of 85 students per grade for those state charter schools that are found by the State Board of Education to have a demonstrated record of achievement. Such state charter schools with a demonstrated record of achievement would still be required to apply to the Board for approval of the waiver of the standard enrollment caps.
iii. **10-66hh(a)**: Extend the effective date of this section of statute that currently authorizes the Commissioner in FY 08 and FY 09 to provide grants to assist state charter schools with capital expenses such as school construction projects. The proposal seeks to extend this section for all fiscal years.

V.D.

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:
November 4, 2009

RESOLVED, that the State Board of Education adopts the Legislative Proposals for 2010, and directs the Commissioner to take the necessary action.

Approved by a vote of 8:0, this fourth day of November, Two Thousand Nine.

Signed: _____
Mark K. McQuillan, Secretary

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Mark K. McQuillan, Commissioner of Education

DATE: November 4, 2009

SUBJECT: Legislative Proposals for 2010

Below is a list of legislative proposals for the 2010 Session of the General Assembly. The items on this list were discussed at the October 7, 2009, meeting of the Board and no changes to these proposals were suggested by the Board at either the October 7th meeting or the October 20th workshop.

Please note that due to the fact that the final guidance on the Race to the Top application has not yet been released by the U.S. Department of Education, and is not expected until mid-November at the earliest, we have decided to wait to finalize the following three proposals relating to the application until such guidance is available:

1. Signal Connecticut's preparedness to address Race to the Top criteria concerning district evaluation of teachers and administrator based on such factors as student performance and school achievement;
2. Revise Accountability Statute to include Secondary School Reform and other provisions for purpose of application for Race to the Top funds; and
3. Revise Charter School Statutes to Remove Barriers to Growth for Race to the Top application.

These proposals will be brought to the Board for final adoption at a future meeting as a separate package of legislative proposals relating exclusively to the Race to the Top application.

The list of proposals below is being provided at this time for State Board adoption. A description of each of the proposals is attached. Upon adoption, these proposals will be submitted to the Office of Policy and Management (OPM) for review and approval. If approved by OPM, they will be submitted to the General Assembly.

2010 Legislative Proposals

1. Require local and regional boards of education to adopt a policy regarding earning credits for online courses.
2. Confer authority to the Commissioner of Education to require districts in the Sheff region to accept Open Choice students.

3. Revise Early Childhood Credential for Associate and Bachelor Degrees (for 2015).
4. Mandate Relief Proposals:
    a. Reduce Youth Service Bureau Reporting Requirements;
    b. Reduce School Breakfast Program Reporting Requirements;
    c. Reduce Charter School Reporting Requirements; and
    d. Establish Committee to Research Efficacy of Postural Screenings.
5. Revise the membership requirements of the State Advisory Council for Special Education.

1. Require local and regional boards of education to adopt a policy regarding earning credits for online courses.

This proposal was approved by the State Board of Education as part of the 2009 legislative proposals. The Education Committee drafted a bill using the Department's proposed language and the bill was approved by the Senate on the consent calendar, in mid-April. The House approved this bill as well at the end of May, but a controversial amendment to raise the state's drop-out age was attached to this bill and the Senate did not take up the bill again for final passage before the end of the regular session.

The purpose of this proposal is to require local and regional boards of education to adopt policies for the approval of online coursework that high school students may take for credit towards high school graduation requirements. Allowing Connecticut high school students to enroll in online courses provides students the opportunity to take courses in subject areas that might not be offered in their own school. It also offers flexibility for those students who may need to recover credits required for graduation.

Currently, in order for districts to grant credit for a course, state law requires that courses be offered for a specific amount of seat time and class periods. Online courses do not "fit" this paradigm of instruction/learning. Because of these state requirements, local and regional boards of education do not clearly have the authority to grant credit for online learning opportunities. In addition, the quality and rigor of online courses varies dramatically. As such, this proposal amends the statute to allow for credits to be earned through the completion of online coursework, pursuant to the policies that the proposal requires a local and regional board of education to adopt, pertaining to the characteristics that an online course must possess in order for credit to be granted.

This proposal has no fiscal impact associated with it at the state or local level as the proposal does not mandate that districts offer this coursework to their students.

2. Confer authority to the Commissioner of Education to require districts in the Sheff region to accept Open Choice students.

This proposal was approved by the State Board of Education as part of the 2009 legislative proposals. The purpose of the proposal is to give the Commissioner the authority to require participation in the OPEN Choice program by districts in the Sheff region, based on the district's capacity to accept additional students. Currently, the Commissioner may only make a request to districts in the Sheff region to enroll a certain number of Hartford students. However, districts in the region are not complying with his requests. For example, last winter, the Commissioner requested that districts in the Sheff region offer 709 new OPEN Choice seats for the 2009-2010 school year. The total number of new seats offered for OPEN Choice for the 2009-2010 school year was only 241. The Sheff initiative requires a far greater level of participation in the OPEN Choice

program in order to meet the requirements of the 2008 court mandated settlement agreement.

This proposal is not expected to have a fiscal impact on the state as the Commissioner would only require participation by the districts in the Sheff region at a level that is within our current budget for OPEN Choice for the 2010-2011 school year.

3. Early Childhood Credential for Associate and Bachelor Degrees

Current law requires that by 2015 school readiness classrooms are staffed with teachers who hold (1) a bachelor's degree from an accredited higher education institution in early childhood education, child development, or a related commissioner-approved field; or (2) a teaching certificate with a special education or early childhood endorsement. This target standard cannot be reached given: (1) the insufficient numbers of four-year Early Childhood Education (ECE) degree programs; and (2) the time it takes for those pursuing these degrees to complete their program. In addition, the law, as currently written, is unclear about what degrees would be acceptable (e.g., related fields). Current legislation also allows a special education endorsement as a qualification. This is problematic as the special education endorsement currently accepted does not address general education, curriculum preparation, or teaching pedagogy specific to early childhood education.

This proposal seeks to remedy the problems outlined above by eliminating these requirements. Instead, this proposal requires that half of the teachers in programs accepting school readiness funds to have (1) a bachelor's degree from an accredited higher education institution or (2) a teaching certificate with an early childhood education endorsement. The remaining teachers must have an associate's degree from an accredited higher education institution. Teachers meeting the requirement based on their bachelor's or associate's degree must have completed a program of study approved by the education and higher education commissioners.

This proposal is not expected to have a significant fiscal impact on the state.

4. Mandate Relief Proposals

a. **Reduce Youth Service Bureau Reporting Requirement**: This proposal seeks to reduce the Youth Service Bureau (YSB) reporting requirement from an annual report to a biennial report. Current law requires the Commissioner to report to the General Assembly on an annual basis the referral or diversion of children under the age of eighteen years from the juvenile justice system and the court system. The purpose of this change is to reduce the burden on the YSB's that have limited resources and to give the Department more time to collect better data about the impact of the YSB on the community and its youth and to conduct a higher quality analysis on that data.

b. **Reduce School Breakfast Program Reporting Requirement**: This proposal seeks to eliminate the requirement that each local and regional board of education participating in the school breakfast grant program submit a

financial statement of expenditures to the department on or before September 1st of each fiscal year and instead provide that such submission be made at such time and in such manner as prescribed by the Commissioner of Education, and specify that if the commissioner finds that any school breakfast grant recipient has used grant dollars for purposes which are not in conformity with the purposes of this statute, the commissioner shall, rather than may, require repayment to the state. **Note**: This proposal was approved by the Board and OPM last year but no action was taken by the legislature.

c. **Reduce Charter School Reporting Requirement**: This proposal seeks to make the Department of Education's annual report to the General Assembly concerning charter schools a biennial report, rather than an annual report, so that the information is provided concurrently with the preparation of the state biennial budget. Note: This proposal was approved by the Board and OPM last year but no action was taken by the legislature.

d. **Establish Committee to Research the Efficacy of Postural Screenings**: The purpose of this proposal is to establish a committee to conduct investigational research as to the efficacy of mandatory annual screenings for each pupil in grades five to nine inclusive, as mandated in subsection (c) of section 10-214 of the General Statutes.

5. Revise the membership requirements of the State Advisory Council for Special Education.

The Part B Application submitted by the State Department of Education for federal funding under IDEA requires that the state provide an assurance that "the State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State as found in 20 U.S.C. 1412(a)(21)(A)-(D); 34 CFR §§300.167-300.169." The federal law requires the advisory panel to be composed of at least 20 members, who are representative of the state population, and a majority of the members of the panel must be individuals with disabilities or parents of children with disabilities from birth through age 26.

Connecticut's State Advisory Council for Special Education (SAC) is currently composed of at least 38 members as appointed by various appointing authorities. This is nearly twice as large as the federal rules require. Reduction in membership consistent with the membership requirements of the federal law is recommended to improve the functionality of the SAC.

Table: High-Need Student Population in Charter Schools

School District		Total Enrollment*	Race				Free or Reduced Lunch Eligibility			
			Non-white		White		Yes		No	
			Count	*Percent*	*Count*	*Percent*	*Count*	*Percent*	*Count*	*Percent*
Bridgeport	Public Schools	20,156	18,427	91.4%	1,729	8.6%	19,838	98.4%	318	1.6%
Bridgeport	Charter Schools	1,103	1,088	98.6%	15	1.4%	779	70.6%	324	29.4%
Hartford	Public Schools	21,215	19,655	92.6%	1,560	7.4%	19,660	92.7%	1,555	7.3%
Hartford	Charter Schools	1,057	1,005	95.1%	52	4.9%	684	64.7%	373	35.3%
New Haven	Public Schools	19,853	17,257	86.9%	2,596	13.1%	13,843	69.7%	6,010	30.3%
New Haven	Charter Schools	1,754	1,703	97.1%	51	2.9%	1,169	66.6%	585	33.4%

District		Total Enrollment*	English Language Learners				Special Education Students			
			Yes		No		Yes		No	
			Count	*Percent*	*Count*	*Percent*	*Count*	*Percent*	*Count*	*Percent*
Bridgeport	Public Schools	20,156	2,646	13.1%	17,510	86.9%	2,465	12.2%	17,691	87.8%
Bridgeport	Charter Schools	1,103	24	2.2%	1,079	97.8%	89	8.1%	1,014	91.9%
Hartford	Public Schools	21,215	3,671	17.3%	17,544	82.7%	2,723	12.8%	18,492	87.2%
Hartford	Charter Schools	1,057	23	2.2%	1,034	97.8%	52	4.9%	1,005	95.1%
New Haven	Public Schools	19,853	2,412	12.1%	17,441	87.9%	2,016	10.2%	17,837	89.8%
New Haven	Charter Schools	1,754	143	8.2%	1,611	91.8%	66	3.8%	1,688	96.2%

*October 1, 2009 Enrollment as reported in PSIS, as at January 6, 2010
Unaudited and not final

2009 CMT & CAPT
Tier 1, Tier II, & Tier III Schools

	Title I	Elementary/Secondary	DIST	SCH	NCES_Dist	NCES_Sch	District Name	School Name	Year of Improvement	2009 Unadjusted Math
Tier I	Yes	Secondary	282	60	900031	1405	Stamford Academy	Stamford Academy	3	14.3
	Yes	Elementary	93	51	902790	650	New Haven School District	Urban Youth Center Middle School	6	11.5
	Yes	Elementary	64	19	901920	381	Hartford School District	Milner Core Knowledge School	9	27
	Yes	Elementary	64	6	901920	357	Hartford School District	Burns Latino Studies Academy	6	32.8
	Yes	Secondary	64	63	901920	382	Hartford School District	Weaver High School	7	17.5
	Yes	Elementary	244	61	900070	576	Area Cooperative Educational Services	Collaborative Alternative Magnet School	4	29
	Yes	Elementary	64	1	901920	377	Hartford School District	Sand School	6	27.8
	Yes	Elementary	64	51	901920	363	Hartford School District	Fox Middle School	6	28.3
	Yes	Elementary	64	52	901920	375	Hartford School District	Quirk Middle School	6	31
	Yes	Elementary	15	1	900450	49	Bridgeport School District	Barnum School	6	36.6
	Yes	Elementary	89	9	902670	517	New Britain School District	Northend School	2	35.4
	Yes	Elementary	15	26	900450	81	Bridgeport School District	Roosevelt School	6	42.1
	Yes	Elementary	89	3	902670	509	New Britain School District	Chamberlain School	6	37
	Yes	Elementary	93	4	902790	564	New Haven School District	Katherine Brennan School	3	39.2
	Yes	Elementary	64	28	901920	1192	Hartford School District	Dr. Ramon E. Betances School	5	46.2
	Yes	Elementary	15	41	900450	1161	Bridgeport School District	Dunbar School	6	37.9
	Yes	Elementary	64	30	901920	26	Hartford School District	Sanchez School	6	46.1
	Yes	Elementary	163	1	905190	1083	Windham School District	Natchaug School	3	45.2
Tier II	No	Secondary	15	61	900450	50	Bridgeport School District	Bassick High School	7	16.7
	No	Secondary	15	63	900450	67	Bridgeport School District	Harding High School	7	24.1
	No	Secondary	93	62	902790	563	New Haven School District	James Hillhouse High School	6	25.3
	No	Secondary	93	68	902790	148	New Haven School District	Hyde Leadership School	4	25
	No	Secondary	93	65	902790	569	New Haven School District	Polly T. McCabe Center		25

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December 16, 2009

Tier III

Title I	Elementary/Secondary	DIST	SCH	NCES_Dist	NCES_Sch	District Name	School Name	Year of Improvement	2009 Unadjusted Math
Yes	Elementary	89	12	902670	523	New Britain School District	Smalley Academy	6	37.1
Yes	Elementary	93	7	902790	559	New Haven School District	Hill Central Music Academy	9	39.6
Yes	Elementary	89	51	902670	116	New Britain School District	Roosevelt Middle School	6	38.5
Yes	Elementary	93	29	902790	581	New Haven School District	Truman School	6	42.1
Yes	Elementary	64	24	901920	359	Hartford School District	Clark School	6	44.4
Yes	Elementary	64	12	901920	371	Hartford School District	McDonough School	5	48.2
Yes	Elementary	64	53	901920	6	Hartford School District	Dr. Joseph Bellizzi Middle School	6	44.6
Yes	Elementary	15	10	900450	1	Bridgeport School District	Luis Munoz Marin School	6	45.7
Yes	Elementary	89	5	902670	512	New Britain School District	Gaffney School	4	43.9
Yes	Elementary	89	53	902670	518	New Britain School District	Pulaski Middle School	6	42.5
Yes	Elementary	89	11	902670	510	New Britain School District	Diloreto Magnet School	4	43.9
Yes	Elementary	15	14	900450	70	Bridgeport School District	Cesar Batalla School	6	44.3
Yes	Elementary	64	8	901920	364	Hartford School District	M. D. Fox ComPACT School	5	53.1
Yes	Elementary	151	22	904830	987	Waterbury School District	Walsh School	5	51.4
Yes	Elementary	15	42	900450	1162	Bridgeport School District	Curiale School	6	45.8
Yes	Elementary	93	42	902790	1483	New Haven School District	Clemente Leadership Academy	8	48.6
Yes	Elementary	278	51	900023	965	Trailblazers Academy District	Trailblazers Academy	5	47.2
Yes	Elementary	151	20	904830	986	Waterbury School District	Sprague School	4	50.6
Yes	Secondary	89	61	902670	521	New Britain School District	New Britain High School	6	35.7
Yes	Elementary	64	32	901920	636	Hartford School District	Moylan School	8	43.2
Yes	Elementary	64	16	901920	369	Hartford School District	M. L. King School	6	47.8
Yes	Elementary	93	15	902790	580	New Haven School District	Augusta Lewis Troup School	1	51.8
Yes	Secondary	244	61	900070	576	Area Cooperative Educational Services	Collaborative Alternative Magnet School	3	40
Yes	Elementary	93	48	902790	1484	New Haven School District	Celentano School	3	49.6
Yes	Elementary	15	19	900450	73	Bridgeport School District	Longfellow School	5	54
Yes	Elementary	93	16	902790	554	New Haven School District	Fair Haven School	5	49.8
Yes	Elementary	95	3	902820	591	New London School District	Jennings School	5	55.5
Yes	Elementary	15	4	900450	54	Bridgeport School District	Bryant School	5	52.8
Yes	Elementary	64	4	901920	355	Hartford School District	Batchelder School	2	49.7
Yes	Elementary	15	22	900450	76	Bridgeport School District	Jettie S. Tisdale School	6	54.2
Yes	Elementary	93	6	902790	550	New Haven School District	Clinton Avenue School	6	56.3
Yes	Elementary	64	23	901920	358	Hartford School District	Burr School	5	52.5
Yes	Elementary	89	6	902670	513	New Britain School District	Holmes School	5	52.3
Yes	Elementary	15	30	900450	86	Bridgeport School District	Waltersville School	6	53.4
Yes	Elementary	15	7	900450	60	Bridgeport School District	Edison School	4	54.5
Yes	Elementary	93	2	902790	542	New Haven School District	Barnard Environmental Magnet School	5	50.6
Yes	Secondary	269	61	900015	809	The Bridge Academy District	The Bridge Academy	2	39.5
Yes	Elementary	15	39	900450	59	Bridgeport School District	Cross School	5	51.4
Yes	Elementary	43	6	901260	194	East Hartford School District	Dr. Franklin H. Mayberry School	2	54
Yes	Elementary	93	41	902790	549	New Haven School District	Christopher Columbus Academy	4	60.2
Yes	Elementary	151	5	904830	968	Waterbury School District	Bucks Hill School	6	54.6
Yes	Secondary	151	63	904830	992	Waterbury School District	Wilby High School	6	40.5
Yes	Elementary	151	53	904830	1115	Waterbury School District	North End Middle School	5	49.6
Yes	Elementary	93	8	902790	1386	New Haven School District	John S. Martinez School	4	56.6
Yes	Elementary	15	12	900450	66	Bridgeport School District	Hallen School	4	55
Yes	Elementary	93	32	902790	586	New Haven School District	Wexler/Grant Community School	3	52.8
Yes	Secondary	64	61	901920	356	Hartford School District	Bulkeley High School	6	52.2
Yes	Elementary	89	7	902670	514	New Britain School District	Jefferson School	4	58.1
Yes	Elementary	93	46	902790	552	New Haven School District	East Rock Global Studies Magnet School	4	55
Yes	Elementary	64	21	901920	384	Hartford School District	West Middle School	6	56.7
Yes	Elementary	15	32	900450	87	Bridgeport School District	Geraldine Johnson School	1	57
Yes	Elementary	15	5	900450	58	Bridgeport School District	Columbus School	9	61
Yes	Elementary	163	5	905190	1085	Windham School District	Windham Center School	3	54.4
Yes	Elementary	89	13	902670	524	New Britain School District	Smith School	1	61

Tier III

Title I	Elementary/Secondary	DIST	SCH	NCES_Dist	NCES_Sch	District Name	School Name	Year of Improvement	2009 Unadjusted Math
Yes	Elementary	104	18	903120	677	Norwich School District	Veterans' Memorial School	1	54.6
Yes	Elementary	43	12	901260	208	East Hartford School District	Silver Lane School	5	56.5
Yes	Elementary	15	25	900450	80	Bridgeport School District	Read School	5	54.2
Yes	Elementary	64	26	901920	378	Hartford School District	Simpson-Waverly School	2	56.8
Yes	Elementary	93	20	902790	566	New Haven School District	Lincoln-Bassett School	4	59.6
Yes	Secondary	151	62	904830	971	Waterbury School District	Crosby High School	6	42
Yes	Elementary	64	14	901920	372	Hartford School District	Naylor School	6	57.8
Yes	Elementary	95	9	902820	594	New London School District	Nathan Hale School	2	56.3
Yes	Elementary	95	8	902820	597	New London School District	Winthrop School	3	55.7
Yes	Elementary	15	21	900450	75	Bridgeport School District	Classical Studies Academy	1	57.4
Yes	Elementary	104	15	903120	678	Norwich School District	Wequonnoc School	2	58.6
Yes	Elementary	89	8	902670	515	New Britain School District	Lincoln School	6	60
Yes	Elementary	64	9	901920	366	Hartford School District	Hooker School	5	60.6
Yes	Elementary	43	9	901260	191	East Hartford School District	Anna E. Norris School	3	63.7
Yes	Elementary	43	18	901260	206	East Hartford School District	Robert J. O'Brien School	5	67.7
Yes	Elementary	64	25	901920	362	Hartford School District	Annie-Fisher School	3	54.4
Yes	Elementary	89	52	902670	522	New Britain School District	Slade Middle School	6	56.8
Yes	Elementary	62	4	901860	341	Hamden School District	Helen Street School	3	64.8
Yes	Elementary	64	11	901920	370	Hartford School District	Kinsella Magnet School	8	60.8
Yes	Elementary	64	22	901920	385	Hartford School District	Wish School	6	64.6
Yes	Elementary	64	17	901920	376	Hartford School District	Rawson School	3	61.5
Yes	Elementary	151	52	904830	991	Waterbury School District	West Side Middle School	6	57.5
Yes	Elementary	151	9	904830	972	Waterbury School District	Driggs School	6	64.2
Yes	Elementary	15	2	900450	51	Bridgeport School District	Beardsley School	9	69.1
Yes	Elementary	43	51	901260	197	East Hartford School District	East Hartford Middle School	6	58.8
Yes	Elementary	15	40	900450	53	Bridgeport School District	Blackham School	6	61
Yes	Elementary	43	22	901260	195	East Hartford School District	Dr. John A. Langford School	5	61.8
Yes	Elementary	43	5	901260	202	East Hartford School District	Hockanum School	1	64.2
Yes	Elementary	64	10	901920	368	Hartford School District	Kennelly School	3	62.3
Yes	Elementary	104	6	903120	666	Norwich School District	Greeneville School	1	64.5
Yes	Elementary	151	27	904830	970	Waterbury School District	Carrington School	6	67.1
Yes	Elementary	95	2	902820	590	New London School District	Harbor School	1	60.1
Yes	Elementary	104	19	903120	676	Norwich School District	Uncas School	1	61.8
Yes	Elementary	77	9	902310	426	Manchester School District	Nathan Hale School	2	60.7
Yes	Elementary	151	32	904830	685	Waterbury School District	Woodrow Wilson School	5	67.9
Yes	Elementary	37	4	901110	178	Derby School District	Irving School	1	62.6
Yes	Elementary	43	24	901260	1275	East Hartford School District	Sunset Ridge School	3	61.9
Yes	Secondary	900	19	900002	1138	Connecticut Technical High School System	E. C. Goodwin Technical High School	6	63.4
Yes	Elementary	80	8	902400	450	Meriden School District	Roger Sherman School	2	62.7
Yes	Elementary	15	20	900450	74	Bridgeport School District	Madison School	6	67.2
Yes	Elementary	164	1	905220	1087	Windsor School District	Clover Street School	1	66.9
Yes	Elementary	93	49	902790	647	New Haven School District	Microsociety Magnet School	2	62
Yes	Elementary	80	5	902400	445	Meriden School District	John Barry School	5	68.6
Yes	Elementary	89	15	902670	527	New Britain School District	Vance School	3	65.1
Yes	Elementary	93	43	902790	546	New Haven School District	Bishop Woods School	2	64.2
Yes	Elementary	151	14	904830	975	Waterbury School District	F. J. Kingsbury School	4	71
Yes	Elementary	151	3	904830	967	Waterbury School District	Barnard School	1	69.8
Yes	Elementary	104	14	903120	667	Norwich School District	John B. Stanton School	2	66
Yes	Elementary	269	61	900015	809	The Bridge Academy District	The Bridge Academy	2	73
Yes	Elementary	64	15	901920	373	Hartford School District	Parkville Community School	6	66.5
Yes	Secondary	900	14	900002	1140	Connecticut Technical High School System	Eli Whitney Technical High School	2	57.1
Yes	Elementary	285	1	900208	1493	Bridgeport Achievement First	Achievement First Bridgeport Academy	1	77.8
Yes	Elementary	163	3	905190	1214	Windham School District	North Windham School	3	69.1
Yes	Elementary	270	1	900016	823	Side By Side Community School District	Side By Side Community School	3	66.9

George Michna
CT Department of Education

Tier III

Title I	Elementary/Secondary	DIST	SCH	NCES_Dist	NCES_Sch	District Name	School Name	Year of Improvement	2009 Unadjusted Math
Yes	Elementary	151	51	904830	983	Waterbury School District	Michael F. Wallace Middle School	5	66.1
Yes	Elementary	126	4	904050	802	Shelton School District	Lafayette School	1	62.8
Yes	Elementary	151	7	904830	977	Waterbury School District	H. S. Chase School	6	73.8
Yes	Elementary	146	2	904680	941	Vernon School District	Maple Street School	2	72.7
Yes	Elementary	15	13	900450	69	Bridgeport School District	Hooker School	3	62.8
Yes	Elementary	15	3	900450	52	Bridgeport School District	Black Rock School	2	74
Yes	Elementary	62	2	901860	337	Hamden School District	Church Street School	1	72.6
Yes	Secondary	151	64	904830	979	Waterbury School District	John F. Kennedy High School	6	54.3
Yes	Elementary	135	5	904320	859	Stamford School District	K. T. Murphy School	3	72.8
Yes	Elementary	151	6	904830	969	Waterbury School District	Bunker Hill School	3	79.8
Yes	Elementary	156	14	904950	1038	West Haven School District	Savin Rock Community School	2	71.5
Yes	Elementary	151	10	904830	1473	Waterbury School District	Brooklyn Elementary School	2	80.5
Yes	Elementary	104	17	903120	675	Norwich School District	Thomas W. Mahan School	1	72.2
Yes	Elementary	283	51	900033	1449	Park City Prep Charter School	Park City Prep Charter School	2	67.7
Yes	Secondary	900	15	900002	1136	Connecticut Technical High School System	A. I. Prince Technical High School	6	60
Yes	Elementary	11	6	900330	32	Bloomfield School District	Laurel School	1	76
Yes	Elementary	135	12	904320	858	Stamford School District	Julia A. Stark School	5	71.6
Yes	Elementary	80	11	902400	440	Meriden School District	Casimir Pulaski School	1	71.6
Yes	Elementary	62	3	901860	338	Hamden School District	Dunbar Hill School	3	67.5
Yes	Elementary	241	31	900700	210	Capitol Region Education Council	Montessori Magnet School	1	62.6
Yes	Elementary	135	11	904320	866	Stamford School District	Springdale School	3	72.3
Yes	Elementary	135	20	904320	852	Stamford School District	Davenport Ridge School	4	68.9
Yes	Elementary	156	3	904950	1035	West Haven School District	Forest School	2	72.8
Yes	Elementary	104	20	903120	668	Norwich School District	John M. Moriarty School	1	72.2
Yes	Elementary	77	12	902310	429	Manchester School District	Verplanck School	1	71.2
Yes	Elementary	69	3	902070	394	Killingly School District	Killingly Memorial School	1	69.2
Yes	Elementary	156	10	904950	1030	West Haven School District	Clarence E. Thompson School	1	74
Yes	Elementary	143	2	904590	917	Torrington School District	Forbes School	1	73.1
Yes	Elementary	83	2	902490	453	Middletown School District	Bielefield School	1	71.8
Yes	Secondary	64	66	901920	1479	Hartford School District	Pathways to Technology Magnet School	3	61.2
Yes	Elementary	265	51	900011	797	Interdistrict School for Arts and Comm District	Interdistrict School For Arts And Communication	2	65.9
Yes	Elementary	64	20	901920	383	Hartford School District	Noah Webster Micro Society School	2	70
Yes	Elementary	44	14	901290	213	East Haven School District	D. C. Moore School	2	76.7
Yes	Elementary	103	14	903090	660	Norwalk School District	Tracey School	2	76.5
Yes	Elementary	88	4	902640	504	Naugatuck School District	Hop Brook Intermediate School	3	71.9
Yes	Elementary	146	3	904680	942	Vernon School District	Northeast School	1	67.9
Yes	Elementary	156	53	904950	1037	West Haven School District	May V. Carrigan Middle School	3	68.3
Yes	Secondary	64	64	901920	1478	Hartford School District	Classical Magnet School	1	57.6
Yes	Elementary	64	33	901920	1369	Hartford School District	Breakthrough Magnet School	2	75.9
Yes	Elementary	47	1	901350	228	East Windsor School District	Broad Brook Elementary School	1	71.7
Yes	Elementary	135	22	904320	167	Stamford School District	Hart School	3	69.8
Yes	Elementary	164	8	905220	1089	Windsor School District	John F. Kennedy School	1	77.1
Yes	Elementary	261	1	900007	747	Jumoke Academy District	Jumoke Academy	1	74.8
Yes	Elementary	93	31	902790	584	New Haven School District	Conte/West Hills Magnet School	1	73.6
Yes	Elementary	88	1	902640	500	Naugatuck School District	Central Avenue School	2	77.4
Yes	Elementary	151	21	904830	966	Waterbury School District	B. W. Tinker School	2	75.9
Yes	Elementary	116	3	903480	718	Putnam School District	Putnam Elementary School	3	78.9
Yes	Elementary	88	8	902640	499	Naugatuck School District	Andrew Avenue School	1	75.8
Yes	Elementary	34	2	901020	152	Danbury School District	Hayestown Avenue School	2	82.2
Yes	Elementary	135	21	904320	868	Stamford School District	Stillmeadow School	3	77.2
Yes	Elementary	104	51	903120	670	Norwich School District	Kelly Middle School	4	70.3
Yes	Elementary	62	11	901860	345	Hamden School District	Ridge Hill School	1	76
Yes	Elementary	44	7	901290	219	East Haven School District	Momauguin School	1	80.3
Yes	Elementary	162	2	905160	1079	Winchester School District	Mary P. Hinsdale School	1	76.2

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Title I	Elementary/Secondary	DIST	SCH	NCES_Dist	NCES_Sch	District Name	School Name	Year of Improvement	2009 Unadjusted Math
Yes	Elementary	103	7	903090	648	Norwalk School District	Jefferson Elementary School	3	79.4
Yes	Elementary	80	4	902400	443	Meriden School District	Israel Putnam School	2	77.2
Yes	Elementary	77	14	902310	431	Manchester School District	Washington School	2	81.2
Yes	Elementary	143	13	904590	1211	Torrington School District	Vogel-Wetmore School	1	79.5
Yes	Elementary	136	3	904350	1491	Sterling School District	Sterling Community School	1	74
Yes	Elementary	156	12	904950	1040	West Haven School District	Washington School	1	72.6
Yes	Elementary	64	7	901920	360	Hartford School District	Dwight School	2	71.8
Yes	Elementary	135	19	904320	8	Stamford School District	Toquam Magnet School	1	78.3
Yes	Elementary	58	3	901740	310	Griswold School District	Griswold Elementary School	2	80.3
Yes	Elementary	164	9	905220	1092	Windsor School District	Oliver Ellsworth School	2	77.4
Yes	Elementary	104	52	903120	674	Norwich School District	Teachers' Memorial Middle School	2	75.9
Yes	Elementary	83	1	902490	462	Middletown School District	Spencer School	1	79.4
Yes	Elementary	34	18	901020	1167	Danbury School District	Mill Ridge Intermediate School	1	83.8
Yes	Elementary	2	51	900060	8	Ansonia School District	Ansonia Middle School	5	81.5
Yes	Elementary	141	1	904530	909	Thompson School District	Mary R. Fisher Elementary School	1	80.2
Yes	Elementary	64	64	901920	1478	Hartford School District	Classical Magnet School	1	72.6
Yes	Elementary	244	51	900070	1358	Area Cooperative Educational Services	Thomas Edison Magnet Middle School	2	75.4
Yes	Elementary	77	10	902310	428	Manchester School District	Robertson School	1	82.4
Yes	Elementary	103	23	903090	659	Norwalk School District	Silvermine Elementary School	3	80.6
Yes	Elementary	44	16	901290	2	East Haven School District	Robert W. Carbone School	1	78
Yes	Elementary	34	14	901020	159	Danbury School District	Roberts Avenue School	2	78.3
Yes	Elementary	64	54	901920	1295	Hartford School District	Hartford Magnet Middle School	2	76
Yes	Elementary	2	3	900060	5	Ansonia School District	Mead School	6	90.2
Yes	Elementary	99	6	902970	623	North Branford School District	Totoket Valley Elementary School	2	82.7
Yes	Elementary	44	51	901290	217	East Haven School District	Joseph Melillo Middle School	1	78
Yes	Elementary	243	1	900910	340	Cooperative Educational Services	Six-Six Magnet School	1	83.4
Yes	Elementary	83	11	902490	461	Middletown School District	Snow School	1	82.1
Yes	Elementary	103	20	903090	645	Norwalk School District	Fox Run Elementary School	1	84.3
Yes	Elementary	62	1	901860	346	Hamden School District	Shepherd Glen School	2	83.8
Yes	Elementary	15	36	900450	90	Bridgeport School District	Winthrop School	1	84
Yes	Elementary	135	8	904320	864	Stamford School District	Rogers School	3	84.6
Yes	Elementary	73	1	902190	403	Lisbon School District	Lisbon Central School	2	83.1
Yes	Elementary	15	11	900450	65	Bridgeport School District	Hall School	1	87
Yes	Elementary	17	19	900510	99	Bristol School District	Ivy Drive School	1	87.6
Yes	Elementary	96	9	902850	1372	New Milford School District	Sarah Noble Intermediate School	5	85.2
Yes	Elementary	84	53	902520	474	Milford School District	West Shore Middle School	1	85.2
Yes	Elementary	146	51	904680	947	Vernon School District	Vernon Center Middle School	1	85.6
Yes	Elementary	140	2	904500	1117	Thomaston School District	Thomaston Center School	2	87.2
Yes	Elementary	103	4	903090	643	Norwalk School District	Cranbury Elementary School	2	88.9
Yes	Elementary	111	51	903330	705	Plymouth School District	Eli Terry Jr. Middle School	1	86.4
Yes	Elementary	32	4	900960	144	Coventry School District	George Hersey Robertson School	2	87.5
Yes	Elementary	134	6	904290	1503	Stafford School District	Stafford Elementary School	1	90.7
Yes	Elementary	33	3	900990	1432	Cromwell School District	Woodside Intermediate School	1	86.5
Yes	Elementary	58	51	901740	19	Griswold School District	Griswold Middle School	1	87.8
Yes	Elementary	216	51	903538	756	Regional School District 16	Long River Middle School	1	88.7
Yes	Elementary	28	51	900840	136	Colchester School District	William J. Johnston School	2	91.7
Yes	Elementary	139	3	904470	1394	Suffield School District	McAlister Intermediate School	1	92
Yes	Elementary	126	51	904050	801	Shelton School District	Intermediate School	1	90.2
Yes	Elementary	45	51	901320	224	East Lyme School District	East Lyme Middle School	2	91.8
Yes	Elementary	210	51	903520	727	Regional School District 10	Har-Bur Middle School	1	92.2
Yes	Elementary	9	51	900270	25	Bethel School District	Bethel Middle School	2	92.8
Yes	Elementary	42	51	901230	188	East Hampton School District	East Hampton Middle School	2	92.9
Yes	Elementary	139	51	904470	902	Suffield School District	Suffield Middle School	2	94.9
Yes	Elementary	91	52	902730	1224	New Fairfield School District	New Fairfield Middle School	1	95.3

Tier III

Tier III

Title I	Elementary/Secondary	DIST	SCH	NCES_Dist	NCES_Sch	District Name	School Name	Year of Improvement	2009 Unadjusted Math

2009 Unadjusted Reading	2009 Average Unadjusted (Math & Reading)
9.5	11.9
14.8	13.2
14.2	20.6
14.2	23.5
31.6	24.6
23.1	26.1
25.8	26.8
28.7	28.5
26.3	28.7
25.3	31.0
26.9	31.2
20.7	31.4
26.1	31.6
26.9	33.1
20	33.1
28.6	33.3
21	33.6
23	34.1
24.8	20.8
34.8	29.5
38.8	32.1
47.5	36.3
50	37.5

2009 Unadjusted Reading	2009 Average Unadjusted (Math & Reading)
32	34.6
30	34.8
31.2	34.9
28.2	35.2
26.4	35.4
24.8	36.5
28.8	36.7
28.2	37.0
30.5	37.2
34.5	38.5
34.6	39.3
34.4	39.4
25.6	39.4
27.3	39.4
35.6	40.7
33	40.8
34.5	40.9
31.8	41.2
46.9	41.3
39.6	41.4
37.2	42.5
33.7	42.8
45.5	42.8
36.4	43.0
32.2	43.1
37.9	43.9
32.4	44.0
35.6	44.2
39.5	44.6
35.5	44.9
34	45.2
37.9	45.2
38.1	45.2
38.1	45.8
37.2	45.9
41.4	46.0
52.6	46.1
41.9	46.7
39.5	46.8
33.9	47.1
40.4	47.5
54.6	47.6
46	47.8
39.7	48.2
41.5	48.3
44.2	48.5
45.4	48.8
40.2	49.2
43.4	49.2
42.1	49.4
41.9	49.5
38.1	49.6
44.7	49.6
38.3	49.7

2009 Unadjusted Reading	2009 Average Unadjusted (Math & Reading)
44.9	49.8
43.5	50.0
46.3	50.3
43.8	50.3
42.6	51.1
60.5	51.3
46.6	52.2
48.2	52.3
49.1	52.4
47.7	52.6
47.1	52.9
45.8	52.9
45.6	53.1
42.5	53.1
39.3	53.5
52.6	53.5
50.6	53.7
42.9	53.9
47.2	54.0
43.7	54.2
46.8	54.2
52	54.8
45.7	55.0
42.1	55.6
52.4	55.6
50.6	55.8
50	55.9
47.8	56.0
49.9	56.1
48	56.3
45.8	56.5
52.8	56.5
51.3	56.6
52.7	56.7
46.4	57.2
52.4	57.5
53.5	57.7
52	57.7
53.8	58.3
49.8	58.5
50.3	58.6
55.5	58.8
49.1	58.9
52.6	58.9
53.9	59.1
47.6	59.3
49.3	59.6
53.8	59.9
47	60.0
53.6	60.1
64	60.6
43.6	60.7
52.5	60.8
55.1	61.0

2009 Unadjusted Reading	2009 Average Unadjusted (Math & Reading)
56.3	61.2
59.7	61.3
48.8	61.3
50.8	61.8
61.5	62.2
50.5	62.3
52.5	62.6
70.9	62.6
52.6	62.7
45.7	62.8
54	62.8
45.1	62.8
53.9	63.1
59.2	63.5
66.9	63.5
51.2	63.6
55.7	63.7
55.9	63.8
60.4	64.0
67.5	65.1
58	65.2
61.9	65.4
58	65.4
58.8	65.5
60	65.6
62.6	65.9
58.4	66.2
59.4	66.3
60.7	66.3
71.3	66.3
66.8	66.4
62.8	66.4
56.6	66.7
58.2	67.4
63.2	67.6
67.2	67.6
67	67.7
78	67.8
59.9	67.9
64.4	68.1
66.4	68.1
59.2	68.2
62	68.4
63.3	68.5
59.7	68.6
61.3	68.6
58.6	68.8
62.1	69.0
56.2	69.2
61.4	69.3
68.8	69.6
63.7	69.9
59.8	70.1
64.9	70.6

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2009 Unadjusted Reading	2009 Average Unadjusted (Math & Reading)
62.1	70.8
64.6	70.9
60.9	71.1
62.7	71.1
68.8	71.4
72.1	72.4
73.6	72.7
67.8	73.1
66.3	73.3
69.4	73.4
71	73.5
67.7	73.6
63.8	73.8
66.6	74.1
67.9	74.1
75.7	74.2
73.2	74.3
66.2	74.3
68.8	74.7
72.1	75.1
71.9	75.1
74.3	75.2
61	75.6
68.5	75.6
74	76.0
69.6	76.5
71.4	76.8
70.3	77.3
71.1	77.5
74.1	79.1
74.1	79.4
75.9	79.5
72.7	79.9
72.6	80.1
79.4	82.3
79.5	82.4
79.3	82.5
77.7	82.5
76.8	82.9
80.2	83.3
79.6	83.6
76.7	83.7
81.2	83.9
84.7	86.3
84.5	86.6
85.6	88.7
85.5	88.8
87.6	88.9
88.3	90.1
88.2	90.2
88.8	90.8
89.9	91.4
89.8	92.4
90	92.7

2009 Unadjusted Reading	2009 Average Unadjusted (Math & Reading)

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December 16, 2009